

Findings from the First Year of
the Wabash National Study
2008–2009

Part I – Data Tables

October 2009

Findings from the First Year of the Wabash National Study

Introduction.....	4
Section I: Effective Practices and Experiences from the First Year	
High-Impact Practices and Experiences from the Wabash National Study.....	10
<i>Lists the survey questions within the good practice scales and subscales from Tables 1–3.</i>	
Good Practice Scales, Table 1.....	17
<i>Compares your students' average scores on six groups of good practices to those of students at other institutions. Scores on the good practice scales have been converted to benchmark scores on a 0–100 point scale.</i>	
Good Practice Subscales, Table 2.....	19
<i>Compares your students' benchmark scores for 17 smaller clusters of high-impact experiences to those of students at other institutions. Some of these groups of experiences combine to form the six good practice scales shown in the previous data tables.</i>	
NSSE Deep Learning Scales, Table 3.....	22
<i>Compares your students' benchmark scores on the NSSE Deep Learning scales to those of students at other institutions.</i>	
Section II: Frequency Reports for Items in the Good Practice Scales	
<i>Compares your students' responses to individual survey questions in our good practice areas to those of students at other similar-sized institutions in the study.</i>	
Good Teaching and High-Quality Interactions with Faculty, Table 4.....	23
Academic Challenge and High Expectations, Table 5.....	28
Diversity Experiences, Table 6.....	36
NSSE Deep Learning, Table 7.....	39
Frequency of Interactions with Faculty and Staff, Table 8.....	42
Interactions with Peers, Table 9.....	44
Cooperative Learning, Table 10.....	47
Section III: Outcome Measures – Data Tables with Averages, Standard Deviations, and Institutional Rankings	
Guide to Outcome Measures.....	48
<i>Contains brief descriptions of the outcome measures used in the Wabash National Study including information on how each measure is scored.</i>	
Fall 2008–Spring 2009 Comparisons from Outcome Measures, Tables 11–15.....	55
<i>Shows students' first-year change on the outcome measures.</i>	
Spring 2009 Outcome Measures, Tables 16–20.....	60
Fall 2008 Outcome Measures, Tables 21–25.....	65

Section IV: Student Surveys – Data Tables with Averages, Standard Deviations, and Institutional Rankings

Comparisons from Fall 2008 Student Survey and Spring 2009 Student Experiences Survey, Tables 26–29.....	70
Spring 2009 Student Experiences Survey, Tables 30–45.....	80
Fall 2008 Student Survey, Tables 46–48.....	101

Section V: Student Surveys and NSSE – Frequency Tables

Spring 2009 Student Experiences Survey, Tables 49–68.....	108
Spring 2009 National Survey of Student Engagement, Tables 69–81.....	146
Fall 2008 Student Survey, Tables 82–84.....	172

Appendices

Appendix A: Wabash National Study at a Glance.....	182
Appendix B: Copies of all Student Surveys and Assessments.....	185
Appendix C: Guidelines for Merging Institutional Data with Wabash National Study Data.....	214

Introduction to the First-Year Data Tables from the Wabash National Study

What's in this report?

This report contains data tables with information from the Wabash National Study about your students' first year at your institution. It includes data from the fall 2008 and spring 2009 assessment sessions, as well as information about how your students changed from the fall to the spring.

The first two sections of the report, Tables 1–10, focus on information about the extent to which your students reported experiencing certain teaching practices and institutional conditions that are widely considered to be good practices. These groups of teaching practices and institutional conditions were derived from survey questions in the Wabash National Study about student experiences. The questions come from both the Student Experiences Survey and the National Survey of Student Engagement (NSSE).

Four of these broad categories of teaching practices and institutional conditions (see Table 1, page 1 and Table 3) have emerged in our analyses as being especially potent because they have a widespread positive impact across many of our outcome measures. These four high-impact practices promote students' growth on a wide variety of qualities including moral reasoning, leadership, openness to diversity and challenge, political and social involvement, and positive attitude toward literacy. We view these kinds of practices and conditions as “efficient” in the sense that just one set of practices—such as clarity and organization of teaching—can benefit students' development in many areas. The four high-impact good practices areas are:

- *Good teaching and high-quality interactions with faculty*
- *Academic challenge and high expectations*
- *Diversity experiences*
- *Deep learning*

Students who report higher levels of these experiences tend to grow on most of our outcome measures. Similarly, students who report lower levels of these experiences are less likely to grow on our outcomes. We've included a list of the questions to which students responded within each of these high-impact practice areas at the beginning of Section I of this document.

We also identified three additional groups of teaching practices and institutional conditions that have, so far, had a weaker impact on student growth (see the second page of Table 1). These experiences predict growth on a more limited set of our outcomes. These three areas are:

- *Frequency of interactions with faculty and staff*
- *Interactions with peers*
- *Cooperative learning*

Although these three good practices may not have the same impact across all institutions as the first four good practices, we include them because sometimes they do matter for particular institutions. It is also possible that the full impact of some of these experiences will only become apparent after four years of college.

In the tables that follow, we refer to these seven groups of teaching practices and institutional conditions as “good practice scales.” Based on our analyses, we have subdivided these seven good practice areas into clusters of related activities; for example, *good teaching and high-quality interactions with faculty* includes five questions on *faculty interest in teaching and student development*, three questions on *prompt feedback*, five questions on the *quality of non-classroom interactions with faculty*, and ten questions on *teaching clarity and organization*. You can see the questions we use to address the clusters of related activities in Section I of this document. Tables 4–10 include detailed information about your students’ responses to all of the questions in the seven good practice scales.

We’ve calculated *benchmark scores* for the good practice scales and subscales in Tables 1–3. The good practice benchmark scores are calculated on a 100-point scale. A benchmark score of 100 would mean that your students gave the highest possible response on every question on a scale. For example, a benchmark score of 100 on the *integrating ideas, information, and experiences* subscale would mean that students gave the highest score, whether that is “strongly agree,” “very often,” or “very much,” to the nine questions in that scale. On the other hand, a benchmark score of 0 would mean that your students gave the lowest possible response on every question, that is, “strongly disagree,” “never,” or “very little” to the nine questions in the *integrating ideas, information, and experiences* subscale. Of course, actual benchmark scores will most likely fall between these two extremes. For example, if your institution gets a benchmark score of 67 on a good practice scale, it would mean that students typically chose “3” or “often” from four alternatives ranging from 1=never to 4=very often. A benchmark score of 50 would mean that about half of your students selected “never” or “sometimes” and the other half chose “often” or “very often” in response to questions about a good practice.

The third section of the report, Tables 11–25, provides your students’ scores on our outcome measures and shows how your students’ scores changed over the course of their first year. Whenever the report mentions fall–spring comparisons, we are referring to information from the students who participated in both the fall and the spring assessment sessions. Please note that the degree of change in the following tables is calculated by looking at the average of your students’ scores on the outcome in the fall and subtracting it from the average of your students’ scores in the spring. It is not an average of how much *each student* changed on the outcome. This method may underestimate the degree of change from the fall to the spring. We apologize for this, but for technical reasons we could not change the way that the databases we used to generate this report calculated changes in scores. We will provide more detail on your students’ first-year outcome change in later reports.

The fourth and fifth sections of the report, Tables 26–84, include more details on your students’ responses to our questions about their experiences during the first year of college. We have included means, standard deviations, and response frequencies for each question.

What’s a good way to work through the data in this report?

We provide a lot of information in this report, so much that it may seem overwhelming trying to figure out where to start. We suggest looking first at the good practice benchmark scores in Tables 1–3 to identify areas where your students scored especially high and areas where they scored especially low. You can determine this in two ways. You can look at the two comparison columns on the right hand side of Tables 1–3 to see if your students’ average benchmark score was significantly higher or lower than students’ average score at other institutions (see Figure 1 below).

WABASH NATIONAL STUDY OF Liberal Arts Education

Figure 1. Looking at Benchmark Scores

Good Practice Scales	What's your institution's benchmark score?			Is your institution significantly higher or lower than other institutions?	
	Averages and Frequencies			Comparisons for	
		Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
Good teaching and high quality interactions with faculty <i>All items in the following Good Practice Subscales: 1) Faculty interest in teaching and student development, 2) Prompt feedback, 3) Quality of nonclassroom interactions with faculty, and 4) Teaching clarity and organization</i>	74.5 / 14.1 184	72.8 / 12.6 4,219	69.3 / 13.4 7,958	1.7	5.2 ***
Academic challenge and high expectations <i>All items in the following Good Practice Subscales: 1) Academic challenge and effort, 2) Frequency of higher-order exams and assignments, 3) Challenging classes and high faculty expectations, and 4) Integrating ideas, information, and experiences</i>	68.3 / 12.2 184	64.5 / 11.8 4,218	61.7 / 12.0 7,942	3.8 **	6.5 ***
Diversity experiences <i>All items in the following Good Practice Subscales: 1) Meaningful interactions with diverse peers-I and 2) Meaningful interactions with diverse peers-II</i>	51.2 / 17.7 184	45.3 / 18.3 4,209	42.3 / 18.2 7,950	5.9 **	8.9 ***

You can also look at the absolute value of your benchmark scores in the leftmost column of the “Averages and Frequencies” section of Tables 1–3 (see Figure 1). We believe that a benchmark score of 75 or higher in any of the good practice areas indicates that, on average, your students are experiencing sufficiently high levels of that good practice, in which case you may achieve more benefit for your students by focusing your efforts on other good practice areas where your scores were lower.

Another way to look at data on student experiences is to examine particular questions within the good practice areas to see how your students compare to students at other institutions in the study. You can find this information in the frequency tables in the second section of this report (Tables 4–10). A good way to identify particular experiences is to start by looking at good practices scales on which your institution had lower benchmark scores. Then look at your students’ responses to the individual questions within those scales to see if there are particular experiences for which your students reported especially low levels.

As you review your students’ responses to these questions, it is important to consider what groups of students, what programs, or what courses may account for the “very oftens” and the “nevers.” It is often helpful to try to determine if there are characteristics—or perhaps paths through your institution—that differentiate those students who are having the most high-impact experiences from those who are having the least. You can do the same thing by looking at the students who changed the most and the least on the outcome measures. In either case, however, we suggest that your discussions be informed by evidence so that you move beyond what you assume or hope to be true about your institutions. We hope that you use data from the Wabash Study to carefully examine the qualities of students who are most and least engaged in your campuses and consider whether there are ways to ensure that more students have experiences like those of students in the top categories.

How can you use this information to improve student learning?

Institutions that have successfully used the Wabash National Study to improve the quality of student learning and student engagement have utilized the following practices:

- Plan carefully how you will respond to evidence from the study.
 - Have a “syllabus” outlining the activities you plan for the upcoming year. The syllabus should describe:
 - The different ways you plan to disseminate the information.
 - How you plan to move actionable information from the Wabash Study or other assessment evidence through your campus governance structures.
 - The resources that you’ve allocated to respond to good ideas that emerge in response to the evidence.
- Disseminate the evidence in multiple ways and in different places.
 - Don’t simply put it on a website in the hopes that someone will read it. Develop a communication plan for how you will move the information through your campus and designate who will be responsible for moving it through different parts of the institution.
- Enlist strong administrative support.
 - Strong, supportive, and consistent campus leadership is essential for using evidence to make changes that improve student learning. What can administrators do to help?
 - Protect assessment leaders from colleagues who are morally opposed to assessment.
 - Provide resources to assessment leaders, faculty, and staff who are gathering, considering, and using evidence on student learning.
 - Help guide assessment evidence through institutional governance structures.
 - Publicly articulate support for assessment and campus assessment leaders. This public articulation is most effective when it takes an improvement-oriented perspective and focuses on using assessment to strengthen the institution, rather than taking the defensive stance of using it to keep accreditors and other outsiders at bay.
- Collaborate with students to help interpret evidence from the Wabash National Study.
 - Incorporating students into the process of making sense of assessment evidence will increase the quality of your interpretations of assessment data, and it will add student voice and perception to the data in a way that will connect with staff and faculty. You can do this in a variety of ways:
 - Ask groups of students to look at and interpret evidence from the study.
 - Raise questions or concerns you have about Wabash Study data and ask students for their perspective.
 - Create faculty-, staff-, or student-led focus groups to ask students about experiences that have been helpful to them and experiences that have held them back. Ask students what they think the mission of the institution is or to name the one thing it teaches best. Then, examine how their responses connect with Wabash National Study data.

- Connect the findings from the Wabash National Study with that of other assessment evidence you already have.
 - In every case we've seen so far, the interesting and surprising facts brought to light by the Wabash National Study were foretold by data that campuses already had. There should have been no surprises.
 - Do you know what assessment evidence you already have? Have you thought about what it tells you?
 - Useful assessment evidence comes not only in the form of national survey data or sophisticated outcome measures, but also from institutional grades, graduation rates, enrollment patterns, student exit interviews, interviews with internship hosts, and so on.

During the orientation meetings in August 2008, we asked you to consider the following questions as you crafted your preliminary plans:

- How will you disseminate the data on campus?
- Will you use standing committees, campus presentations, faculty meetings, etc?
- Will you send data reports to faculty and staff?
- What kinds of data are useful for your faculty and staff? What level of detail works best for each constituency?
- Will you talk to students about study data?
- Will you ask for evaluations and interpretations of the data or simply report out?
- How will you gather and respond to questions about the data, including questions about deeper interpretations of the data?
- Would collaborating with representatives from other institutions in the study be helpful?

We encourage you to review your preliminary data dissemination plan from the orientation meeting as a starting point for developing communication plans for the data and to begin thinking about first strategies for responding to the data. Our goal with the Wabash Study is not just to gather data about how much and under what circumstances students are learning but also, and most importantly, to help institutions use the data to make improvements. One way to facilitate this is to ask faculty and staff to consider how they could use the data to make changes to improve student learning whenever campus discussions of data occur.

As you review this report and consider ways you might engage the campus community in discussions about the data, it is important to remember several key points:

1. We have only followed your students for around six months so far, a relatively short period of time. We both hope and expect to see larger changes when we collect data after four years.
2. Although the study is longitudinal and we have statistically controlled for many important characteristics and qualities that students bring to college in our analyses, it is still important to exercise caution in drawing conclusions about the extent to which experiences cause students to change on learning outcomes. Since we cannot randomly assign students to colleges, or to experiences within those colleges, it is possible that the relationships we have identified between teaching conditions and institutional practices and student growth are mediated by some other as yet unidentified causes.
3. We have used well-known instruments and surveys to measure student learning; however, as we have indicated throughout this project, these measures are not as authentic as the exams, papers, and projects students complete in their work at their institutions. Yet we believe our

measures are an additional source of information you can use to enhance your institution's impact on your students.

4. The surveys we use to examine what students are experiencing inside and outside of the classroom are all based on students' reports of how they are interpreting their experiences. Although we do not tout such reports as "objective measures" of what students are encountering at their institutions, these self-reports are still informative because they give an idea of how students are experiencing their institutions, and because, self-report or not, they correlate with the extent to which students are changing on many of our outcome measures.

What are our next steps?

We will be sending additional reports on your first-year Wabash Study data later this year. We will distribute institutional summary reports by February 1, 2010, and we will send an overview of findings from the first year across all 49 institutions that have participated in the study by April 1. We will also be sending you SPSS files with Wabash National Study data for your students.

We are available for conference calls and site visits to discuss study findings with faculty, staff, and students, and to work with campus groups to figure out ways to use the data. Please do not hesitate to contact us if you are interested in scheduling a site visit or a conference call. We would also like to remind you of a few upcoming meetings:

- Wabash Study Retention Workshop – March 11–13, 2010
 - The purpose of this workshop is to help institutional teams use data from the Wabash Study and other sources to develop a plan to improve student retention.
- Wabash Study Workshop on Triangulating Data from Different Sources – May 24–26, 2010
 - The purpose of this workshop is to help institutional teams analyze data from multiple sources to identify common themes and use the information to develop an action plan to improve student learning.
- Two Wabash Study Summer Planning Meetings – August 2–4 and August 10–12, 2010 (please note that the dates for the second meeting have changed)
 - The purpose of these meetings is to help institutions develop and refine action plans for responding to Wabash Study data over the 2010–11 academic year and in fall 2011.

For all of these meetings, we will cover participants' food and lodging as well as transportation from the Indianapolis airport to Crawfordsville. Institutions will be responsible for travel to and from Indianapolis. We can support teams of three people from eight institutions for each of the March and May workshops. For the August planning meetings, we can support teams of two people from each institution. We will send out reminders closer to the dates of these meetings, but you can let us know if a team from your institution would like to attend one or more of these meetings at any time.

We look forward to continuing to work with you to review and clarify this information so that you can use it to benefit your students. Please do not hesitate to contact us if you have any questions.

High-Impact Practices and Experiences from the Wabash National Study

In our research thus far, we have found that four broad categories of teaching practices and institutional conditions predict growth on a wide variety of student outcomes including moral reasoning, leadership, openness to diversity and challenge, and positive attitude toward literacy. These four categories of high-impact teaching practices and supportive institutional conditions were derived from survey questions in the Wabash National Study about student experiences. The questions come from both the Student Experiences Survey and the National Survey of Student Engagement (NSSE).

This document lists the survey questions within each of the high-impact practice areas shown below.

- **Good Teaching and High-Quality Interactions with Faculty**, which includes:
 - Faculty interest in teaching and student development
 - Prompt feedback
 - Quality of non-classroom interactions with faculty
 - Teaching clarity and organization
- **Academic Challenge and High Expectations**, which includes:
 - Academic challenge and effort
 - Frequency of higher-order exams and assignments
 - Challenging classes and high faculty expectations
 - Integrating ideas, information, and experiences
- **Diversity Experiences**, which includes:
 - Meaningful interactions with diverse peers – I
 - Meaningful interactions with diverse peers – II
- **NSSE Deep Learning**, which includes:
 - Higher-order learning
 - Integrative learning
 - Reflective learning

Students who report higher levels of these experiences tend to grow more on our outcome measures. Similarly, students who report lower levels of these experiences are less likely to grow on the outcomes.

We have also identified three additional groups of experiences that cluster together into scales with high reliability. However, these last three scales have, so far, had a much weaker or more mixed relationship with the outcomes than the *Good Teaching*, *Academic Challenge*, *Diversity Experiences* and *Deep Learning* scales.

- **Frequency of Interactions with Faculty and Staff**, which includes:
 - Frequency of interactions with faculty
 - Frequency of interactions with student affairs staff
- **Interactions with Peers**, which includes:
 - Co-curricular involvement
 - Degree of positive peer interactions
- **Cooperative Learning**

This document also lists the survey questions within these last three groups of experiences.

Good Teaching and High-Quality Interactions with Faculty

Good teaching and high-quality interactions with faculty includes the following groups of questions:

Faculty interest in teaching and student development

- Are most faculty with whom you have had contact:
 - genuinely interested in students?
 - interested in helping students grow in more than just academic areas?
 - outstanding teachers?
 - genuinely interested in teaching?
 - willing to spend time outside of class to discuss issues of interest and importance to students?

Prompt feedback

- How often have:
 - faculty informed you of your level of performance in a timely manner?
 - faculty checked to see if you learned the material well before going on to new material?
 - you received prompt written or oral feedback from faculty on your academic performance?*

Quality of non-classroom interactions with faculty

- To what extent do you agree that:
 - your non-classroom interactions with faculty have had a positive influence on your personal growth, values, and attitudes?
 - your non-classroom interactions with faculty have had a positive influence on your intellectual growth and interest in ideas?
 - your non-classroom interactions with faculty have had a positive influence on your career goals and aspirations?
 - you have developed a close, personal relationship with at least one faculty member since coming to this institution?
 - you are satisfied with the opportunities to meet and interact informally with faculty members?

Teaching clarity and organization

- How often did your faculty:
 - give clear explanations?
 - make good use of examples and illustrations to explain difficult points?
 - effectively review and summarize the material?
 - interpret abstract ideas and theories clearly?
 - give assignments that helped in learning the course material?
 - present material in a well-organized way?
 - come to class well prepared?
 - use class time effectively?
 - clearly explain course goals and requirements?
 - have a good command of what they were teaching?

¹ The questions we have marked with an asterisk are from the National Survey of Student Engagement (NSSE); the remaining questions are from the Student Experiences Survey in the Wabash National Study of Liberal Arts Education.

Academic Challenge and High Expectations

Academic challenge and high expectations includes the following groups of questions:

Academic challenge and effort

- During the current school year, about how often have you:
 - worked harder than you thought you could to meet an instructor's standards or expectations?*
 - asked questions in class or contributed to class discussions?*
 - made a class presentation?*
 - prepared two or more drafts of a paper or assignment before turning it in?*
 - come to class without completing readings or assignments? (reverse coded)*
- To what extent does your institution emphasize spending significant amounts of time studying and on academic work?*
- In a typical 7-day week, how many:
 - hours do you spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?*
 - problem sets take you more than an hour to complete?*
- To what extent during the school year did your examinations challenge you to do your best work?*
- During the current school year, about how many:
 - assigned textbooks, books, or book-length packs of course readings have you done?*
 - written papers or reports between 5 and 19 pages have you done?*

Frequency of higher-order exams and assignments

- How often have exams or assignments required you to:
 - write essays?
 - use course content to address a problem not presented in the course?
 - compare or contrast topics or ideas from a course?
 - point out the strengths and weaknesses of a particular argument or point of view?
 - argue for or against a particular point of view and defend your argument?

Challenging classes and high faculty expectations

- How often have faculty:
 - asked challenging questions in class?
 - asked you to show how a particular course concept could be applied to an actual problem or situation?
 - asked you to point out any fallacies in basic ideas, principles, or points of view presented in the course?
 - asked you to argue for or against a particular point of view?
 - challenged your ideas in class?
- How often have students challenged each other's ideas in class?

Integrating ideas, information, and experiences

- To what extent do you agree that:
 - courses have helped you understand the historical, political, and social connections of past events?

- courses have helped you see the connections between your intended career and how it affects society?
- your out-of-class experiences have helped you connect what you have learned in the classroom with life events?
- your out-of-class experiences have helped you translate knowledge and understanding from the classroom into action?
- During the current school year, about how often have you:
 - worked on a paper or project that required integrating ideas or information from various sources?*
 - put together ideas or concepts from different courses when completing assignments or during class discussions?*
 - discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?*
- During the current school year, how much has your coursework emphasized:
 - synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?*
 - making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions?*

Diversity Experiences

Diversity experiences includes the following groups of questions:

Meaningful interactions with diverse peers – I

- During the school year, how often have you:
 - attended a debate or lecture on a current political/social issue?
 - participated in a racial or cultural awareness workshop?
 - had serious discussions with student affairs staff (e.g., residence hall staff, career counselor, student union or campus activities staff) whose political, social, or religious opinions were different from your own?
 - had serious conversations with students of a different race or ethnicity than your own?*
 - had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?*
- To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?*

Meaningful interactions with diverse peers – II

- While attending this college, how often have you:
 - had discussions regarding inter-group relations with diverse students (e.g., students differing from you in race, national origin, values, religion, political views)?
 - had meaningful and honest discussions with diverse students about issues related to social justice?
 - shared personal feelings and problems with diverse students?

NSSE Deep Learning

Deep learning includes the following groups of questions:

Higher-order learning

- During the current school year, how much has your coursework emphasized:
 - analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components?*
 - synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?*
 - making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions?*
 - applying theories or concepts to practical problems or in new situations?*

Integrative learning

- During the current school year, about how often have you:
 - worked on a paper or project that required integrating ideas or information from various sources?*
 - included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?*
 - put together ideas or concepts from different courses when completing assignments or during class discussions?*
 - discussed ideas from your readings or classes with faculty outside of class?*
 - discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?*

Reflective learning

- During the current school year, about how often have you:
 - examined the strengths and weaknesses of your own views on a topic or issue?*
 - tried to better understand someone else's views by imagining how an issue looks from his or her perspective?*
 - learned something that changed the way you understand an issue or concept?*

The following groups of experiences have had a more limited and mixed relationship with growth on the outcomes so far.

Frequency of Interactions with Faculty and Staff

Frequency of interactions with faculty and staff includes the following groups of questions:

Frequency of interactions with faculty

- During the current school year, about how often have you:
 - discussed grades or assignments with an instructor?*
 - talked about career plans with a faculty member or advisor?*
 - discussed ideas from your readings or classes with faculty members outside of class?*
 - worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)?*

Frequency of interactions with student affairs staff

- How frequently have you:
 - discussed a personal problem or concern with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff)?
 - worked on out-of-class activities (e.g., committees, orientation, student life activities) with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff)?
 - talked about career plans with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff)?
 - discussed ideas from your reading or classes with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff)?
 - discussed grades or assignments with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff)?

Interactions with Peers

Interactions with peers includes the following groups of questions:

Co-curricular involvement

- About how many hours in a typical week do you spend participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)?*

Degree of positive peer interactions

- To what extent do you agree that:
 - you have developed close personal relationships with other students since coming to this institution?
 - the student friendships you have developed at this institution have been personally satisfying?
 - your interpersonal relationships with other students have had a positive influence on your personal growth, attitudes, and values?
 - your interpersonal relationships with other students have had a positive influence on your intellectual growth and interest in ideas?

- it has been difficult for you to meet and make friends with other students? (reverse coded)
- few of the students you know would be willing to listen to you and help you if you had a personal problem? (reverse coded)
- most students at your institution have values and attitudes different from your own? (reverse coded)
- To what extent has the quality of your relationships with other students at your institution been friendly, supportive, and given you a sense of belonging?*

Cooperative Learning

- How often have:
 - students taught each other in your classes, in addition to faculty teaching?
 - faculty encouraged you to participate in study groups outside of class?
 - you participated in one or more study group(s) outside of class?
 - you worked with classmates outside of class to prepare class assignments?*

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 1
Spring 2009
Good Practice Scales
Hobart and William Smith Colleges

Good Practice Scales	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges	
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
<p>Good teaching and high quality interactions with faculty</p> <p><i>All items in the following Good Practice Subscales: 1) Faculty interest in teaching and student development, 2) Prompt feedback, 3) Quality of nonclassroom interactions with faculty, and 4) Teaching clarity and organization</i></p>	70.3 / 14.8 259	73.0 / 12.5 4,144	69.3 / 13.4 7,883	-2.6 *	1.0
<p>Academic challenge and high expectations</p> <p><i>All items in the following Good Practice Subscales: 1) Academic challenge and effort, 2) Frequency of higher-order exams and assignments, 3) Challenging classes and high faculty expectations, and 4) Integrating ideas, information, and experiences</i></p>	65.3 / 11.0 257	64.6 / 11.9 4,145	61.8 / 12.1 7,869	0.8	3.6 ***
<p>Diversity experiences</p> <p><i>All items in the following Good Practice Subscales: 1) Meaningful interactions with diverse peers-I and 2) Meaningful interactions with diverse peers-II</i></p>	48.3 / 16.9 256	45.3 / 18.4 4,137	42.3 / 18.2 7,878	2.9 *	6.0 ***

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Scores on the Good Practice scales and subscales have been converted to a 0 - 100 point scale. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 1
Spring 2009
Good Practice Scales
Hobart and William Smith Colleges

Good Practice Scales	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges	
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
Frequency of interactions with faculty/staff <i>All items in the following Good Practice Subscales: 1) Frequency of interactions with faculty and 2) Frequency of interactions with student affairs staff</i>	48.9 / 18.5 251	38.0 / 19.8 4,120	37.2 / 19.9 7,822	10.9 ***	11.7 ***
Interactions with peers <i>All items in the following Good Practice Subscales: 1) Degree of positive peer interactions and 2) Co-curricular involvement</i>	63.9 / 16.8 257	68.5 / 16.4 4,137	67.1 / 16.5 7,880	-4.6 **	-3.2 *
Cooperative learning <i>All items in the Cooperative learning Good Practice Subscale</i>	58.8 / 18.2 256	55.7 / 19.8 4,132	55.0 / 20.3 7,865	3.1 *	3.8 *

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Scores on the Good Practice scales and subscales have been converted to a 0 - 100 point scale. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 2
Spring 2009
Good Practice Subscales

Hobart and William Smith Colleges

Good Practice Subscales	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges	
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
Faculty interest in teaching and student development <i>Experiences Survey: Section II, Question 5, Parts A through E</i>	74.8 / 18.5 256	79.6 / 15.6 4,147	75.1 / 17.0 7,889	-4.8 ***	-0.3
Prompt feedback <i>Experiences Survey: Section II, Question 6, Parts A and B</i> <i>NSSE: Question 1, Part q</i>	61.6 / 18.4 258	61.0 / 19.3 4,143	57.0 / 19.8 7,881	0.6	4.6 **
Quality of nonclassroom interactions with faculty <i>Experiences Survey: Section II, Question 4, Parts A through E</i>	68.3 / 19.7 261	67.0 / 19.3 4,146	63.0 / 20.2 7,903	1.2	5.3 **
Teaching clarity and organization <i>Experiences Survey: Section II, Question 8, Parts A through J</i>	71.9 / 15.9 259	76.3 / 13.2 4,142	73.3 / 14.2 7,880	-4.4 ***	-1.5
Academic challenge and effort <i>NSSE: Question 1, Parts a, b, c, f (reverse-coded), and r;</i> <i>Question 3, Parts a and d; Question 4, Part a; Question 5;</i> <i>Question 9, Part a; Question 10, Part a</i>	60.4 / 11.4 287	59.0 / 12.0 4,180	57.6 / 11.9 8,012	1.4	2.8 **
Frequency of higher-order exams and assignments <i>Experiences Survey: Section II, Question 10, Parts A, C, D, E,</i> <i>and F</i>	69.4 / 17.9 259	69.0 / 17.6 4,136	64.8 / 18.9 7,876	0.4	4.6 **

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Scores on the Good Practice scales and subscales have been converted to a 0 - 100 point scale. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 2
Spring 2009
Good Practice Subscales

Hobart and William Smith Colleges

Good Practice Subscales	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges	
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
Challenging classes and high faculty expectations <i>Experiences Survey: Section II, Question 7, Parts A through F</i>	68.1 / 16.3 259	66.9 / 17.9 4,146	62.5 / 18.7 7,889	1.2	5.6 ***
Integrating ideas, information, and experiences <i>Experiences Survey: Section II, Question 9, Parts A through D</i> <i>NSSE: Question 1, Parts d, i, and t; Question 2, Parts c and d</i>	67.2 / 13.9 256	67.4 / 14.8 4,129	64.6 / 15.0 7,827	-0.1	2.6 *
Meaningful interactions with diverse peers-I <i>Experiences Survey: Section II, Question 2, Parts A and C;</i> <i>Section II, Question 14, Part B</i> <i>NSSE: Question 1, Parts u and v; Question 10, Part c</i>	46.1 / 17.0 258	43.6 / 18.0 4,149	40.5 / 17.9 7,891	2.5 *	5.6 ***
Meaningful interactions with diverse peers-II <i>Experiences Survey: Section II, Question 12, Parts A through C</i>	52.1 / 24.3 256	49.1 / 25.2 4,113	46.1 / 25.2 7,847	3.0	5.9 **
Frequency of interactions with faculty <i>NSSE: Question 1, Parts n, o, p, and s</i>	53.1 / 21.3 287	43.0 / 21.4 4,183	41.1 / 21.6 8,025	10.0 ***	12.0 ***
Frequency of interactions with student affairs staff <i>Experiences Survey: Section II, Question 14, Parts A and C</i> <i>through F</i>	45.0 / 22.9 253	34.0 / 24.4 4,126	34.1 / 24.3 7,858	11.0 ***	10.9 ***

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Scores on the Good Practice scales and subscales have been converted to a 0 - 100 point scale. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 2
Spring 2009
Good Practice Subscales
Hobart and William Smith Colleges

Good Practice Subscales	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges	
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
Cooperative learning <i>Experiences Survey: Section II, Question 13, Parts A through C</i> <i>NSSE: Question 1, Part g</i>	58.8 / 18.2 256	55.7 / 19.8 4,132	55.0 / 20.3 7,865	3.1 *	3.8 *
Degree of positive peer interactions <i>Experiences Survey: Section II, Question 11, Parts A through G</i> <i>(E, F, and G reverse-coded)</i> <i>NSSE: Question 8, Part a</i>	68.1 / 18.7 257	73.9 / 17.7 4,137	72.7 / 17.8 7,880	-5.8 ***	-4.6 **
Co-curricular involvement <i>NSSE: Question 9, Part d</i>	31.0 / 26.1 286	24.9 / 23.0 4,168	22.6 / 22.3 7,981	6.0 **	8.4 ***
Course-related diversity experiences <i>Experiences Survey: Section II, Question 3, Parts A through C</i>	25.2 / 22.4 261	14.9 / 17.1 4,144	12.8 / 16.7 7,901	10.3 ***	12.5 ***
Negative interactions with diverse peers <i>Experiences Survey: Section II, Question 12, Parts D through H</i>	28.5 / 23.8 256	17.3 / 18.9 4,117	18.0 / 19.2 7,851	11.2 ***	10.5 ***

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Scores on the Good Practice scales and subscales have been converted to a 0 - 100 point scale. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 3
Spring 2009
NSSE Deep Learning Scales
Hobart and William Smith Colleges

NSSE Deep Learning Scales	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges	
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.
	Avg/SD n	Avg/SD n	Avg/SD n		
Deep learning total scale <i>Includes all items in the three deep learning subscales below</i>	65.6 / 15.1 258	64.4 / 16.0 4,149	61.2 / 16.3 7,902	1.1	4.3 **
Higher-order learning subscale <i>NSSE Question 2, Parts B-E</i>	76.1 / 18.3 259	73.5 / 19.1 4,147	71.0 / 19.8 7,899	2.6 *	5.1 **
Integrative learning subscale <i>NSSE Question 1, Parts D, E, I, P, and T</i>	61.5 / 17.0 263	58.9 / 18.4 4,149	55.5 / 18.7 7,903	2.7 *	6.0 ***
Reflective learning subscale <i>NSSE Question 6, Parts D-F</i>	58.5 / 21.8 258	61.6 / 22.7 4,143	57.7 / 23.2 7,878	-3.1 *	0.7

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Scores on the NSSE Deep Learning scales subscales are on a 0 - 100 point scale. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 4
Spring 2009 Good Practice Scales
Frequencies for items in the Good Teaching and High-Quality Interactions with Faculty scale
Hobart and William Smith Colleges

Faculty Interest in Teaching and Student Development subscale						
Below are statements about your views of the faculty's interest in teaching and students. Indicate the extent to which you agree/disagree with each.						
Most faculty with whom I have had contact...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
<i>are genuinely interested in students.</i>						
Hobart and William Smith Colleges	27.4 / 84	44.3 / 136	7.8 / 24	2.3 / 7	1.6 / 5	16.6 / 51
Other 30 Small Institutions	42.2 / 1,784	48.2 / 2,038	5.7 / 240	1.4 / 59	0.6 / 26	1.9 / 80
<i>are interested in helping students grow in more than just academic areas.</i>						
Hobart and William Smith Colleges	23.5 / 72	41.0 / 126	13.0 / 40	4.2 / 13	1.6 / 5	16.6 / 51
Other 30 Small Institutions	31.0 / 1,309	47.0 / 1,988	16.1 / 681	3.1 / 129	0.9 / 37	2.0 / 83
<i>are outstanding teachers.</i>						
Hobart and William Smith Colleges	16.9 / 52	38.4 / 118	21.2 / 65	5.9 / 18	0.7 / 2	16.9 / 52
Other 30 Small Institutions	27.1 / 1,147	46.1 / 1,947	20.4 / 864	3.6 / 152	0.8 / 35	1.9 / 82
<i>are genuinely interested in teaching.</i>						
Hobart and William Smith Colleges	23.1 / 71	43.0 / 132	11.4 / 35	4.6 / 14	1.3 / 4	16.6 / 51
Other 30 Small Institutions	37.9 / 1,603	48.8 / 2,064	9.3 / 394	1.4 / 58	0.5 / 22	2.0 / 86
<i>are willing to spend time outside of class to discuss issues of interest and importance to students.</i>						
Hobart and William Smith Colleges	31.6 / 97	35.8 / 110	10.1 / 31	4.6 / 14	1.3 / 4	16.6 / 51
Other 30 Small Institutions	44.1 / 1,865	42.5 / 1,795	9.3 / 395	1.4 / 61	0.6 / 26	2.0 / 85

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 4
Spring 2009 Good Practice Scales
Frequencies for items in the Good Teaching and High-Quality Interactions with Faculty scale
Hobart and William Smith Colleges

Prompt Feedback subscale						
Below are statements about receiving feedback from faculty concerning your learning in the classroom. How often have you experienced each?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Faculty informed me of my level of performance in a timely manner.</i>						
Hobart and William Smith Colleges	12.4 / 38	42.7 / 131	20.2 / 62	6.2 / 19	2.6 / 8	16.0 / 49
Other 30 Small Institutions	17.1 / 721	46.4 / 1,963	25.4 / 1,072	7.3 / 309	1.8 / 76	2.0 / 86
<i>Faculty checked to see if I had learned the material well before going on to new material.</i>						
Hobart and William Smith Colleges	7.2 / 22	25.4 / 78	32.6 / 100	14.3 / 44	4.6 / 14	16.0 / 49
Other 30 Small Institutions	7.3 / 307	28.5 / 1,205	37.1 / 1,567	19.6 / 827	5.5 / 232	2.1 / 89
In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n	
<i>Received prompt written or oral feedback from faculty on your academic performance</i>						
Hobart and William Smith Colleges	19.5 / 60	39.7 / 122	23.5 / 72	1.6 / 5	15.6 / 48	
Other 30 Small Institutions	22.7 / 959	42.0 / 1,776	30.3 / 1,282	3.1 / 130	1.9 / 80	
Quality of Nonclassroom Interactions with Faculty subscale						
Level of agreement with each of the following statements	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.</i>						
Hobart and William Smith Colleges	21.2 / 65	32.9 / 101	23.5 / 72	4.6 / 14	2.9 / 9	15.0 / 46
Other 30 Small Institutions	19.1 / 809	41.9 / 1,769	30.0 / 1,268	4.6 / 194	2.4 / 102	2.0 / 85

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 4
Spring 2009 Good Practice Scales
Frequencies for items in the Good Teaching and High-Quality Interactions with Faculty scale
Hobart and William Smith Colleges

Quality of Nonclassroom Interactions with Faculty subscale (cont.)	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.</i>						
Hobart and William Smith Colleges	20.2 / 62	38.8 / 119	20.2 / 62	4.6 / 14	1.3 / 4	15.0 / 46
Other 30 Small Institutions	20.4 / 863	46.5 / 1,966	25.3 / 1,070	4.0 / 167	1.8 / 77	2.0 / 84
<i>My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.</i>						
Hobart and William Smith Colleges	16.0 / 49	34.2 / 105	27.7 / 85	5.9 / 18	1.0 / 3	15.3 / 47
Other 30 Small Institutions	17.9 / 755	38.7 / 1,637	33.5 / 1,418	5.5 / 231	2.4 / 100	2.0 / 86
<i>Since coming to this institution, I have developed a close, personal relationship with at least one faculty member.</i>						
Hobart and William Smith Colleges	17.3 / 53	30.0 / 92	24.1 / 74	9.8 / 30	3.9 / 12	15.0 / 46
Other 30 Small Institutions	17.6 / 744	29.5 / 1,245	26.9 / 1,137	17.8 / 753	6.2 / 263	2.0 / 85
<i>I am satisfied with the opportunities to meet and interact informally with faculty members.</i>						
Hobart and William Smith Colleges	19.9 / 61	38.4 / 118	18.6 / 57	6.2 / 19	2.0 / 6	15.0 / 46
Other 30 Small Institutions	26.0 / 1,100	44.6 / 1,887	17.9 / 755	6.9 / 293	2.5 / 104	2.1 / 88
Teaching Clarity and Organization subscale						
Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?						
	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Faculty gave clear explanations.</i>						
Hobart and William Smith Colleges	16.0 / 49	43.3 / 133	20.2 / 62	2.9 / 9	2.0 / 6	15.6 / 48
Other 30 Small Institutions	20.5 / 866	58.9 / 2,488	17.0 / 717	1.5 / 62	0.2 / 9	2.0 / 85

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 4
Spring 2009 Good Practice Scales
Frequencies for items in the Good Teaching and High-Quality Interactions with Faculty scale
Hobart and William Smith Colleges

Teaching Clarity and Organization subscale (cont.)	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Faculty made good use of examples and illustrations to explain difficult points.</i>						
Hobart and William Smith Colleges	14.0 / 43	45.3 / 139	20.5 / 63	3.6 / 11	0.7 / 2	16.0 / 49
Other 30 Small Institutions	23.1 / 976	52.5 / 2,220	20.1 / 848	2.0 / 85	0.2 / 9	2.1 / 89
<i>Faculty effectively reviewed and summarized the material.</i>						
Hobart and William Smith Colleges	15.6 / 48	44.3 / 136	21.5 / 66	2.6 / 8	0.3 / 1	15.6 / 48
Other 30 Small Institutions	18.5 / 781	48.6 / 2,055	26.4 / 1,118	4.2 / 176	0.3 / 11	2.0 / 86
<i>Faculty interpreted abstract ideas and theories clearly.</i>						
Hobart and William Smith Colleges	15.3 / 47	41.7 / 128	22.5 / 69	4.2 / 13	0.3 / 1	16.0 / 49
Other 30 Small Institutions	18.5 / 782	46.1 / 1,949	29.0 / 1,226	3.9 / 164	0.3 / 14	2.2 / 92
<i>Faculty gave assignments that helped in learning the course material.</i>						
Hobart and William Smith Colleges	16.3 / 50	44.0 / 135	19.9 / 61	2.9 / 9	1.3 / 4	15.6 / 48
Other 30 Small Institutions	25.2 / 1,066	49.2 / 2,081	20.0 / 846	3.0 / 127	0.3 / 13	2.2 / 94
<i>The presentation of material was well organized.</i>						
Hobart and William Smith Colleges	14.0 / 43	44.0 / 135	21.2 / 65	4.6 / 14	0.7 / 2	15.6 / 48
Other 30 Small Institutions	22.7 / 958	52.9 / 2,234	20.6 / 871	1.5 / 65	0.2 / 7	2.2 / 92
<i>Faculty were well prepared for class.</i>						
Hobart and William Smith Colleges	18.2 / 56	45.6 / 140	16.3 / 50	2.9 / 9	1.0 / 3	16.0 / 49
Other 30 Small Institutions	38.9 / 1,644	48.0 / 2,028	9.7 / 411	1.1 / 48	0.1 / 4	2.2 / 92
<i>Class time was used effectively.</i>						
Hobart and William Smith Colleges	18.6 / 57	45.6 / 140	16.0 / 49	3.6 / 11	0.7 / 2	15.6 / 48
Other 30 Small Institutions	31.2 / 1,319	48.3 / 2,042	16.1 / 680	1.7 / 73	0.3 / 11	2.4 / 102

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 4
Spring 2009 Good Practice Scales
Frequencies for items in the Good Teaching and High-Quality Interactions with Faculty scale
Hobart and William Smith Colleges

Teaching Clarity and Organization subscale (cont.)	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Course goals and requirements were clearly explained.</i>						
Hobart and William Smith Colleges	20.5 / 63	42.0 / 129	16.6 / 51	3.6 / 11	0.7 / 2	16.6 / 51
Other 30 Small Institutions	35.6 / 1,503	46.0 / 1,945	13.7 / 581	2.0 / 85	0.2 / 10	2.4 / 103
<i>Faculty had a good command of what they were teaching.</i>						
Hobart and William Smith Colleges	27.0 / 83	40.7 / 125	12.1 / 37	2.3 / 7	1.0 / 3	16.9 / 52
Other 30 Small Institutions	47.4 / 2,005	41.4 / 1,749	8.1 / 341	0.7 / 30	0.1 / 5	2.3 / 97

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Academic Challenge and Effort subscale					
In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>Asked questions in class or contributed to class discussions</i>					
Hobart and William Smith Colleges	34.2 / 105	30.6 / 94	20.2 / 62	1.0 / 3	14.0 / 43
Other 30 Small Institutions	35.6 / 1,503	35.5 / 1,500	26.1 / 1,104	1.0 / 43	1.8 / 77
<i>Made a class presentation</i>					
Hobart and William Smith Colleges	9.1 / 28	25.7 / 79	47.6 / 146	3.3 / 10	14.3 / 44
Other 30 Small Institutions	8.3 / 350	27.8 / 1,175	57.6 / 2,434	4.4 / 187	1.9 / 81
<i>Prepared two or more drafts of a paper or assignment before turning it in</i>					
Hobart and William Smith Colleges	15.3 / 47	31.6 / 97	30.9 / 95	8.1 / 25	14.0 / 43
Other 30 Small Institutions	19.7 / 833	29.5 / 1,246	37.0 / 1,562	12.0 / 506	1.9 / 80
<i>Came to class without completing readings or assignments</i>					
Hobart and William Smith Colleges	4.9 / 15	10.1 / 31	48.2 / 148	21.8 / 67	15.0 / 46
Other 30 Small Institutions	4.1 / 175	11.0 / 466	61.3 / 2,591	21.5 / 908	2.1 / 87
<i>Worked harder than you thought you could to meet an instructor's standards or expectations</i>					
Hobart and William Smith Colleges	19.9 / 61	39.4 / 121	21.5 / 66	3.3 / 10	16.0 / 49
Other 30 Small Institutions	17.1 / 722	37.2 / 1,574	37.4 / 1,579	6.5 / 274	1.8 / 78

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Academic Challenge and Effort subscale (cont.)								
During the current school year, about how much reading and writing have you done?	None	1 - 4	5 - 10	11 - 20	More than 20	Blank		
	% / n	% / n	% / n	% / n	% / n	% / n		
<i>Number of assigned textbooks, books, or book-length packs of course readings</i>								
Hobart and William Smith Colleges	0.0 / 0	2.9 / 9	17.3 / 53	30.9 / 95	33.2 / 102	15.6 / 48		
Other 30 Small Institutions	0.2 / 10	6.1 / 256	26.7 / 1,127	39.3 / 1,660	25.7 / 1,086	2.1 / 88		
<i>Number of written papers or reports between 5 and 19 pages</i>								
Hobart and William Smith Colleges	1.6 / 5	23.1 / 71	38.1 / 117	16.3 / 50	4.9 / 15	16.0 / 49		
Other 30 Small Institutions	3.1 / 133	35.5 / 1,499	38.4 / 1,625	16.8 / 710	4.1 / 173	2.1 / 87		
In a typical week, how many homework problem sets did you complete?								
	None	1 - 2	3 - 4	5 - 6	More than 6	Blank		
	% / n	% / n	% / n	% / n	% / n	% / n		
<i>Number of problem sets that take you more than an hour to complete</i>								
Hobart and William Smith Colleges	21.2 / 65	32.2 / 99	21.2 / 65	4.6 / 14	3.9 / 12	16.9 / 52		
Other 30 Small Institutions	20.4 / 861	34.8 / 1,471	27.7 / 1,169	8.5 / 358	5.7 / 241	3.0 / 127		
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.								
	Very Little	2	3	4	5	6	Very Much	Blank
	1						7	
	% / n	% / n	% / n	% / n	% / n	% / n	% / n	% / n
Hobart and William Smith Colleges	0.0 / 0	0.3 / 1	2.3 / 7	7.2 / 22	23.5 / 72	36.8 / 113	13.4 / 41	16.6 / 51
Other 30 Small Institutions	1.0 / 44	0.9 / 39	2.3 / 98	7.7 / 326	29.2 / 1,235	36.8 / 1,556	19.2 / 812	2.8 / 117

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Academic Challenge and Effort subscale (cont.)	Hobart and William Smith Colleges	Other 30 Small Institutions
About how many hours do you spend in a typical 7-day week doing each of the following?	% / n	% / n
<i>Preparing for class (studying, reading, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</i>		
0 hours	0.0 / 0	0.3 / 13
1 - 5 hours	6.5 / 20	8.1 / 343
6 - 10 hours	17.9 / 55	19.2 / 810
11 - 15 hours	18.9 / 58	21.0 / 889
16 - 20 hours	17.6 / 54	19.7 / 831
21 - 25 hours	12.4 / 38	15.1 / 637
26 - 30 hours	5.2 / 16	7.8 / 328
More than 30 hours	5.5 / 17	6.6 / 277
Blank	16.0 / 49	2.3 / 99

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Academic Challenge and Effort subscale (cont.)						
To what extent does your institution emphasize each of the following?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n	
<i>Spending significant amounts of time studying and on academic work</i>						
Hobart and William Smith Colleges	27.7 / 85	43.3 / 133	10.1 / 31	2.0 / 6	16.9 / 52	
Other 30 Small Institutions	43.3 / 1,831	41.4 / 1,750	11.7 / 496	1.1 / 46	2.5 / 104	
Frequency of Higher-Order Exams and Assignments subscale						
Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced each?						
Exams or assignments required me to...	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>write essays.</i>						
Hobart and William Smith Colleges	30.9 / 95	32.9 / 101	15.3 / 47	3.3 / 10	2.3 / 7	15.3 / 47
Other 30 Small Institutions	52.4 / 2,216	31.6 / 1,334	11.3 / 479	2.1 / 90	0.5 / 21	2.1 / 87
<i>use course content to address problems not presented in the course.</i>						
Hobart and William Smith Colleges	15.3 / 47	28.3 / 87	26.4 / 81	12.4 / 38	1.6 / 5	16.0 / 49
Other 30 Small Institutions	14.0 / 591	28.0 / 1,184	33.7 / 1,425	17.1 / 723	4.7 / 197	2.5 / 107
<i>compare or contrast topics or ideas from the course.</i>						
Hobart and William Smith Colleges	18.2 / 56	39.7 / 122	21.8 / 67	2.6 / 8	2.0 / 6	15.6 / 48
Other 30 Small Institutions	23.1 / 975	41.9 / 1,771	24.1 / 1,020	7.0 / 295	1.7 / 70	2.3 / 96
<i>point out the strengths and weaknesses of a particular argument or point of view.</i>						
Hobart and William Smith Colleges	17.6 / 54	33.2 / 102	26.1 / 80	5.9 / 18	1.6 / 5	15.6 / 48
Other 30 Small Institutions	20.7 / 875	35.7 / 1,510	27.4 / 1,160	10.7 / 454	3.0 / 125	2.4 / 103

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Frequency of Higher-Order Exams and Assignments subscale (cont.)	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>argue for or against a particular point of view and defend my argument.</i>						
Hobart and William Smith Colleges	22.5 / 69	32.2 / 99	21.8 / 67	6.8 / 21	1.0 / 3	15.6 / 48
Other 30 Small Institutions	26.6 / 1,126	33.7 / 1,426	24.2 / 1,025	9.7 / 410	3.4 / 142	2.3 / 98
Challenging Classes and High Faculty Expectations subscale						
Below are statements about experiences you may have had in class. How often have you experienced each?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Faculty asked challenging questions in class.</i>						
Hobart and William Smith Colleges	26.1 / 80	41.0 / 126	15.3 / 47	2.0 / 6	0.0 / 0	15.6 / 48
Other 30 Small Institutions	37.1 / 1,570	45.0 / 1,901	14.2 / 599	1.5 / 65	0.3 / 12	1.9 / 80
<i>Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.</i>						
Hobart and William Smith Colleges	14.3 / 44	36.8 / 113	27.4 / 84	4.6 / 14	1.0 / 3	16.0 / 49
Other 30 Small Institutions	17.7 / 748	36.9 / 1,558	30.7 / 1,299	9.7 / 412	2.7 / 114	2.3 / 96
<i>Faculty asked me to point out any fallacies in basic ideas, principles, or points of view presented in the course.</i>						
Hobart and William Smith Colleges	12.1 / 37	32.6 / 100	29.3 / 90	9.8 / 30	0.7 / 2	15.6 / 48
Other 30 Small Institutions	13.9 / 587	32.3 / 1,365	31.6 / 1,336	15.1 / 638	5.1 / 215	2.0 / 86
<i>Faculty asked me to argue for or against a particular point of view.</i>						
Hobart and William Smith Colleges	13.0 / 40	38.1 / 117	24.1 / 74	7.8 / 24	1.3 / 4	15.6 / 48
Other 30 Small Institutions	18.6 / 787	35.2 / 1,487	27.8 / 1,173	12.1 / 511	4.4 / 186	2.0 / 83

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Challenging Classes and High Faculty Expectations subscale (cont.)	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Faculty challenged my ideas in class.</i>						
Hobart and William Smith Colleges	13.0 / 40	35.8 / 110	27.0 / 83	7.2 / 22	1.3 / 4	15.6 / 48
Other 30 Small Institutions	18.5 / 782	34.8 / 1,470	29.8 / 1,261	11.4 / 481	3.5 / 146	2.1 / 87
<i>Students challenged each other's ideas in class.</i>						
Hobart and William Smith Colleges	18.6 / 57	34.9 / 107	25.1 / 77	4.6 / 14	1.3 / 4	15.6 / 48
Other 30 Small Institutions	27.2 / 1,149	38.3 / 1,619	24.7 / 1,045	6.5 / 274	1.2 / 52	2.1 / 88
Integrating Ideas, Information, and Experiences subscale						
Indicate the extent to which you agree/disagree with each of the following statements about your experiences at this college.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>Courses have helped me understand the historical, political, and social connections of past events.</i>						
Hobart and William Smith Colleges	17.9 / 55	39.7 / 122	18.9 / 58	5.5 / 17	1.6 / 5	16.3 / 50
Other 30 Small Institutions	21.6 / 914	46.2 / 1,952	24.3 / 1,028	4.7 / 198	1.0 / 44	2.2 / 91
<i>Courses have helped me see the connections between my intended career and how it affects society.</i>						
Hobart and William Smith Colleges	15.6 / 48	30.9 / 95	29.6 / 91	6.8 / 21	1.0 / 3	16.0 / 49
Other 30 Small Institutions	17.8 / 753	38.3 / 1,617	30.4 / 1,285	9.0 / 381	2.3 / 96	2.2 / 95
<i>My out-of-class experiences have helped me connect what I have learned in the classroom with life events.</i>						
Hobart and William Smith Colleges	15.0 / 46	37.5 / 115	24.4 / 75	6.5 / 20	0.7 / 2	16.0 / 49
Other 30 Small Institutions	17.8 / 752	45.8 / 1,936	26.4 / 1,116	6.2 / 263	1.6 / 69	2.2 / 91

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Integrating Ideas, Information, and Experiences subscale (cont.)	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>My out-of-class experiences have helped me translate knowledge and understanding from the classroom into action.</i>						
Hobart and William Smith Colleges	13.0 / 40	41.7 / 128	23.1 / 71	5.5 / 17	0.7 / 2	16.0 / 49
Other 30 Small Institutions	16.0 / 675	44.9 / 1,899	28.5 / 1,205	6.8 / 288	1.5 / 63	2.3 / 97
In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n	
<i>Worked on a paper or project that required integrating ideas or information from various sources</i>						
Hobart and William Smith Colleges	30.6 / 94	41.7 / 128	13.7 / 42	0.0 / 0	14.0 / 43	
Other 30 Small Institutions	40.5 / 1,710	40.6 / 1,718	16.5 / 696	0.5 / 20	2.0 / 83	
<i>Put together ideas or concepts from different courses when completing assignments or during class</i>						
Hobart and William Smith Colleges	14.0 / 43	40.7 / 125	28.7 / 88	2.3 / 7	14.3 / 44	
Other 30 Small Institutions	15.9 / 674	39.6 / 1,675	37.8 / 1,596	4.8 / 202	1.9 / 80	
<i>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</i>						
Hobart and William Smith Colleges	16.0 / 49	37.1 / 114	26.7 / 82	4.2 / 13	16.0 / 49	
Other 30 Small Institutions	27.3 / 1,152	38.5 / 1,629	29.5 / 1,246	2.6 / 111	2.1 / 89	

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 5
Spring 2009 Good Practice Scales
Frequencies for items in the Academic Challenge and High Expectations scale
Hobart and William Smith Colleges

Integrating Ideas, Information, and Experiences subscale (cont.)					
During the current school year, how much has your coursework emphasized the following mental activities?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</i>					
Hobart and William Smith Colleges	33.9 / 104	35.2 / 108	14.3 / 44	1.0 / 3	15.6 / 48
Other 30 Small Institutions	37.2 / 1,571	42.4 / 1,794	17.0 / 720	1.4 / 59	2.0 / 83
<i>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</i>					
Hobart and William Smith Colleges	28.3 / 87	37.8 / 116	16.9 / 52	1.3 / 4	15.6 / 48
Other 30 Small Institutions	30.4 / 1,284	42.1 / 1,781	22.2 / 940	3.3 / 138	2.0 / 84

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 6
Spring 2009 Good Practice Scales
Frequencies for items in the Diversity Experiences Scale
Hobart and William Smith Colleges

Meaningful Interactions with Diverse Peers-I subscale						
How often have you engaged in each of the following activities during the school year?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Attended a debate or lecture on a current political/social issue</i>						
Hobart and William Smith Colleges	5.9 / 18	10.4 / 32	22.8 / 70	21.2 / 65	25.4 / 78	14.3 / 44
Other 30 Small Institutions	5.4 / 229	11.1 / 469	29.3 / 1,240	29.1 / 1,231	23.3 / 985	1.7 / 73
<i>Participated in a racial or cultural awareness workshop</i>						
Hobart and William Smith Colleges	1.6 / 5	9.8 / 30	17.6 / 54	21.2 / 65	35.2 / 108	14.7 / 45
Other 30 Small Institutions	2.0 / 85	5.4 / 228	15.0 / 633	25.4 / 1,072	50.3 / 2,125	2.0 / 84
How frequently have you interacted with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Had serious discussions with staff whose political, social, or religious opinions were different from your own</i>						
Hobart and William Smith Colleges	3.3 / 10	10.7 / 33	20.5 / 63	22.8 / 70	25.4 / 78	17.3 / 53
Other 30 Small Institutions	2.6 / 109	6.2 / 261	15.1 / 639	22.0 / 932	51.5 / 2,175	2.6 / 111
In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n	
<i>Had serious discussions with students of a different race or ethnicity than your own</i>						
Hobart and William Smith Colleges	17.9 / 55	29.3 / 90	27.7 / 85	8.8 / 27	16.3 / 50	
Other 30 Small Institutions	29.5 / 1,246	27.0 / 1,143	31.8 / 1,343	9.8 / 413	1.9 / 82	

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 6
Spring 2009 Good Practice Scales
Frequencies for items in the Diversity Experiences Scale
Hobart and William Smith Colleges

Meaningful Interactions with Diverse Peers-I subscale (cont.)	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n	
<i>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</i>						
Hobart and William Smith Colleges	21.2 / 65	30.0 / 92	28.7 / 88	3.9 / 12	16.3 / 50	
Other 30 Small Institutions	31.8 / 1,346	31.5 / 1,332	29.1 / 1,231	5.6 / 238	1.9 / 80	
To what extent does your institution emphasize each of the following?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n	
<i>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</i>						
Hobart and William Smith Colleges	25.1 / 77	31.3 / 96	21.8 / 67	4.9 / 15	16.9 / 52	
Other 30 Small Institutions	27.8 / 1,175	33.3 / 1,409	28.0 / 1,184	8.3 / 352	2.5 / 107	
Meaningful Interactions with Diverse Peers-II subscale						
How often have you had the following interactions with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Had discussions regarding inter-group relations</i>						
Hobart and William Smith Colleges	8.5 / 26	19.2 / 59	30.3 / 93	16.3 / 50	8.5 / 26	17.3 / 53
Other 30 Small Institutions	8.4 / 354	18.2 / 770	31.8 / 1,344	24.7 / 1,045	14.1 / 598	2.7 / 116
<i>Had meaningful and honest discussions about issues related to social justice</i>						
Hobart and William Smith Colleges	6.5 / 20	17.3 / 53	29.3 / 90	18.9 / 58	10.7 / 33	17.3 / 53
Other 30 Small Institutions	8.6 / 365	20.5 / 867	28.7 / 1,212	23.4 / 989	15.8 / 667	3.0 / 127

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 6
Spring 2009 Good Practice Scales
Frequencies for items in the Diversity Experiences Scale
Hobart and William Smith Colleges

Meangful Interactions with Diverse Peers-II subscale (cont.)	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>Shared personal feelings and problems</i>						
Hobart and William Smith Colleges	14.0 / 43	23.5 / 72	27.0 / 83	12.7 / 39	5.5 / 17	17.3 / 53
Other 30 Small Institutions	15.9 / 674	27.6 / 1,166	28.2 / 1,192	16.2 / 683	9.3 / 395	2.8 / 117

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 7
Spring 2009 Good Practice Scales
Frequencies for items in the Deep Learning Scale
Hobart and William Smith Colleges

Higher-Order Learning subscale					
During the current school year, how much has your coursework emphasized the following mental activities?	Very Much	Quite a Bit	Some	Very Little	Blank
	% / n	% / n	% / n	% / n	% / n
<i>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</i>					
Hobart and William Smith Colleges	42.0 / 129	36.2 / 111	5.9 / 18	0.3 / 1	15.6 / 48
Other 30 Small Institutions	51.6 / 2,180	37.7 / 1,594	8.3 / 351	0.6 / 24	1.8 / 78
<i>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</i>					
Hobart and William Smith Colleges	33.9 / 104	35.2 / 108	14.3 / 44	1.0 / 3	15.6 / 48
Other 30 Small Institutions	37.2 / 1,571	42.4 / 1,794	17.0 / 720	1.4 / 59	2.0 / 83
<i>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</i>					
Hobart and William Smith Colleges	28.3 / 87	37.8 / 116	16.9 / 52	1.3 / 4	15.6 / 48
Other 30 Small Institutions	30.4 / 1,284	42.1 / 1,781	22.2 / 940	3.3 / 138	2.0 / 84
<i>Applying theories or concepts to practical problems or in new situations</i>					
Hobart and William Smith Colleges	42.7 / 131	34.2 / 105	6.2 / 19	1.3 / 4	15.6 / 48
Other 30 Small Institutions	41.6 / 1,760	36.7 / 1,552	17.5 / 740	2.3 / 98	1.8 / 77

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 7
Spring 2009 Good Practice Scales
Frequencies for items in the Deep Learning Scale
Hobart and William Smith Colleges

Integrative Learning subscale					
In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>Worked on a paper or project that required integrating ideas or information from various sources</i>					
Hobart and William Smith Colleges	30.6 / 94	41.7 / 128	13.7 / 42	0.0 / 0	14.0 / 43
Other 30 Small Institutions	40.5 / 1,710	40.6 / 1,718	16.5 / 696	0.5 / 20	2.0 / 83
<i>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</i>					
Hobart and William Smith Colleges	26.7 / 82	35.5 / 109	21.5 / 66	2.0 / 6	14.3 / 44
Other 30 Small Institutions	24.9 / 1,054	37.3 / 1,576	31.8 / 1,344	4.0 / 168	2.0 / 85
<i>Put together ideas or concepts from different courses when completing assignments or during class discussions</i>					
Hobart and William Smith Colleges	14.0 / 43	40.7 / 125	28.7 / 88	2.3 / 7	14.3 / 44
Other 30 Small Institutions	15.9 / 674	39.6 / 1,675	37.8 / 1,596	4.8 / 202	1.9 / 80
<i>Discussed ideas from your readings or classes with faculty outside of class</i>					
Hobart and William Smith Colleges	12.1 / 37	22.8 / 70	41.7 / 128	7.8 / 24	15.6 / 48
Other 30 Small Institutions	8.7 / 369	19.8 / 835	46.3 / 1,957	23.3 / 986	1.9 / 80
<i>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</i>					
Hobart and William Smith Colleges	16.0 / 49	37.1 / 114	26.7 / 82	4.2 / 13	16.0 / 49
Other 30 Small Institutions	27.3 / 1,152	38.5 / 1,629	29.5 / 1,246	2.6 / 111	2.1 / 89

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 7
Spring 2009 Good Practice Scales
Frequencies for items in the Deep Learning Scale
Hobart and William Smith Colleges

Reflective Learning subscale					
During the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>Examined the strengths and weaknesses of your own views on a topic or issue</i>					
Hobart and William Smith Colleges	10.7 / 33	30.3 / 93	37.5 / 115	5.5 / 17	16.0 / 49
Other 30 Small Institutions	19.7 / 833	36.6 / 1,546	35.7 / 1,509	6.0 / 253	2.0 / 86
<i>Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</i>					
Hobart and William Smith Colleges	15.0 / 46	37.8 / 116	28.0 / 86	3.3 / 10	16.0 / 49
Other 30 Small Institutions	22.9 / 968	39.7 / 1,679	32.5 / 1,372	2.9 / 123	2.0 / 85
<i>Learned something that changed the way you understand an issue or concept</i>					
Hobart and William Smith Colleges	21.2 / 65	39.4 / 121	20.2 / 62	2.9 / 9	16.3 / 50
Other 30 Small Institutions	28.6 / 1,210	41.0 / 1,733	26.5 / 1,120	1.8 / 78	2.0 / 86

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 8
Spring 2009 Good Practice Scales
Frequencies for items in the Frequency of Interaction with Faculty/Staff scale
Hobart and William Smith Colleges

Frequency of Interactions with Faculty subscale					
In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>Discussed grades or assignments with an instructor</i>					
Hobart and William Smith Colleges	26.4 / 81	37.8 / 116	19.2 / 59	1.3 / 4	15.3 / 47
Other 30 Small Institutions	23.0 / 971	37.0 / 1,563	35.2 / 1,490	2.9 / 124	1.9 / 79
<i>Talked about career plans with a faculty member or advisor</i>					
Hobart and William Smith Colleges	17.3 / 53	29.6 / 91	30.9 / 95	6.5 / 20	15.6 / 48
Other 30 Small Institutions	13.7 / 581	28.1 / 1,186	42.0 / 1,774	14.2 / 601	2.0 / 85
<i>Discussed ideas from your readings or classes with faculty outside of class</i>					
Hobart and William Smith Colleges	12.1 / 37	22.8 / 70	41.7 / 128	7.8 / 24	15.6 / 48
Other 30 Small Institutions	8.7 / 369	19.8 / 835	46.3 / 1,957	23.3 / 986	1.9 / 80
<i>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</i>					
Hobart and William Smith Colleges	6.8 / 21	16.6 / 51	36.5 / 112	24.1 / 74	16.0 / 49
Other 30 Small Institutions	4.6 / 193	13.2 / 559	36.7 / 1,550	43.7 / 1,847	1.8 / 78

Table 8
Spring 2009 Good Practice Scales
Frequencies for items in the Frequency of Interaction with Faculty/Staff scale
Hobart and William Smith Colleges

Frequency of Interactions with Student Affairs Staff subscale	Very Often	Often	Sometimes	Rarely	Never	Blank
How frequently have you interacted with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?	% / n	% / n	% / n	% / n	% / n	% / n
<i>Discussed a personal problem or concern</i>						
Hobart and William Smith Colleges	3.6 / 11	17.6 / 54	22.5 / 69	17.3 / 53	22.1 / 68	16.9 / 52
Other 30 Small Institutions	4.8 / 201	10.2 / 433	22.6 / 955	25.1 / 1,063	35.0 / 1,478	2.3 / 97
<i>Worked on out-of-class activities (e.g., committees, orientation, student life activities)</i>						
Hobart and William Smith Colleges	4.2 / 13	16.0 / 49	28.0 / 86	19.2 / 59	15.6 / 48	16.9 / 52
Other 30 Small Institutions	5.0 / 213	10.5 / 443	19.1 / 807	21.5 / 908	41.5 / 1,753	2.4 / 103
<i>Talked about career plans</i>						
Hobart and William Smith Colleges	8.1 / 25	20.8 / 64	26.1 / 80	16.3 / 50	11.1 / 34	17.6 / 54
Other 30 Small Institutions	6.1 / 259	15.7 / 662	28.7 / 1,214	21.5 / 907	25.5 / 1,077	2.6 / 108
<i>Discussed ideas from your reading or classes</i>						
Hobart and William Smith Colleges	5.2 / 16	21.2 / 65	25.7 / 79	15.3 / 47	14.7 / 45	17.9 / 55
Other 30 Small Institutions	6.1 / 258	15.7 / 665	21.8 / 922	20.4 / 861	33.4 / 1,411	2.6 / 110
<i>Discussed grades or assignments</i>						
Hobart and William Smith Colleges	6.8 / 21	18.9 / 58	30.0 / 92	15.3 / 47	11.4 / 35	17.6 / 54
Other 30 Small Institutions	6.3 / 268	16.5 / 699	24.7 / 1,043	21.1 / 894	28.7 / 1,212	2.6 / 111

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 9
Spring 2009 Good Practice Scales
Frequencies for items in the Interactions with Peers scale
Hobart and William Smith Colleges

Degree of Positive Peer Interactions subscale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
Below are statements about experiences you may have had with other students at this college. To what extent do you agree/disagree with each?	% / n	% / n	% / n	% / n	% / n	% / n
<i>Since coming to this institution, I have developed close personal relationships with other students.</i>						
Hobart and William Smith Colleges	34.5 / 106	31.3 / 96	12.7 / 39	3.3 / 10	2.0 / 6	16.3 / 50
Other 30 Small Institutions	52.7 / 2,229	31.0 / 1,310	8.7 / 369	3.9 / 165	1.5 / 65	2.1 / 89
<i>The student friendships I have developed at this institution have been personally satisfying.</i>						
Hobart and William Smith Colleges	30.0 / 92	30.0 / 92	16.6 / 51	5.2 / 16	2.0 / 6	16.3 / 50
Other 30 Small Institutions	45.0 / 1,904	35.3 / 1,493	11.6 / 492	4.1 / 175	1.7 / 73	2.1 / 90
<i>My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.</i>						
Hobart and William Smith Colleges	25.4 / 78	35.8 / 110	15.0 / 46	5.9 / 18	1.6 / 5	16.3 / 50
Other 30 Small Institutions	39.3 / 1,662	38.3 / 1,620	14.5 / 611	4.0 / 168	1.7 / 72	2.2 / 94
<i>My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.</i>						
Hobart and William Smith Colleges	19.2 / 59	37.5 / 115	20.8 / 64	4.2 / 13	2.0 / 6	16.3 / 50
Other 30 Small Institutions	27.8 / 1,176	42.7 / 1,805	20.5 / 868	4.8 / 203	1.9 / 79	2.3 / 96
<i>It has been difficult for me to meet and make friends with other students.</i>						
Hobart and William Smith Colleges	4.6 / 14	16.0 / 49	17.6 / 54	24.8 / 76	20.8 / 64	16.3 / 50
Other 30 Small Institutions	4.7 / 198	11.6 / 489	14.7 / 623	32.4 / 1,370	34.4 / 1,452	2.2 / 95

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 9
Spring 2009 Good Practice Scales
Frequencies for items in the Interactions with Peers scale
Hobart and William Smith Colleges

Degree of Positive Peer Interactions subscale (cont.)	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>Few of the students I know would be willing to listen to me and help me if I had a personal problem.</i>						
Hobart and William Smith Colleges	7.5 / 23	12.4 / 38	19.5 / 60	23.1 / 71	20.5 / 63	16.9 / 52
Other 30 Small Institutions	6.3 / 265	10.8 / 458	11.6 / 492	29.3 / 1,240	39.8 / 1,681	2.2 / 91
<i>Most students at this institution have values and attitudes different from my own.</i>						
Hobart and William Smith Colleges	7.5 / 23	20.5 / 63	32.2 / 99	17.3 / 53	5.9 / 18	16.6 / 51
Other 30 Small Institutions	7.5 / 317	17.4 / 735	34.5 / 1,457	29.1 / 1,232	9.3 / 391	2.2 / 95

Mark the box that best represents the quality of your relationships with people at your institution.	Unfriendly, Unsupportive, Sense of Alienation			Friendly, Supportive, Sense of Belonging			Blank % / n
	1 % / n	2 % / n	3 % / n	4 % / n	5 % / n	6 % / n	
<i>Relationships with other students</i>							
Hobart and William Smith Colleges	1.0 / 3	2.3 / 7	4.2 / 13	6.5 / 20	15.6 / 48	26.1 / 80	27.7 / 85
Other 30 Small Institutions	0.4 / 17	1.4 / 60	3.1 / 130	7.2 / 306	18.4 / 776	32.6 / 1,378	34.8 / 1,471

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 9
Spring 2009 Good Practice Scales
Frequencies for items in the Interactions with Peers scale
Hobart and William Smith Colleges

Co-curricular Involvement subscale	Hobart and William Smith Colleges	Other 30 Small Institutions
About how many hours do you spend in a typical 7-day week doing each of the following?	% / n	% / n
<i>Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</i>		
0 hours	12.7 / 39	19.1 / 808
1 - 5 hours	29.6 / 91	36.7 / 1,551
6 - 10 hours	16.0 / 49	18.6 / 787
11 - 15 hours	8.5 / 26	10.1 / 428
16 - 20 hours	7.8 / 24	6.3 / 267
21 - 25 hours	5.5 / 17	3.2 / 134
26 - 30 hours	1.6 / 5	1.3 / 56
More than 30 hours	2.3 / 7	2.5 / 104
Blank	16.0 / 49	2.2 / 92

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 10
Spring 2009 Good Practice Scales
Frequencies for items in the Cooperative Learning scale
Hobart and William Smith Colleges

Cooperative Learning subscale						
Below are statements about learning cooperatively with other students on academic matters. How often have you experienced each?	Very Often	Often	Sometimes	Rarely	Never	Blank
	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>
<i>In my classes, students taught each other in addition to faculty teaching.</i>						
Hobart and William Smith Colleges	9.1 / 28	26.7 / 82	32.9 / 101	11.7 / 36	2.9 / 9	16.6 / 51
Other 30 Small Institutions	12.3 / 520	29.5 / 1,248	36.1 / 1,525	15.3 / 648	4.5 / 192	2.2 / 94
<i>Faculty encouraged me to participate in study groups outside of class.</i>						
Hobart and William Smith Colleges	9.8 / 30	29.0 / 89	29.3 / 90	12.1 / 37	3.3 / 10	16.6 / 51
Other 30 Small Institutions	12.5 / 530	32.4 / 1,369	29.5 / 1,247	17.1 / 723	6.2 / 262	2.3 / 96
<i>I have participated in one or more study group(s) outside of class.</i>						
Hobart and William Smith Colleges	11.7 / 36	29.3 / 90	26.4 / 81	11.7 / 36	4.2 / 13	16.6 / 51
Other 30 Small Institutions	16.9 / 713	24.7 / 1,043	26.1 / 1,104	18.3 / 775	11.6 / 491	2.4 / 101
In your experience at your institution during the current school year, about how often have you done each of the following?	Very often	Often	Sometimes	Never	Blank	
	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>	
<i>Worked with other students on projects during class</i>						
Hobart and William Smith Colleges	10.4 / 32	32.6 / 100	34.9 / 107	7.5 / 23	14.7 / 45	
Other 30 Small Institutions	7.7 / 324	27.8 / 1,177	49.8 / 2,106	12.7 / 536	2.0 / 84	

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Guide to Outcome Measures

The following is a brief description of each of the instruments used in the Wabash National Study of Liberal Arts Education, listed as they appear in the outcomes measures data tables from ACT. Each description provides background information on the instrument and explains how it is scored. For further information, see the reference list at the end of this document.

CAAP Critical Thinking Test

The Collegiate Assessment of Academic Proficiency (CAAP) is a national, standardized assessment program developed by ACT with six independent modules that test reading, writing, math, science, and critical thinking. "The CAAP Critical Thinking Test is a 32-item instrument that measures students' skills in clarifying, analyzing, evaluating, and extending arguments."

(<http://www.act.org/caap/tests/thinking.html>) The test is comprised of four passages based on topics or issues typically included in college curricula (for example, political issues that might be found in a political science class), each accompanied by a set of multiple-choice test items. The format for the four passages includes case studies, debates, dialogues, and statistical arguments, among others. Scores range from 40 (lowest) to 80 (highest).

Need for Cognition Scale

The Need for Cognition Scale is an 18-item instrument that measures how much people enjoy engaging in effortful cognitive activities. Individuals who rank high in "need for cognition" enjoy thinking, and they do it more often than individuals who rank low in this area and who only engage in careful thought when they have to. Scores range from 1 (low) to 5 (high).

Miville-Guzman Universality-Diversity Scale – Short Form (M-GUDS-S)

The M-GUDS measures an individual's universal-diverse orientation (UDO), which is defined as "an attitude of awareness and acceptance of both similarities and differences that exist among people" (Miville et al., 1999, p. 294). The short form (M-GUDS-S) is being used in the Wabash National Study. It has 15 items and contains three subscales: Diversity of Contact (interest in and commitment to participating in diverse, intentionally focused social and cultural activities), Relativistic Appreciation (appreciation of both similarities and differences in people and the impact of these in one's self-understanding and personal growth), and Comfort with Differences (the degree of comfort with diverse individuals). Scores for the full M-GUDS-S and each of the subscales range from 1 (low) to 6 (high).

Defining Issues Test, Version 2 (DIT-2)

The DIT-2 is a test of moral reasoning based on Kohlberg's stages of moral development. In the DIT-2, several stories about social problems are described, such as should a starving man steal food for his family from someone who is hoarding resources. After each story, a series of 12 items representing different issues that might be raised by the problem are presented. For example, in the scenario described above, the items include the following: "Would stealing bring about more total good for everybody concerned or wouldn't it? Shouldn't the community's laws be upheld?" In response to the scenario and items, respondents are asked to do three things:

1. make an action choice (for example, yes he should steal or no he should not steal)
2. rate the series of 12 items in terms of their importance in making a decision about the social problem on a 5-point scale from “great importance” to “no importance”
3. rank the top four most important items

The test uses the following scales:

- **P-score** – This score represents the degree to which an individual uses higher order moral reasoning. The P-score is the proportion of items selected that appeal to moral ideals and/or theoretical frameworks for resolving complex moral issues, specifically, items that appeal to
 - consensus-building procedures,
 - insisting on due process,
 - safeguarding minimal basic rights,
 - and organizing social arrangements in terms of appealing to ideals.

The P score is calculated on the basis of only the ranking data and can range from 0 to 95. An average score for senior high school students is in the 30's. For a college student, an average score is in the 40's. The same averages apply to the N2 score below (Bebeau and Thoma, 2003; Rest, Thoma, Narvaez, and Bebeau, 1997).

- **N2 score** – Like the P-score, the N2 score is based on acquiring more sophisticated moral thinking, but the N2 score also reflects the extent to which individuals reject ideas because they are simplistic or biased. The score is adjusted so that it is on the same scale as the P-score (Bebeau and Thoma, 2003).
- **Personal Interest Score** – This score represents the degree to which an individual uses the least sophisticated levels of moral reasoning. It is the proportion of an individual's selected items that appeal to
 - the direct advantages for the actor,
 - the fairness of simple exchanges,
 - the good or evil intentions of the parties,
 - the party's concern for maintaining friendships and good relationships,
 - and maintaining approval (Bebeau and Thoma, 2003; Rest et al., 1997).
- **Maintain Norms Score** – The Maintain Norms Score measures mid-level moral reasoning. It is the proportion of selected items in which the focus is on maintaining
 - the existing legal system,
 - existing roles,
 - and formal organizational structures (Bebeau and Thoma, 2003).
- **Utilizer Score** – The Utilizer Score or U-score represents the consistency between items endorsed as important and the action choice in a dilemma. The U-score is scaled on a range of -1 (low utilization) to +1 (high utilization), though the typical range from large sample estimates is -.41 to .77 (Bebeau and Thoma, 2003; Thoma, Rest, and Davison, 1991).

Experimental Indices (Bebeau and Thoma, 2003):

- **Humanitarian Liberalism Score** – This variable is a proxy for a humanitarian liberal perspective on moral dilemmas. The score is equal to the number of times a respondent's action choice matches that of the highest scoring reference group (e.g., professionals in political science and philosophy). Scores range from 0 (no matches) to 5 (all matches).
- **Number of Cannot Decide Choices** – This variable reflects the decisiveness of a respondent's action choices. A high number indicates that participants have difficulty deciding. The score can be high during developmental shifts. This variable simply counts the number of "can't decide" choices (0 to 5).
- **Religious Orthodoxy Score** – This variable represents the sum of the rates and ranks for item 10 in the cancer dilemma: "Should only God decide when a person's life should end?" which correlates very strongly with scores on religious orthodoxy measures like the Brown and Lowe Inventory of Religious Beliefs. The score is the addition of the rating given to this item and the ranking value. It ranges from 1 (rated not important and unranked) to 9 (rated most important and ranked first)

The Ryff Scales of Psychological Well-Being

The Ryff Scales of Psychological Well-Being measure six theoretical constructs of positive psychological functioning:

- **Self-acceptance** – The extent to which an individual "possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self including good and bad qualities; feels positive about past life."
- **Positive relations with others** – The extent to which an individual "has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships."
- **Autonomy** – The extent to which an individual "is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards."
- **Environmental mastery** – The extent to which an individual "has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values."
- **Purpose in life** – The extent to which an individual "has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living."
- **Personal growth** – The extent to which an individual "has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness." (Ryff, 1989, p. 1072)

The 54-item version of the instrument (9 items per scale) is being used in the Wabash National Study. Scores for each of the six scales range from 1 (low) to 6 (high). The same score range applies to the total Ryff scale score, which averages the scores for each of the six areas.

Socially Responsible Leadership Scale – Revised Version II (SRLS-R2)

The SRLS-R2 is a 68-item survey that measures the eight dimensions of Astin et al.'s (1996) Social Change Model of leadership development. According to this model, leadership is a collaborative group process directed toward promoting positive social change in an organization or community (Tyree, 1998). A person who demonstrates strong socially responsible leadership capabilities is self-aware, acts in accordance with personal values and beliefs, invests time and energy in activities that he or she believes are important, works with diverse others to accomplish common goals, has a sense of civic and social responsibility, and desires to make the world a better place. The SRLS was developed specifically to measure leadership in college students.

The SRLS has eight scales corresponding to the eight dimensions of leadership (Astin et al., 1996; Dugan, 2006):

- **Consciousness of Self** – Being aware of the values, emotions, attitudes, and beliefs that motivate one to take action.
- **Congruence** – Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
- **Commitment** – Intensity and duration in relation to a person, idea, or activity. The energy and passion that propels one to act.
- **Collaboration** – Working with others in a common effort.
- **Common Purpose** – Working with others within a shared set of aims and values.
- **Controversy with Civility** – Recognizing two fundamental realities of any group effort, that (a) differences in viewpoint are inevitable and valuable, and (b) such differences must be aired openly and with respect and courtesy.
- **Citizenship** – Believing in a process whereby a person or group is responsibly connected to the environment and the community. Citizenship signifies more than membership; it implies active engagement in an effort to serve the community.
- **Change** – Adapting to continuously evolving environments and situations, while maintaining the primary functions of the group.

Respondents receive a separate score, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), for each of the eight scales in the SRLS. The same score range (1 to 5) applies to the total SRLS scale score, which averages the scores for each of the eight areas.

Life Goals Scales from Wabash National Study Student Surveys:

These scales are derived from items in the Student Survey and the Student Experiences Survey.

Contribution to the Arts Scale – consists of three items in which respondents identify how important (ranging from not important to essential) it is for them to contribute to the arts. Contributing to the arts includes "becoming accomplished in the performing arts," "writing original works," or "creating artistic work." Scores range from 1 (low) to 4 (high).

Contribution to the Sciences Scale – consists of two items in which respondents identify how important (ranging from not important to essential) it is for them to contribute to advances in science. Contributing to science includes "making a theoretical contribution to science" and "working to find a cure for a disease or illness." Scores range from 1 (low) to 4 (high).

Political and Social Involvement Scale – consists of 11 items in which respondents identify how important (ranging from not important to essential) it is for them to be involved politically and socially in their communities. Political and social involvement ranges from "influencing the political structure" and "influencing social values" to "becoming a community leader." Scores range from 1 (low) to 4 (high).

Professional Success Scale – consists of five items in which respondents identify how important (ranging from not important to essential) it is for them to be successful in a profession. Professional success includes "having administrative responsibility for the work of others" and "becoming successful in a business of my own" as well as "working in a prestigious occupation." Scores range from 1 (low) to 4 (high).

Orientation Toward Learning Scales from Wabash National Study Student Surveys:

These scales are derived from items in the Student Survey and Student Experiences Survey.

Openness to Diversity and Challenge Scale – consists of seven items in which respondents indicate the extent to which they agree or disagree (ranging from strongly agree to strongly disagree) with statements about their openness to diversity. Openness to diversity includes their openness to cultural and racial diversity as well as the extent to which they enjoy being challenged by different perspectives, values, and ideas. Scores range from 1 (low) to 5 (high).

Academic Motivation Scale – consists of eight items in which respondents indicate the extent to which they agree or disagree (ranging from strongly agree to strongly disagree) with statements about their academic motivation. Academic motivation includes their willingness to work hard to learn material even if it does not lead to a higher grade, the importance of getting good grades, reading more for a class than required because the material was interesting, their enjoyment of academic challenge, and the importance of academic experiences in college. Scores range from 1 (low) to 5 (high).

Positive Attitude toward Literacy Scale – consists of six items in which respondents indicate the extent to which they agree or disagree (ranging from strongly agree to strongly disagree) with statements about their attitude toward reading and writing. A positive attitude toward literacy means enjoying activities such as reading poetry and literature, reading scientific and historical material, and expressing ideas in writing. Scores range from 1 (low) to 5 (high).

References:

CAAP Critical Thinking Test

Information available at ACT website: <http://www.act.org/caap/tests/thinking.html>. Sample questions are available for download at: http://www.liberalarts.wabash.edu/storage/assessment-instruments/CAAP_Critical_Thinking_sample_questions.pdf.

Need for Cognition Scale

Cacioppo, J. T. & Petty, R. E. (1982). The need for cognition. *Journal of Personality and Social Psychology*, 42, 116–131.

Cacioppo, J. T., Petty, R. E., & Kao, C. F. (1984). The efficient assessment of need for cognition. *Journal of Personality Assessment*, 48, 306–307.

An overview of the scale can be found at: <http://www.liberalarts.wabash.edu/ncs/>. A copy of the scale is available for download at: <http://www.liberalarts.wabash.edu/storage/assessment-instruments/NCS.doc>.

Miville-Guzman Universality-Diversity Scale

Fuertes, J. N., Miville, M. L., Mohr, J. J., Sedlacek, W. E., & Gretchen, D. (2000). Factor structure and short form of the Miville-Guzman Universality-Diversity Scale. *Measurement and Evaluation in Counseling and Development*, 33, 157–169.

Miville, M. L., Gelso, C. J., Pannu, R., Liu, W., Touradji, P., Holloway, P., et al. (1999). Appreciating similarities and valuing differences: The Miville-Guzman Universality-Diversity Scale. *Journal of Counseling Psychology*, 46, 291–307.

A copy of the scale is available for download at: <http://liberalarts.wabash.edu/storage/assessment-instruments/MGUDS.doc>.

Defining Issues Test (Version 2)

Bebeau, M. J. & Thoma, S. J. (2003). Guide for DIT-2. Published by the Center for the Study of Ethical Development, University of Minnesota. Can be ordered from <http://www.centerforthestudyofethicaldevelopment.net/Order%20Form.htm>.

Rest, J. R., Thoma, S. J., Narvaez, D., & Bebeau, M. J. (1997). Alchemy and beyond: Indexing the Defining Issues Test. *Journal of Educational Psychology*, 89, 498–507.

Rest, J. R., Narvaez, D., Thoma, S. J., & Bebeau, M. J. (1999). DIT-2: Devising and testing a revised instrument of moral judgment. *Journal of Educational Psychology*, 91, 644–659.

Thoma, S. J., Rest, J. R., & Davison, M. L. (1991). Describing and testing a moderator of the moral judgment and action relationship. *Journal of Personality and Social Psychology*, 61, 659–669.

More information is available from the Center for the Study of Ethical Development website: <http://www.centerforthestudyofethicaldevelopment.net/>. A copy of the DIT-2 is available for download at: <http://www.liberalarts.wabash.edu/storage/assessment-instruments/DIT-2.pdf>.

Ryff Scales of Psychological Well-Being

Ryff, C. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069–1081.

Ryff, C. & Keyes, C. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69, 719–727.

Seifert, T. (2005). Assessment of the Ryff Scales of Psychological Well-Being. Retrieved October 23, 2009 from the Center of Inquiry in the Liberal Arts at Wabash College website:
<http://www.liberalarts.wabash.edu/ryff-scales/>.

A copy of the scales is available for download at: http://liberalarts.wabash.edu/storage/assessment-instruments/Ryff_Scales.doc.

Socially Responsible Leadership Scale – Revised Version II (SRLS-R2)

Astin, A. W., Astin, H. S., Boatsman, K. C., Bonous-Hammarth, M., Chambers, T., Goldberg, L. S., et al. (1996). *A social change model of leadership development: Guidebook (Version III)*. Los Angeles: University of California, Los Angeles, Higher Education Research Institute.

Dugan, J. P. (2006). Explorations using the social change model: Leadership development among college men and women. *Journal of College Student Development*, 47, 217–225.

Tyree, T. M. (1998). Designing an instrument to measure socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International*, 59(06), 1945. (UMI No. 9836493)

More information about the SRLS can be found at the National Clearinghouse for Leadership Programs website at http://www.nclp.umd.edu/resources/socially_responsible_leadership_scale.asp.

Life Goals Scales from Wabash National Study Student Surveys

Pascarella, E. T., & colleagues (2007). Methodological report for the Wabash National Study of Liberal Arts Education, pp. 12–13. Retrieved October 27, 2009, from the University of Iowa, Center for Research on Undergraduate Education website:

http://www.education.uiowa.edu/crue/publications/documents/WNSLAE_Research_Methods_Draft_March2008.pdf.

Copies of these scales are available for download at: <http://www.liberalarts.wabash.edu/study-instruments/>.

Orientation Toward Learning Scales from Wabash National Study Student Surveys

Pascarella, E. T., & colleagues (2007). Methodological report for the Wabash National Study of Liberal Arts Education, pp 7–9 & 13–14. Retrieved October 27, 2009, from the University of Iowa, Center for Research on Undergraduate Education website:

http://www.education.uiowa.edu/crue/publications/documents/WNSLAE_Research_Methods_Draft_March2008.pdf.

Copies of these scales are available for download at: <http://www.liberalarts.wabash.edu/study-instruments/>.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 11
Comparisons From Outcome Measures
Fall 2008 and Spring 2009
Hobart and William Smith Colleges

Item	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
CAAP Critical Thinking Test							
Critical Thinking score	60.58 / 6.18 164	60.30 / 4.93 171	0.28	0.31	0.48	19 of 31	29 of 46
Need for Cognition Scale (NCS)							
Need for Cognition score	3.46 / 0.54 255	3.29 / 0.57 285	0.17 **	0.00	0.01	1 of 31	1 of 46
Miville-Guzman Universality-Diversity Scale–Short Form (M-GUDS-S)							
Full Scale score	4.55 / 0.72 249	4.41 / 0.70 273	0.13 *	-0.04	-0.04	1 of 31	1 of 46
Diversity of Contact Subscale score	4.35 / 0.95 249	4.23 / 0.98 273	0.13	-0.05	-0.05	2 of 31	2 of 46
Relativistic Appreciation Subscale score	4.67 / 0.85 248	4.59 / 0.77 273	0.08	-0.09	-0.07	2 of 31	2 of 46
Comfort with Differences Subscale score	4.62 / 1.07 249	4.42 / 1.04 273	0.19 *	0.03	0.01	3 of 31	3 of 46

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments.
Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.
Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 12
Comparisons From Outcome Measures
Fall 2008 and Spring 2009
Hobart and William Smith Colleges

	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
Defining Issues Test, Version 2 (DIT-2)							
P-score	36.68 / 15.88 98	34.64 / 13.62 123	2.04	3.26	2.97	23 of 31	31 of 46
N2 score	35.52 / 15.45 98	31.85 / 13.10 123	3.67	4.10	3.80	19 of 31	26 of 46
Personal Interest score ¹	26.36 / 14.15 121	28.57 / 11.30 133	-2.21	-1.31	-1.27	19 of 31	31 of 46
Maintain Norms score ¹	30.39 / 13.74 121	30.38 / 13.22 133	0.00	-1.36	-1.41	5 of 31	8 of 46
Utilizer score	0.09 / 0.13 97	0.09 / 0.12 118	-0.01	0.00	0.00	17 of 31	27 of 46
Humanitarian Liberalism score	1.73 / 1.40 125	2.10 / 1.47 136	-0.37 *	0.04	0.07	31 of 31	46 of 46
Number of cannot decide choices	2.37 / 1.80 125	1.93 / 1.73 136	0.44 *	0.11	0.02	5 of 31	6 of 46
Religious Orthodoxy score	3.07 / 1.75 125	3.33 / 2.39 136	-0.26	-0.19	-0.17	16 of 31	23 of 46

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments.

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Differences computed directly from this table may vary from listing due to rounding.

¹ Higher scores on the Personal Interest and Maintain Norms components of the DIT-2 indicate less sophisticated levels of moral reasoning.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 13
Comparisons From Outcome Measures
Fall 2008 and Spring 2009
Hobart and William Smith Colleges

	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
Ryff Scales of Psychological Well-Being							
Self-Acceptance score	4.39 / 0.84 249	4.36 / 0.70 275	0.03	-0.04	-0.03	9 of 31	10 of 46
Positive Relations With Others score	4.50 / 0.89 249	4.42 / 0.82 274	0.08	0.02	0.00	8 of 31	8 of 46
Autonomy score	4.21 / 0.72 249	4.11 / 0.65 275	0.10	0.03	0.03	8 of 31	10 of 46
Environmental Mastery score	4.28 / 0.76 250	4.18 / 0.71 275	0.10	-0.03	-0.02	3 of 31	3 of 46
Purpose in Life score	4.42 / 0.85 249	4.26 / 0.82 274	0.16 *	-0.04	-0.03	2 of 31	2 of 46
Personal Growth score	4.42 / 0.82 249	4.27 / 0.76 274	0.15 *	-0.02	-0.02	4 of 31	4 of 46

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments.

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 14
Comparisons From Outcome Measures
Fall 2008 and Spring 2009
Hobart and William Smith Colleges

Socially Responsible Leadership Scale–Revised Version II (SRLS-R2)	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring <i>Avg/SD</i> <i>n</i>	Fall <i>Avg/SD</i> <i>n</i>	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
Consciousness of Self score	3.80 / 0.64 255	3.79 / 0.55 280	0.00	0.04	0.03	25 of 31	35 of 46
Congruence score	4.00 / 0.70 251	3.94 / 0.62 280	0.06	0.02	0.02	10 of 31	14 of 46
Commitment score	4.17 / 0.73 251	4.10 / 0.63 280	0.07	-0.01	-0.02	7 of 31	7 of 46
Collaboration score	3.90 / 0.68 252	3.85 / 0.54 280	0.04	0.01	0.01	11 of 31	14 of 46
Common Purpose score	3.85 / 0.63 253	3.77 / 0.53 280	0.08	0.02	0.03	5 of 31	7 of 46
Controversy with Civility score	3.78 / 0.54 256	3.73 / 0.55 281	0.05	0.02	0.03	10 of 31	14 of 46
Citizenship score	3.91 / 0.71 252	3.80 / 0.64 280	0.12 *	0.00	0.02	2 of 31	2 of 46
Change score	3.71 / 0.59 255	3.57 / 0.54 280	0.14 *	0.05	0.05	3 of 31	3 of 46

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 15
Comparisons From Outcome Measures
Fall 2008 and Spring 2009
Hobart and William Smith Colleges

Scales from Sections I and II of the Student Survey and Section III of the Student Experiences Survey	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring <i>Avg/SD</i> <i>n</i>	Fall <i>Avg/SD</i> <i>n</i>	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
Life goals scales							
Contribution to the arts	1.98 / 0.81 257	1.73 / 0.73 304	0.25 **	-0.05	-0.03	1 of 31	1 of 47
Contribution to the sciences	2.11 / 0.88 257	1.99 / 0.77 301	0.12	-0.12	-0.11	1 of 31	1 of 47
Political and social involvement	2.66 / 0.56 257	2.61 / 0.56 303	0.06	-0.10	-0.09	1 of 31	1 of 47
Professional success	2.57 / 0.66 257	2.62 / 0.67 303	-0.05	-0.09	-0.09	9 of 31	10 of 47
Orientation toward learning scales							
Openness to diversity and challenge	3.79 / 0.68 255	3.88 / 0.65 302	-0.09	-0.14	-0.14	7 of 31	9 of 47
Academic motivation	3.59 / 0.58 256	3.60 / 0.60 300	-0.02	-0.19	-0.20	1 of 31	1 of 47
Positive attitude toward literacy	3.37 / 0.78 255	3.21 / 0.77 298	0.16 *	-0.02	-0.01	2 of 31	2 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 16
Spring 2009 Outcome Measures
CAAP, NCS, and M-GUDS-S Scores
Hobart and William Smith Colleges

Item	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
CAAP Critical Thinking Test							
Critical Thinking score	60.58 / 6.18 164	63.14 / 5.92 2,001	62.55 / 6.06 3,567	-2.56 ***	-1.97 **	27 of 31	35 of 46
Need for Cognition Scale (NCS)							
Need for Cognition score	3.46 / 0.54 255	3.57 / 0.62 4,131	3.46 / 0.63 7,650	-0.11 *	0.00	22 of 31	24 of 46
Miville-Guzman Universality-Diversity Scale–Short Form (M-GUDS-S)							
Full Scale score	4.55 / 0.72 249	4.66 / 0.67 4,086	4.57 / 0.68 7,566	-0.11 *	-0.02	24 of 31	28 of 46
Diversity of Contact Subscale score	4.35 / 0.95 249	4.34 / 1.00 4,088	4.20 / 1.01 7,568	0.01	0.15 *	17 of 31	17 of 46
Relativistic Appreciation Subscale score	4.67 / 0.85 248	4.76 / 0.76 4,084	4.72 / 0.77 7,563	-0.09	-0.05	25 of 31	33 of 46
Comfort with Differences Subscale score	4.62 / 1.07 249	4.89 / 0.83 4,086	4.80 / 0.87 7,566	-0.27 ***	-0.18 *	30 of 31	39 of 46

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 17
Spring 2009 Outcome Measures
DIT-2 Scores
Hobart and William Smith Colleges

Defining Issues Test, Version 2 (DIT-2)	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
P-score	36.68 / 15.88 98	42.40 / 16.32 2,013	39.53 / 16.60 3,422	-5.71 **	-2.85	25 of 31	29 of 46
N2 score	35.52 / 15.45 98	41.54 / 15.76 2,011	38.71 / 16.28 3,419	-6.02 **	-3.19	25 of 31	29 of 46
Personal Interest score ¹	26.36 / 14.15 121	24.55 / 12.73 2,102	25.84 / 12.88 3,588	1.82	0.52	12 of 31	23 of 46
Maintain Norms score ¹	30.39 / 13.74 121	28.47 / 13.31 2,102	29.89 / 13.46 3,588	1.92	0.50	10 of 31	22 of 46
Utilizer score	0.09 / 0.13 97	0.13 / 0.13 1,939	0.13 / 0.13 3,326	-0.04 *	-0.05 **	29 of 31	43 of 46
Humanitarian Liberalism score	1.73 / 1.40 125	2.31 / 1.31 2,112	2.26 / 1.30 3,617	-0.58 ***	-0.53 ***	31 of 31	44 of 46
Number of cannot decide choices	2.37 / 1.80 125	1.38 / 1.48 2,112	1.38 / 1.48 3,617	0.99 ***	0.99 ***	1 of 31	1 of 46
Religious Orthodoxy score	3.07 / 1.75 125	3.88 / 2.75 2,112	4.10 / 2.73 3,617	-0.81 *	-1.03 **	20 of 31	35 of 46

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

¹ Higher scores on the Personal Interest and Maintain Norms components of the DIT-2 indicate less sophisticated levels of moral reasoning.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 18
Spring 2009 Outcome Measures
Ryff Scales of Psychological Well-Being
Hobart and William Smith Colleges

Ryff Scales of Psychological Well-Being	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Self-Acceptance score	4.39 / 0.84 249	4.51 / 0.81 4,097	4.53 / 0.82 7,582	-0.12 *	-0.14 *	25 of 31	37 of 46
Positive Relations With Others score	4.50 / 0.89 249	4.64 / 0.79 4,105	4.64 / 0.80 7,590	-0.14 *	-0.14 *	28 of 31	39 of 46
Autonomy score	4.21 / 0.72 249	4.34 / 0.72 4,104	4.33 / 0.73 7,589	-0.12 *	-0.11 *	30 of 31	43 of 46
Environmental Mastery score	4.28 / 0.76 250	4.32 / 0.75 4,104	4.35 / 0.76 7,589	-0.05	-0.07	22 of 31	33 of 46
Purpose in Life score	4.42 / 0.85 249	4.60 / 0.75 4,103	4.60 / 0.78 7,588	-0.18 **	-0.18 **	27 of 31	38 of 46
Personal Growth score	4.42 / 0.82 249	4.68 / 0.72 4,103	4.63 / 0.73 7,588	-0.26 ***	-0.21 **	29 of 31	40 of 46

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 19
Spring 2009 Outcome Measures
SRLS-R2 Scores
Hobart and William Smith Colleges

Socially Responsible Leadership Scale–Revised Version II (SRLS-R2)	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 45 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Consciousness of Self score	3.80 / 0.64 255	3.96 / 0.57 4,123	3.96 / 0.58 7,624	-0.16 ***	-0.16 **	31 of 31	46 of 46
Congruence score	4.00 / 0.70 251	4.17 / 0.57 4,106	4.16 / 0.59 7,594	-0.17 ***	-0.16 **	31 of 31	44 of 46
Commitment score	4.17 / 0.73 251	4.36 / 0.54 4,101	4.36 / 0.57 7,584	-0.19 ***	-0.19 ***	31 of 31	44 of 46
Collaboration score	3.90 / 0.68 252	4.03 / 0.52 4,112	4.03 / 0.54 7,603	-0.14 **	-0.13 **	29 of 31	42 of 46
Common Purpose score	3.85 / 0.63 253	4.02 / 0.50 4,107	4.01 / 0.52 7,597	-0.17 ***	-0.16 ***	31 of 31	44 of 46
Controversy with Civility score	3.78 / 0.54 256	3.93 / 0.49 4,126	3.90 / 0.50 7,632	-0.15 ***	-0.12 **	31 of 31	44 of 46
Citizenship score	3.91 / 0.71 252	4.00 / 0.62 4,109	3.96 / 0.62 7,598	-0.08 *	-0.05	26 of 31	33 of 46
Change score	3.71 / 0.59 255	3.79 / 0.55 4,110	3.77 / 0.56 7,601	-0.08 *	-0.06	27 of 31	38 of 46

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 20
Spring 2009 Outcome Measures
Life Goals and Orientation Toward Learning Scales
Hobart and William Smith Colleges

Scales from Section III of the Student Experiences Survey	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Life goals scales							
Contribution to the arts	1.98 / 0.81 257	1.91 / 0.83 4,128	1.82 / 0.81 7,839	0.07	0.16 *	12 of 31	13 of 47
Contribution to the sciences	2.11 / 0.88 257	1.80 / 0.89 4,099	1.88 / 0.89 7,787	0.31 ***	0.22 **	3 of 31	6 of 47
Political and social involvement	2.66 / 0.56 257	2.61 / 0.59 4,127	2.57 / 0.60 7,837	0.05	0.09 *	11 of 31	13 of 47
Professional success	2.57 / 0.66 257	2.33 / 0.72 4,127	2.45 / 0.71 7,836	0.24 ***	0.13 *	7 of 31	13 of 47
Orientation toward learning scales							
Openness to diversity and challenge	3.79 / 0.68 255	3.86 / 0.67 4,127	3.75 / 0.70 7,831	-0.07	0.04	23 of 31	25 of 47
Academic motivation	3.59 / 0.58 256	3.46 / 0.60 4,126	3.41 / 0.61 7,827	0.13 **	0.18 ***	8 of 31	8 of 47
Positive attitude toward literacy	3.37 / 0.78 255	3.41 / 0.76 4,125	3.28 / 0.80 7,824	-0.04	0.09	16 of 31	17 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 21
Fall 2008 Outcome Measures
CAAP, NCS, and M-GUDS-S Scores
Hobart and William Smith Colleges

Item	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
CAAP Critical Thinking Test							
Critical Thinking score	59.85 / 4.90 268	62.53 / 5.42 4,269	61.30 / 5.77 8,127	-2.68 ***	-1.45 **	30 of 35	38 of 53
Need for Cognition Scale (NCS)							
Need for Cognition score	3.30 / 0.56 447	3.56 / 0.61 8,543	3.44 / 0.62 16,708	-0.26 ***	-0.14 ***	31 of 35	40 of 53
Miville-Guzman Universality-Diversity Scale–Short Form (M-GUDS-S)							
Full Scale score	4.42 / 0.73 424	4.69 / 0.66 8,301	4.59 / 0.68 16,191	-0.27 ***	-0.17 ***	33 of 35	45 of 53
Diversity of Contact Subscale score	4.22 / 1.00 424	4.38 / 0.97 8,313	4.23 / 0.99 16,204	-0.16 **	-0.01	21 of 35	24 of 53
Relativistic Appreciation Subscale score	4.56 / 0.82 424	4.84 / 0.72 8,293	4.76 / 0.75 16,175	-0.27 ***	-0.19 ***	35 of 35	51 of 53
Comfort with Differences Subscale score	4.48 / 1.03 424	4.86 / 0.85 8,311	4.78 / 0.89 16,202	-0.38 ***	-0.30 ***	33 of 35	50 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 22
Fall 2008 Outcome Measures
DIT-2 Scores
Hobart and William Smith Colleges

Defining Issues Test, Version 2 (DIT-2)	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
P-score	34.83 / 15.13 200	38.42 / 15.94 4,067	35.11 / 16.06 7,214	-3.60 *	-0.28	24 of 35	29 of 53
N2 score	32.07 / 14.49 200	36.68 / 15.86 4,064	33.33 / 16.11 7,207	-4.61 **	-1.26	26 of 35	32 of 53
Personal Interest score ¹	28.31 / 12.58 224	26.19 / 12.71 4,330	28.17 / 13.09 7,951	2.12 *	0.14	9 of 35	20 of 53
Maintain Norms score ¹	30.53 / 13.82 224	30.08 / 13.45 4,330	31.47 / 13.43 7,951	0.45	-0.94	19 of 35	34 of 53
Utilizer score	0.11 / 0.13 199	0.13 / 0.14 4,109	0.13 / 0.14 7,463	-0.03 *	-0.02 *	31 of 35	44 of 53
Humanitarian Liberalism score	2.09 / 1.38 227	2.25 / 1.28 4,358	2.14 / 1.27 8,070	-0.16	-0.05	24 of 35	32 of 53
Number of cannot decide choices	1.90 / 1.64 227	1.35 / 1.36 4,358	1.51 / 1.46 8,070	0.54 ***	0.39 **	1 of 35	4 of 53
Religious Orthodoxy score	3.30 / 2.30 227	3.89 / 2.78 4,358	4.09 / 2.72 8,070	-0.60 *	-0.79 **	22 of 35	40 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

¹ Higher scores on the Personal Interest and Maintain Norms components of the DIT-2 indicate less sophisticated levels of moral reasoning.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 23
Fall 2008 Outcome Measures
Ryff Scales of Psychological Well-Being
Hobart and William Smith Colleges

Ryff Scales of Psychological Well-Being	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Self-Acceptance score	4.32 / 0.75 425	4.51 / 0.80 8,350	4.51 / 0.81 16,320	-0.19 ***	-0.19 ***	33 of 35	49 of 53
Positive Relations With Others score	4.37 / 0.84 424	4.59 / 0.80 8,368	4.59 / 0.81 16,349	-0.23 ***	-0.22 ***	34 of 35	52 of 53
Autonomy score	4.13 / 0.67 425	4.31 / 0.73 8,363	4.30 / 0.74 16,338	-0.18 ***	-0.17 ***	34 of 35	52 of 53
Environmental Mastery score	4.15 / 0.72 425	4.33 / 0.72 8,362	4.33 / 0.73 16,333	-0.17 ***	-0.18 ***	31 of 35	49 of 53
Purpose in Life score	4.23 / 0.83 424	4.59 / 0.76 8,353	4.57 / 0.78 16,325	-0.36 ***	-0.34 ***	35 of 35	52 of 53
Personal Growth score	4.25 / 0.80 424	4.67 / 0.72 8,356	4.59 / 0.73 16,331	-0.41 ***	-0.34 ***	34 of 35	51 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 24
Fall 2008 Outcome Measures
SRLS-R2 Scores
Hobart and William Smith Colleges

Socially Responsible Leadership Scale–Revised Version II (SRLS-R2)	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Consciousness of Self score	3.77 / 0.57 440	3.89 / 0.58 8,499	3.90 / 0.58 16,624	-0.12 **	-0.13 ***	34 of 35	51 of 53
Congruence score	3.91 / 0.63 438	4.12 / 0.59 8,452	4.09 / 0.60 16,519	-0.21 ***	-0.18 ***	35 of 35	51 of 53
Commitment score	4.07 / 0.66 438	4.34 / 0.58 8,448	4.32 / 0.60 16,505	-0.26 ***	-0.25 ***	35 of 35	53 of 53
Collaboration score	3.81 / 0.59 439	4.00 / 0.54 8,462	3.99 / 0.54 16,545	-0.19 ***	-0.18 ***	34 of 35	52 of 53
Common Purpose score	3.74 / 0.55 439	3.97 / 0.52 8,462	3.94 / 0.52 16,544	-0.23 ***	-0.20 ***	35 of 35	52 of 53
Controversy with Civility score	3.70 / 0.56 441	3.90 / 0.52 8,530	3.85 / 0.51 16,686	-0.20 ***	-0.15 ***	34 of 35	52 of 53
Citizenship score	3.76 / 0.66 439	3.96 / 0.63 8,460	3.89 / 0.63 16,537	-0.20 ***	-0.13 **	34 of 35	44 of 53
Change score	3.56 / 0.55 439	3.74 / 0.57 8,479	3.73 / 0.57 16,576	-0.18 ***	-0.17 ***	34 of 35	52 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 25
Fall 2008 Outcome Measures
Life Goals and Orientation Toward Learning Scales
Hobart and William Smith Colleges

Scales from the Student Survey	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Life goals scales (from Section I)							
Contribution to the arts	1.75 / 0.78 487	1.97 / 0.82 8,579	1.88 / 0.79 16,799	-0.22 ***	-0.13 **	29 of 35	39 of 53
Contribution to the sciences	1.99 / 0.80 480	1.93 / 0.85 8,536	2.00 / 0.85 16,715	0.06	-0.01	11 of 35	20 of 53
Political and social involvement	2.61 / 0.54 485	2.70 / 0.54 8,578	2.64 / 0.54 16,799	-0.10 **	-0.04	29 of 35	38 of 53
Professional success	2.62 / 0.66 487	2.43 / 0.70 8,576	2.57 / 0.69 16,796	0.20 ***	0.05	9 of 35	21 of 53
Orientation toward learning scales (from Section II)							
Openness to diversity and challenge	3.87 / 0.65 480	4.00 / 0.64 8,535	3.88 / 0.65 16,714	-0.13 **	-0.01	26 of 35	30 of 53
Academic motivation	3.57 / 0.59 478	3.64 / 0.56 8,532	3.58 / 0.58 16,706	-0.06 *	-0.01	24 of 35	29 of 53
Positive attitude toward literacy	3.25 / 0.76 476	3.42 / 0.77 8,530	3.28 / 0.78 16,695	-0.18 ***	-0.03	28 of 35	30 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 26
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring <i>Avg/SD</i> <i>n</i>	Fall <i>Avg/SD</i> <i>n</i>	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)	1.91 / 0.99 258	1.59 / 0.86 305	0.32 **	-0.04	-0.02	1 of 31	1 of 47
B. Obtaining recognition from my colleagues for contributions to my field of expertise	2.82 / 0.82 257	2.65 / 0.82 303	0.17 *	-0.08	-0.10	1 of 31	1 of 47
C. Influencing the political structure	2.12 / 0.98 256	1.99 / 0.87 305	0.13	-0.10	-0.06	2 of 31	3 of 47
D. Influencing social values	2.64 / 0.93 258	2.56 / 0.86 304	0.07	-0.14	-0.15	1 of 31	1 of 47
E. Raising a family	3.19 / 0.93 255	3.26 / 0.88 305	-0.07	-0.03	-0.07	25 of 31	29 of 47
F. Having administrative responsibility for the work of others	2.50 / 0.94 257	2.44 / 0.83 304	0.06	-0.02	-0.03	9 of 31	11 of 47
G. Helping others who are in difficulty	2.98 / 0.82 258	3.01 / 0.81 305	-0.03	-0.04	-0.07	16 of 31	18 of 47
H. Making a theoretical contribution to science	2.01 / 0.97 258	1.79 / 0.88 304	0.22 *	-0.05	-0.04	1 of 31	1 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 26
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
1. How important to you personally is each of the following?	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
I. Writing original works (poems, novels, short stories, etc.)	2.03 / 1.07 256	1.75 / 0.95 304	0.28 *	-0.05	-0.03	1 of 31	1 of 47
J. Creating artistic work (painting, sculpture, film, etc.)	1.99 / 1.04 257	1.85 / 0.99 303	0.14	-0.05	-0.05	1 of 31	1 of 47
K. Becoming successful in a business of my own	2.38 / 1.10 256	2.54 / 1.05 301	-0.16	-0.18	-0.17	10 of 31	15 of 47
L. Becoming involved in activities that preserve and enrich the environment	2.57 / 0.90 253	2.71 / 0.90 303	-0.14	-0.21	-0.16	8 of 31	16 of 47
M. Developing a meaningful philosophy of life	2.90 / 0.92 256	2.82 / 0.99 301	0.08	-0.13	-0.13	2 of 31	2 of 47
N. Volunteering in my community	2.93 / 0.81 256	2.78 / 0.83 303	0.15 *	-0.01	0.00	2 of 31	2 of 47
O. Helping to promote racial understanding	2.63 / 0.92 255	2.64 / 0.83 301	-0.01	-0.19	-0.18	2 of 31	2 of 47
P. Keeping up to date with political affairs	2.67 / 0.97 255	2.66 / 0.84 302	0.01	-0.08	-0.05	9 of 31	15 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 26
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring <i>Avg/SD</i> <i>n</i>	Fall <i>Avg/SD</i> <i>n</i>	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
Q. Becoming a community leader	2.65 / 0.97 255	2.45 / 0.90 302	0.21 *	-0.03	-0.01	1 of 31	1 of 47
R. Integrating spirituality into my life	2.26 / 1.01 257	2.18 / 0.97 300	0.08	-0.05	-0.05	2 of 31	2 of 47
S. Improving my understanding of other countries and cultures	2.94 / 0.88 253	2.89 / 0.91 301	0.05	-0.12	-0.11	3 of 31	4 of 47
T. Working to find a cure for a disease or illness	2.20 / 1.05 257	2.19 / 0.92 302	0.01	-0.19	-0.17	2 of 31	2 of 47
U. Making a lot of money	2.61 / 0.96 257	2.83 / 0.91 302	-0.22 *	-0.08	-0.08	28 of 31	44 of 47
V. Working in a prestigious occupation	2.55 / 0.95 255	2.67 / 0.95 302	-0.12	-0.06	-0.06	20 of 31	33 of 47
W. Becoming passionate about or committed to my occupation	3.47 / 0.74 257	3.50 / 0.70 302	-0.02	-0.04	-0.06	16 of 31	22 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 27
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	Avg/SD n	Avg/SD n					
A. I enjoy having discussions with people whose ideas and values are different from my own.	3.81 / 0.87 256	3.92 / 0.84 301	-0.11	-0.05	-0.07	27 of 31	38 of 47
B. The real value of a college education lies in being introduced to different values.	3.77 / 0.85 256	3.83 / 0.78 302	-0.05	-0.08	-0.07	11 of 31	21 of 47
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	3.88 / 0.80 254	3.94 / 0.80 302	-0.07	-0.12	-0.14	10 of 31	12 of 47
D. Learning about people from different cultures is a very important part of my college education.	3.86 / 0.87 255	4.01 / 0.88 302	-0.15 *	-0.21	-0.19	10 of 31	16 of 47
E. I enjoy taking courses that challenge my beliefs and values.	3.72 / 0.88 255	3.73 / 0.94 302	-0.01	-0.05	-0.04	11 of 31	15 of 47
F. The courses I enjoy most are those that make me think about things from a different perspective.	3.78 / 0.91 255	3.90 / 0.91 299	-0.12	-0.21	-0.21	7 of 31	9 of 47
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	3.71 / 0.88 256	3.81 / 0.86 299	-0.10	-0.27	-0.25	4 of 31	7 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 27
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	Avg/ <i>SD</i> <i>n</i>	Avg/ <i>SD</i> <i>n</i>					
H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	3.79 / 0.89 255	3.83 / 0.90 299	-0.03	-0.23	-0.23	1 of 31	1 of 47
I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.	3.99 / 0.88 257	3.97 / 0.87 300	0.02	0.06	0.01	21 of 31	25 of 47
J. I frequently do more reading in a class than is required simply because it interests me.	3.13 / 1.03 257	2.98 / 1.07 298	0.15	-0.17	-0.08	2 of 31	5 of 47
K. I frequently talk to my teachers/faculty outside of class about ideas presented during class.	3.27 / 0.99 256	3.50 / 1.06 298	-0.23 *	-0.57	-0.63	4 of 31	4 of 47
L. Getting the best grades I can is very important to me.	4.10 / 0.94 254	4.26 / 0.83 300	-0.16 *	-0.13	-0.13	18 of 31	28 of 47
M. I enjoy the challenge of learning complicated new material.	3.74 / 0.91 256	3.69 / 0.91 298	0.05	-0.09	-0.11	5 of 31	5 of 47
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	3.54 / 0.99 254	3.62 / 0.92 299	-0.08	-0.26	-0.28	5 of 31	5 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 27
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	Avg/SD n	Avg/SD n					
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	3.13 / 1.00 253	2.98 / 0.99 299	0.16	-0.15	-0.13	1 of 31	2 of 47
P. I enjoy reading poetry and literature.	3.34 / 1.26 255	3.02 / 1.25 298	0.32 *	0.02	0.04	1 of 31	1 of 47
Q. I enjoy reading about science.	3.05 / 1.26 254	2.92 / 1.20 296	0.12	-0.02	0.01	5 of 31	7 of 47
R. I enjoy reading about history.	3.27 / 1.15 255	3.26 / 1.21 296	0.01	-0.10	-0.07	3 of 31	7 of 47
S. I enjoy expressing my ideas in writing.	3.50 / 1.20 253	3.29 / 1.22 298	0.21 *	0.00	0.01	4 of 31	4 of 47
T. After I write about something, I see that subject differently.	3.38 / 1.13 252	3.18 / 0.99 298	0.20 *	0.09	0.07	7 of 31	8 of 47
U. If I have something good to read, I'm never bored.	3.69 / 1.09 254	3.60 / 1.12 296	0.09	-0.09	-0.11	3 of 31	3 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 28
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

Item	Averages and Frequencies for Hobart and William Smith Colleges		Spring Avg. Minus Fall Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring	Fall	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Change Rank Among All Small Institutions	Institution Change Rank Among All Institutions
	Avg/SD n	Avg/SD n					
1. How would you characterize your political views?	2.65 / 0.86 256	2.59 / 0.84 295	0.06	-0.03	-0.03	5 of 31	6 of 47
2. Overall, how would you rate your health?	4.26 / 0.71 256	4.37 / 0.64 299	-0.11	-0.06	-0.05	21 of 31	36 of 47
4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?	1.64 / 1.66 256	0.98 / 1.12 298	0.67 ***	0.53	0.50	11 of 31	13 of 47
7. How often do you feel that you are "sleep deprived" (i.e., don't get enough sleep to function effectively)?	3.33 / 1.05 256	3.24 / 0.94 298	0.09	0.14	0.13	18 of 31	27 of 47

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Averages are based on the following response codings: Item 1—Far left = 1, Liberal = 2, Middle-of-the-road = 3, Conservative = 4, Far right = 5.

Item 2—Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1.

Item 4—0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8.

Item 7—Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall to spring.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 29
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

1. How would you characterize your political views?		Far left % / n	Liberal % / n	Middle-of-the-road % / n	Conservative % / n	Far right % / n	Blank % / n
Hobart and William Smith Colleges	Spring	5.2 / 16	34.2 / 105	29.0 / 89	14.3 / 44	0.7 / 2	16.6 / 51
	Fall	6.2 / 19	42.3 / 130	32.2 / 99	15.0 / 46	0.3 / 1	3.9 / 12
Other 30 Small Institutions	Spring	7.6 / 322	38.8 / 1,638	32.0 / 1,351	16.5 / 696	1.4 / 61	3.8 / 159
	Fall	7.7 / 327	36.9 / 1,558	34.0 / 1,437	17.5 / 739	1.4 / 59	2.5 / 107
Other 46 Institutions	Spring	5.4 / 448	34.9 / 2,878	34.5 / 2,843	17.5 / 1,444	1.5 / 124	6.2 / 512
	Fall	5.4 / 447	33.6 / 2,768	38.3 / 3,161	18.7 / 1,541	1.4 / 119	2.6 / 213

2. Overall, how would you rate your health?		Excellent % / n	Good % / n	Fair % / n	Poor % / n	Very poor % / n	Blank % / n
Hobart and William Smith Colleges	Spring	31.6 / 97	44.3 / 136	5.9 / 18	1.0 / 3	0.7 / 2	16.6 / 51
	Fall	43.3 / 133	47.6 / 146	5.5 / 17	1.0 / 3	0.0 / 0	2.6 / 8
Other 30 Small Institutions	Spring	32.4 / 1,369	54.4 / 2,301	9.6 / 407	1.1 / 48	0.0 / 2	2.4 / 100
	Fall	35.7 / 1,507	55.6 / 2,350	7.1 / 301	0.8 / 33	0.0 / 1	0.8 / 35
Other 46 Institutions	Spring	30.5 / 2,516	54.1 / 4,464	9.1 / 754	1.0 / 85	0.2 / 14	5.0 / 416
	Fall	34.4 / 2,835	56.2 / 4,633	7.7 / 638	0.8 / 63	0.1 / 7	0.9 / 73

3. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?		I don't exercise regularly % / n	1-2 hours per week % / n	3-4 hours per week % / n	5-6 hours per week % / n	More than 6 hours per week % / n	Blank % / n	Chi-Square Test Level of Significance
Hobart and William Smith Colleges	Spring	6.2 / 19	16.0 / 49	21.2 / 65	11.4 / 35	28.7 / 88	16.6 / 51	0.1139
	Fall	7.5 / 23	13.4 / 41	22.5 / 69	20.8 / 64	33.2 / 102	2.6 / 8	
Other 30 Small Institutions	Spring	17.6 / 744	23.0 / 974	23.5 / 995	13.1 / 552	20.4 / 864	2.3 / 98	
	Fall	17.2 / 729	21.8 / 922	25.7 / 1,086	12.6 / 532	21.8 / 920	0.9 / 38	
Other 46 Institutions	Spring	16.4 / 1,354	22.7 / 1,869	24.7 / 2,037	13.6 / 1,119	17.6 / 1,452	5.1 / 418	
	Fall	16.0 / 1,317	22.0 / 1,811	27.3 / 2,251	14.2 / 1,172	19.6 / 1,619	1.0 / 79	

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

* The "Blank" column is not considered in the computation of the Chi-squared statistics.

Table 29
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?		0 times % / n	1 time per week % / n	2 times per week % / n	3 times per week % / n	4 times per week % / n	5 or more times per week % / n	Blank % / n
Hobart and William Smith Colleges	Spring	24.1 / 74	15.0 / 46	30.0 / 92	7.5 / 23	2.9 / 9	3.9 / 12	16.6 / 51
	Fall	43.0 / 132	27.4 / 84	16.9 / 52	6.8 / 21	1.6 / 5	1.3 / 4	2.9 / 9
Other 30 Small Institutions	Spring	47.6 / 2,013	23.4 / 989	17.0 / 717	6.2 / 264	1.9 / 81	1.4 / 60	2.4 / 103
	Fall	72.0 / 3,043	17.8 / 751	6.3 / 265	1.7 / 70	0.6 / 26	0.7 / 31	1.0 / 41
Other 46 Institutions	Spring	45.6 / 3,762	21.9 / 1,807	17.2 / 1,416	6.9 / 570	2.1 / 173	1.2 / 98	5.1 / 423
	Fall	69.1 / 5,701	18.7 / 1,545	7.7 / 633	2.0 / 164	0.8 / 69	0.6 / 50	1.1 / 87

5. In a typical one-week period during this year in college, how many times did you have 5 or more "drinks" in one sitting?		0 times % / n	1 time % / n	2 times % / n	3-4 times % / n	5 or more times % / n	Blank % / n
Hobart and William Smith Colleges	Spring	32.6 / 100	20.2 / 62	18.9 / 58	5.5 / 17	6.2 / 19	16.6 / 51
	Fall	49.8 / 153	23.1 / 71	15.0 / 46	4.2 / 13	4.6 / 14	3.3 / 10
Other 30 Small Institutions	Spring	58.9 / 2,490	18.6 / 788	10.9 / 460	5.4 / 229	3.7 / 155	2.5 / 105
	Fall	76.1 / 3,218	11.6 / 491	5.5 / 231	3.1 / 129	2.7 / 114	1.0 / 44
Other 46 Institutions	Spring	55.2 / 4,550	18.5 / 1,530	12.1 / 996	5.5 / 456	3.5 / 291	5.2 / 426
	Fall	72.8 / 6,009	12.2 / 1,010	6.7 / 551	3.9 / 322	3.2 / 267	1.1 / 90

6. How many cigarettes do you smoke a day?		I don't smoke cigarettes % / n	Less than 1/2 pack % / n	1/2 to 1 pack % / n	More than 1 pack but less than 2 % / n	2 or more packs % / n	Blank % / n
Hobart and William Smith Colleges	Spring	76.9 / 236	2.9 / 9	1.0 / 3	0.7 / 2	2.0 / 6	16.6 / 51
	Fall	93.5 / 287	2.3 / 7	0.7 / 2	0.3 / 1	0.3 / 1	2.9 / 9
Other 30 Small Institutions	Spring	90.2 / 3,813	5.6 / 237	1.7 / 72	0.1 / 3	0.1 / 6	2.3 / 96
	Fall	92.8 / 3,922	5.1 / 216	1.1 / 45	0.2 / 8	0.0 / 1	0.8 / 35
Other 46 Institutions	Spring	88.5 / 7,300	4.7 / 386	1.4 / 117	0.1 / 12	0.2 / 20	5.0 / 414
	Fall	93.7 / 7,726	4.2 / 348	1.0 / 83	0.2 / 13	0.0 / 4	0.9 / 75

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

* The "Blank" column is not considered in the computation of the Chi-squared statistics.

Table 29
Comparisons From Student Surveys
Fall 2008 Student Survey and Spring 2009 Student Experiences Survey
Hobart and William Smith Colleges

7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?		Almost always % / n	Frequently % / n	Occasionally % / n	Seldom % / n	Never % / n	Blank % / n
Hobart and William Smith Colleges	<i>Spring</i>	12.4 / 38	23.5 / 72	30.0 / 92	14.3 / 44	3.3 / 10	16.6 / 51
	<i>Fall</i>	9.1 / 28	28.0 / 86	39.1 / 120	18.9 / 58	2.0 / 6	2.9 / 9
Other 30 Small Institutions	<i>Spring</i>	12.3 / 520	29.8 / 1,260	36.3 / 1,535	16.9 / 716	2.4 / 100	2.3 / 96
	<i>Fall</i>	7.8 / 331	27.8 / 1,173	41.8 / 1,768	19.7 / 831	2.2 / 93	0.7 / 31
Other 46 Institutions	<i>Spring</i>	12.6 / 1,037	28.6 / 2,360	34.4 / 2,840	16.8 / 1,382	2.6 / 215	5.0 / 415
	<i>Fall</i>	8.7 / 716	28.0 / 2,313	40.3 / 3,328	19.6 / 1,617	2.5 / 207	0.8 / 68

NOTE: Fall-Spring comparison reports only include students who took both the fall and the spring assessments. Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

* The "Blank" column is not considered in the computation of the Chi-squared statistics.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 30
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

2. How often have you engaged in each of the following activities during this academic year?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Attended a debate or lecture on a current political/social issue	2.42 / 1.22 263	2.45 / 1.13 4,154	2.20 / 1.12 7,893	-0.03	0.22 *	19 of 31	19 of 47
B. Participated in intramural sports	2.60 / 1.42 262	2.14 / 1.40 4,152	2.12 / 1.38 7,892	0.46 ***	0.49 ***	5 of 31	6 of 47
C. Participated in a racial or cultural awareness workshop	2.08 / 1.11 262	1.81 / 1.02 4,143	1.75 / 0.98 7,874	0.27 **	0.33 ***	6 of 31	6 of 47
D. Participated in activities that helped you explore career options	2.76 / 1.11 263	2.31 / 1.07 4,150	2.36 / 1.08 7,892	0.45 ***	0.40 ***	3 of 31	4 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 31
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

4. Below are statements about your contact and interactions with faculty. Indicate the extent to which you agree/disagree with each.	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.	3.76 / 1.00 261	3.72 / 0.91 4,142	3.57 / 0.95 7,867	0.04	0.19 *	13 of 31	13 of 47
B. My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.	3.85 / 0.90 261	3.81 / 0.87 4,143	3.65 / 0.92 7,865	0.03	0.20 **	16 of 31	17 of 47
C. My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.	3.69 / 0.89 260	3.66 / 0.92 4,141	3.55 / 0.95 7,859	0.03	0.14 *	15 of 31	16 of 47
D. Since coming to this institution, I have developed a close, personal relationship with at least one faculty member.	3.55 / 1.08 261	3.35 / 1.15 4,142	3.15 / 1.20 7,863	0.20 *	0.41 ***	8 of 31	8 of 47
E. I am satisfied with the opportunities to meet and interact informally with faculty members.	3.80 / 0.95 261	3.87 / 0.97 4,139	3.68 / 1.01 7,858	-0.07	0.12	22 of 31	22 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 32
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

5. Below are statements about your views of the faculty's interest in teaching and students. Indicate the extent to which you agree/disagree with each.	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Most faculty with whom I have had contact...							
A. are genuinely interested in students.	4.12 / 0.83 256	4.33 / 0.70 4,147	4.15 / 0.78 7,866	-0.20 ***	-0.03	30 of 31	32 of 47
B. are interested in helping students grow in more than just academic areas.	3.96 / 0.90 256	4.06 / 0.83 4,144	3.89 / 0.87 7,858	-0.10	0.07	24 of 31	25 of 47
C. are outstanding teachers.	3.78 / 0.87 255	3.97 / 0.84 4,145	3.78 / 0.89 7,862	-0.19 **	0.01	25 of 31	27 of 47
D. are genuinely interested in teaching.	3.98 / 0.88 256	4.25 / 0.72 4,141	4.07 / 0.78 7,857	-0.26 ***	-0.09	29 of 31	33 of 47
E. are willing to spend time outside of class to discuss issues of interest and importance to students.	4.10 / 0.92 256	4.31 / 0.75 4,142	4.13 / 0.83 7,855	-0.21 **	-0.03	29 of 31	31 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 33
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

6. Below are statements about receiving feedback from faculty concerning your learning in the classroom. How often have you experienced each?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Faculty informed me of my level of performance in a timely manner.	3.67 / 0.92 258	3.71 / 0.90 4,141	3.56 / 0.95 7,853	-0.04	0.11	19 of 31	20 of 47
B. Faculty checked to see if I had learned the material well before going on to new material.	3.19 / 1.00 258	3.13 / 1.00 4,138	2.97 / 1.02 7,847	0.07	0.22 **	14 of 31	14 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 34
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

7. Below are statements about experiences you may have had in class. How often have you experienced each?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Faculty asked challenging questions in class.	4.08 / 0.76 259	4.19 / 0.76 4,147	4.03 / 0.81 7,869	-0.11 *	0.05	23 of 31	25 of 47
B. Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	3.70 / 0.85 258	3.58 / 0.98 4,131	3.44 / 1.01 7,840	0.12	0.26 **	8 of 31	8 of 47
C. Faculty asked me to point out any fallacies in basic ideas, principles, or points of view presented in the course.	3.54 / 0.90 259	3.36 / 1.06 4,141	3.18 / 1.07 7,856	0.19 *	0.36 ***	9 of 31	9 of 47
D. Faculty asked me to argue for or against a particular point of view.	3.64 / 0.90 259	3.53 / 1.07 4,144	3.35 / 1.09 7,858	0.11	0.29 **	10 of 31	10 of 47
E. Faculty challenged my ideas in class.	3.62 / 0.90 259	3.55 / 1.03 4,140	3.38 / 1.06 7,853	0.07	0.24 **	13 of 31	13 of 47
F. Students challenged each other's ideas in class.	3.77 / 0.90 259	3.86 / 0.94 4,139	3.64 / 1.00 7,848	-0.09	0.13 *	20 of 31	20 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 35
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
A. Faculty gave clear explanations.	3.81 / 0.86 259	4.00 / 0.68 4,142	3.88 / 0.71 7,857	-0.19 **	-0.07	29 of 31	36 of 47
B. Faculty made good use of examples and illustrations to explain difficult points.	3.81 / 0.79 258	3.98 / 0.74 4,138	3.87 / 0.76 7,839	-0.17 **	-0.06	29 of 31	35 of 47
C. Faculty effectively reviewed and summarized the material.	3.86 / 0.76 259	3.83 / 0.79 4,141	3.72 / 0.80 7,852	0.03	0.13 *	12 of 31	13 of 47
D. Faculty interpreted abstract ideas and theories clearly.	3.80 / 0.80 258	3.80 / 0.80 4,135	3.65 / 0.82 7,844	0.00	0.15 *	15 of 31	15 of 47
E. Faculty gave assignments that helped in learning the course material.	3.84 / 0.83 259	3.98 / 0.78 4,133	3.85 / 0.82 7,838	-0.14 *	-0.01	26 of 31	29 of 47
F. The presentation of material was well organized.	3.78 / 0.81 259	3.98 / 0.72 4,135	3.88 / 0.76 7,848	-0.20 **	-0.09 *	29 of 31	37 of 47
G. Faculty were well prepared for class.	3.92 / 0.81 258	4.27 / 0.69 4,135	4.15 / 0.74 7,841	-0.35 ***	-0.23 ***	31 of 31	43 of 47
H. Class time was used effectively.	3.92 / 0.80 259	4.11 / 0.75 4,125	4.02 / 0.77 7,822	-0.19 **	-0.10 *	27 of 31	34 of 47
I. Course goals and requirements were clearly explained.	3.94 / 0.83 256	4.18 / 0.76 4,124	4.09 / 0.79 7,820	-0.24 ***	-0.16 *	27 of 31	38 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 35
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
J. Faculty had a good command of what they were teaching.	4.09 / 0.82 255	4.38 / 0.68 4,130	4.24 / 0.75 7,823	-0.29 ***	-0.15 *	30 of 31	37 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 36
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

9. Indicate the extent to which you agree/disagree with each of the following statements about your experiences at this college.	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Courses have helped me understand the historical, political, and social connections of past events.	3.80 / 0.92 257	3.84 / 0.86 4,136	3.68 / 0.91 7,843	-0.05	0.12 *	19 of 31	20 of 47
B. Courses have helped me see the connections between my intended career and how it affects society.	3.64 / 0.91 258	3.62 / 0.96 4,132	3.61 / 0.95 7,836	0.02	0.03	16 of 31	23 of 47
C. My out-of-class experiences have helped me connect what I have learned in the classroom with life events.	3.71 / 0.87 258	3.73 / 0.89 4,136	3.63 / 0.91 7,838	-0.03	0.08	19 of 31	20 of 47
D. My out-of-class experiences have helped me translate knowledge and understanding from the classroom into action.	3.72 / 0.83 258	3.69 / 0.88 4,130	3.62 / 0.88 7,831	0.04	0.11	13 of 31	13 of 47
E. My out-of-class experiences have had a positive influence on my intellectual growth and interest in ideas.	3.88 / 0.90 258	4.02 / 0.81 4,137	3.92 / 0.84 7,842	-0.15 *	-0.04	26 of 31	29 of 47
F. My out-of-class experiences have had a positive influence on my personal growth, attitudes, and values.	3.83 / 0.95 258	4.10 / 0.83 4,133	4.00 / 0.85 7,839	-0.27 ***	-0.17 *	30 of 31	39 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 37
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

10. Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Exams or assignments required me to...							
A. write essays.	4.03 / 0.97 260	4.36 / 0.81 4,140	4.10 / 0.97 7,859	-0.33 ***	-0.07	30 of 31	38 of 47
B. solve problems.	3.66 / 1.09 259	3.72 / 1.15 4,139	3.86 / 1.08 7,857	-0.06	-0.20 *	19 of 31	33 of 47
C. use course content to address problems not presented in the course.	3.52 / 1.01 258	3.30 / 1.07 4,120	3.26 / 1.06 7,821	0.21 *	0.26 **	5 of 31	5 of 47
D. compare or contrast topics or ideas from the course.	3.83 / 0.88 259	3.80 / 0.94 4,131	3.62 / 0.98 7,847	0.03	0.20 **	13 of 31	13 of 47
E. point out the strengths and weaknesses of a particular argument or point of view.	3.70 / 0.94 259	3.62 / 1.03 4,124	3.44 / 1.07 7,832	0.08	0.26 **	14 of 31	14 of 47
F. argue for or against a particular point of view and defend my argument.	3.81 / 0.96 259	3.72 / 1.07 4,129	3.53 / 1.12 7,841	0.09	0.28 **	15 of 31	15 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 38
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

11. Below are statements about experiences you may have had with other students at this college. To what extent do you agree/disagree with each?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
A. Since coming to this institution, I have developed close personal relationships with other students.	4.11 / 0.96 257	4.32 / 0.91 4,138	4.25 / 0.94 7,856	-0.21 **	-0.14 *	28 of 31	39 of 47
B. The student friendships I have developed at this institution have been personally satisfying.	3.96 / 1.01 257	4.20 / 0.93 4,137	4.16 / 0.94 7,852	-0.24 **	-0.19 *	27 of 31	39 of 47
C. My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.	3.93 / 0.97 257	4.12 / 0.92 4,133	4.08 / 0.93 7,851	-0.19 *	-0.15 *	27 of 31	39 of 47
D. My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.	3.81 / 0.92 257	3.92 / 0.93 4,131	3.87 / 0.94 7,846	-0.11	-0.06	24 of 31	29 of 47
E. It has been difficult for me to meet and make friends with other students.	2.51 / 1.21 257	2.18 / 1.17 4,132	2.22 / 1.18 7,846	0.33 **	0.29 **	3 of 31	4 of 47
F. Few of the students I know would be willing to listen to me and help me if I had a personal problem.	2.56 / 1.26 255	2.13 / 1.24 4,136	2.24 / 1.26 7,854	0.43 ***	0.32 **	3 of 31	10 of 47
G. Most students at this institution have values and attitudes different from my own.	3.08 / 1.04 256	2.84 / 1.07 4,132	2.87 / 1.06 7,849	0.23 **	0.21 *	5 of 31	9 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 39
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

12. How often have you had the following interactions with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Had discussions regarding inter-group relations	3.04 / 1.12 254	2.81 / 1.15 4,111	2.69 / 1.15 7,817	0.22 *	0.35 ***	10 of 31	10 of 47
B. Had meaningful and honest discussions about issues related to social justice	2.88 / 1.12 254	2.82 / 1.20 4,100	2.69 / 1.18 7,805	0.06	0.19 *	18 of 31	19 of 47
C. Shared personal feelings and problems	3.33 / 1.13 254	3.25 / 1.19 4,110	3.15 / 1.21 7,817	0.08	0.18 *	17 of 31	20 of 47
D. Had guarded, cautious interactions	2.50 / 1.06 252	2.23 / 1.06 4,090	2.23 / 1.06 7,768	0.26 **	0.26 **	3 of 31	4 of 47
E. Felt silenced by prejudice and discrimination from sharing my own experiences	2.08 / 1.08 254	1.66 / 0.97 4,089	1.69 / 0.97 7,777	0.42 ***	0.39 ***	2 of 31	2 of 47
F. Had hurtful, unresolved interactions	2.00 / 1.07 254	1.53 / 0.87 4,113	1.56 / 0.89 7,821	0.47 ***	0.44 ***	1 of 31	1 of 47
G. Had tense, somewhat hostile interactions	2.06 / 1.10 251	1.57 / 0.90 4,106	1.60 / 0.92 7,813	0.50 ***	0.46 ***	1 of 31	2 of 47
H. Felt insulted or threatened based on my race, national origin, values, or religion	2.02 / 1.16 253	1.47 / 0.88 4,114	1.50 / 0.90 7,821	0.55 ***	0.51 ***	1 of 31	2 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 40
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

13. Below are statements about learning cooperatively with other students on academic matters. How often have you experienced each?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. In my classes, students taught each other in addition to faculty teaching.	3.33 / 0.97 256	3.30 / 1.03 4,133	3.22 / 1.04 7,845	0.02	0.10	14 of 31	17 of 47
B. Faculty encouraged me to participate in study groups outside of class.	3.36 / 0.99 256	3.29 / 1.09 4,131	3.27 / 1.10 7,838	0.07	0.09	10 of 31	14 of 47
C. I have participated in one or more study group(s) outside of class.	3.39 / 1.05 256	3.17 / 1.26 4,126	3.15 / 1.27 7,832	0.22 *	0.24 *	7 of 31	9 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 41
Spring 2009 Student Experiences Survey
Section II
Hobart and William Smith Colleges

14. How frequently have you interacted with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Discussed a personal problem or concern	2.56 / 1.21 255	2.23 / 1.18 4,130	2.22 / 1.18 7,835	0.33 **	0.34 ***	5 of 31	6 of 47
B. Had serious discussions with staff whose political, social, or religious opinions were different from your own	2.32 / 1.15 254	1.83 / 1.07 4,116	1.80 / 1.05 7,818	0.49 ***	0.52 ***	1 of 31	1 of 47
C. Worked on out-of-class activities (e.g., committees, orientation, student life activities)	2.69 / 1.13 255	2.14 / 1.22 4,124	2.13 / 1.22 7,828	0.55 ***	0.56 ***	2 of 31	2 of 47
D. Talked about career plans	2.98 / 1.18 253	2.54 / 1.21 4,119	2.59 / 1.21 7,825	0.44 ***	0.39 ***	3 of 31	3 of 47
E. Discussed ideas from your reading or classes	2.84 / 1.18 252	2.39 / 1.27 4,117	2.34 / 1.25 7,817	0.45 ***	0.50 ***	4 of 31	4 of 47
F. Discussed grades or assignments	2.93 / 1.14 253	2.49 / 1.25 4,116	2.54 / 1.26 7,820	0.44 ***	0.40 ***	4 of 31	6 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 42
Spring 2009 Student Experiences Survey
Section III

Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)	1.91 / 0.99 258	1.85 / 1.02 4,125	1.79 / 0.99 7,837	0.06	0.12	12 of 31	14 of 47
B. Obtaining recognition from my colleagues for contributions to my field of expertise	2.82 / 0.82 257	2.70 / 0.88 4,119	2.71 / 0.87 7,831	0.13 *	0.11 *	7 of 31	9 of 47
C. Influencing the political structure	2.12 / 0.98 256	1.98 / 0.94 4,123	1.95 / 0.92 7,832	0.14 *	0.18 *	9 of 31	10 of 47
D. Influencing social values	2.64 / 0.93 258	2.58 / 0.93 4,119	2.54 / 0.92 7,819	0.05	0.10	11 of 31	13 of 47
E. Raising a family	3.19 / 0.93 255	3.15 / 1.00 4,113	3.23 / 0.95 7,810	0.04	-0.05	16 of 31	29 of 47
F. Having administrative responsibility for the work of others	2.50 / 0.94 257	2.15 / 0.95 4,101	2.26 / 0.95 7,776	0.35 ***	0.24 **	3 of 31	5 of 47
G. Helping others who are in difficulty	2.98 / 0.82 258	3.17 / 0.81 4,122	3.15 / 0.81 7,832	-0.19 **	-0.17 *	31 of 31	44 of 47
H. Making a theoretical contribution to science	2.01 / 0.97 258	1.73 / 0.98 4,103	1.78 / 0.97 7,799	0.27 **	0.22 **	4 of 31	6 of 47
I. Writing original works (poems, novels, short stories, etc.)	2.03 / 1.07 256	1.95 / 1.07 4,104	1.84 / 1.02 7,795	0.08	0.19 *	11 of 31	12 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 42
Spring 2009 Student Experiences Survey
Section III
Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
J. Creating artistic work (painting, sculpture, film, etc.)	1.99 / 1.04 257	1.92 / 1.08 4,124	1.82 / 1.04 7,825	0.07	0.17 *	10 of 31	10 of 47
K. Becoming successful in a business of my own	2.38 / 1.10 256	2.15 / 1.08 4,097	2.25 / 1.11 7,789	0.23 **	0.12	7 of 31	14 of 47
L. Becoming involved in activities that preserve and enrich the environment	2.57 / 0.90 253	2.47 / 0.96 4,104	2.46 / 0.96 7,800	0.10	0.11	12 of 31	14 of 47
M. Developing a meaningful philosophy of life	2.90 / 0.92 256	2.92 / 1.01 4,121	2.84 / 1.02 7,825	-0.03	0.06	18 of 31	22 of 47
N. Volunteering in my community	2.93 / 0.81 256	2.84 / 0.90 4,125	2.82 / 0.90 7,831	0.09	0.11 *	10 of 31	13 of 47
O. Helping to promote racial understanding	2.63 / 0.92 255	2.47 / 0.96 4,112	2.43 / 0.96 7,814	0.16 *	0.20 *	9 of 31	10 of 47
P. Keeping up to date with political affairs	2.67 / 0.97 255	2.48 / 0.97 4,119	2.44 / 0.96 7,824	0.19 *	0.24 **	8 of 31	9 of 47
Q. Becoming a community leader	2.65 / 0.97 255	2.38 / 1.01 4,123	2.34 / 0.99 7,826	0.27 **	0.31 ***	5 of 31	6 of 47
R. Integrating spirituality into my life	2.26 / 1.01 257	2.55 / 1.17 4,113	2.57 / 1.15 7,814	-0.29 **	-0.32 **	21 of 31	34 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 42
Spring 2009 Student Experiences Survey
Section III
Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
S. Improving my understanding of other countries and cultures	2.94 / 0.88 253	2.87 / 0.92 4,119	2.76 / 0.94 7,819	0.07	0.19 *	14 of 31	14 of 47
T. Working to find a cure for a disease or illness	2.20 / 1.05 257	1.86 / 1.00 4,122	1.98 / 1.04 7,826	0.34 ***	0.22 **	3 of 31	8 of 47
U. Making a lot of money	2.61 / 0.96 257	2.35 / 1.01 4,124	2.53 / 1.01 7,829	0.26 **	0.08	7 of 31	16 of 47
V. Working in a prestigious occupation	2.55 / 0.95 255	2.30 / 1.06 4,115	2.47 / 1.06 7,815	0.24 **	0.08	8 of 31	15 of 47
W. Becoming passionate about or committed to my occupation	3.47 / 0.74 257	3.68 / 0.61 4,128	3.63 / 0.65 7,834	-0.20 ***	-0.16 **	31 of 31	43 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 43
Spring 2009 Student Experiences Survey
Section III

Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. I enjoy having discussions with people whose ideas and values are different from my own.	3.81 / 0.87 256	4.05 / 0.80 4,130	3.94 / 0.83 7,834	-0.24 ***	-0.14 *	30 of 31	40 of 47
B. The real value of a college education lies in being introduced to different values.	3.77 / 0.85 256	3.78 / 0.88 4,123	3.71 / 0.90 7,826	-0.01	0.06	19 of 31	21 of 47
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	3.88 / 0.80 254	4.05 / 0.79 4,124	3.95 / 0.83 7,828	-0.17 **	-0.07	29 of 31	35 of 47
D. Learning about people from different cultures is a very important part of my college education.	3.86 / 0.87 255	3.85 / 0.95 4,124	3.74 / 0.98 7,825	0.00	0.12 *	16 of 31	16 of 47
E. I enjoy taking courses that challenge my beliefs and values.	3.72 / 0.88 255	3.75 / 0.92 4,120	3.61 / 0.96 7,821	-0.03	0.11	20 of 31	20 of 47
F. The courses I enjoy most are those that make me think about things from a different perspective.	3.78 / 0.91 255	3.85 / 0.92 4,121	3.74 / 0.95 7,820	-0.08	0.04	23 of 31	25 of 47
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	3.71 / 0.88 256	3.68 / 1.01 4,118	3.57 / 1.02 7,814	0.03	0.15 *	17 of 31	17 of 47
H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	3.79 / 0.89 255	3.78 / 0.98 4,122	3.64 / 1.03 7,821	0.01	0.15 *	17 of 31	18 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 43
Spring 2009 Student Experiences Survey
Section III
Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.	3.99 / 0.88 257	4.07 / 0.88 4,112	4.06 / 0.88 7,806	-0.08	-0.07	25 of 31	36 of 47
J. I frequently do more reading in a class than is required simply because it interests me.	3.13 / 1.03 257	2.82 / 1.04 4,122	2.77 / 1.04 7,817	0.31 ***	0.36 ***	3 of 31	3 of 47
K. I frequently talk to my teachers/faculty outside of class about ideas presented during class.	3.27 / 0.99 256	2.89 / 1.08 4,118	2.75 / 1.09 7,814	0.38 ***	0.52 ***	4 of 31	4 of 47
L. Getting the best grades I can is very important to me.	4.10 / 0.94 254	4.10 / 1.02 4,122	4.20 / 0.96 7,819	-0.01	-0.10	23 of 31	36 of 47
M. I enjoy the challenge of learning complicated new material.	3.74 / 0.91 256	3.81 / 0.91 4,116	3.68 / 0.94 7,811	-0.07	0.06	21 of 31	22 of 47
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	3.54 / 0.99 254	3.37 / 1.11 4,119	3.38 / 1.11 7,805	0.17 *	0.16 *	6 of 31	10 of 47
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	3.13 / 1.00 253	2.81 / 1.03 4,120	2.77 / 1.05 7,811	0.32 ***	0.37 ***	5 of 31	7 of 47
P. I enjoy reading poetry and literature.	3.34 / 1.26 255	3.52 / 1.29 4,121	3.32 / 1.33 7,815	-0.18 *	0.02	22 of 31	24 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 43
Spring 2009 Student Experiences Survey
Section III
Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Q. I enjoy reading about science.	3.05 / 1.26 254	2.98 / 1.29 4,114	2.94 / 1.28 7,810	0.07	0.11	16 of 31	19 of 47
R. I enjoy reading about history.	3.27 / 1.15 255	3.36 / 1.21 4,121	3.20 / 1.25 7,816	-0.09	0.06	19 of 31	21 of 47
S. I enjoy expressing my ideas in writing.	3.50 / 1.20 253	3.48 / 1.21 4,107	3.33 / 1.24 7,792	0.02	0.17 *	13 of 31	13 of 47
T. After I write about something, I see that subject differently.	3.38 / 1.13 252	3.40 / 1.04 4,109	3.26 / 1.08 7,795	-0.01	0.13	14 of 31	14 of 47
U. If I have something good to read, I'm never bored.	3.69 / 1.09 254	3.73 / 1.16 4,115	3.62 / 1.21 7,798	-0.04	0.07	21 of 31	23 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

Table 44
Spring 2009 Student Experiences Survey
Section III
Hobart and William Smith Colleges

3. How often have you had the following experiences while attending this college?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
A. Encountered diverse perspectives on campus outside the classroom (e.g., administrative offices, public forums)	3.46 / 1.03 252	3.39 / 1.06 4,082	3.25 / 1.09 7,747	0.07	0.21 *	14 of 31	15 of 47
B. Made friends with a student whose race was different from your own	3.72 / 1.01 252	3.67 / 1.07 4,091	3.56 / 1.09 7,757	0.05	0.16 *	14 of 31	17 of 47
C. Made friends with a student from another country	3.46 / 1.08 253	3.30 / 1.20 4,084	3.11 / 1.23 7,743	0.16 *	0.35 ***	13 of 31	14 of 47
D. Had serious discussions with other students about different lifestyles or customs	3.47 / 1.06 246	3.43 / 1.11 4,034	3.26 / 1.15 7,638	0.04	0.21 *	19 of 31	19 of 47
E. Had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice	3.32 / 1.08 253	3.33 / 1.18 4,086	3.13 / 1.20 7,747	-0.01	0.19 *	19 of 31	20 of 47
F. Had serious discussions with faculty whose political, social, or religious opinions were different from your own	2.96 / 1.13 252	2.53 / 1.19 4,083	2.39 / 1.18 7,744	0.43 ***	0.57 ***	5 of 31	5 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 45
Spring 2009 Student Experiences Survey
Section IV
Hobart and William Smith Colleges

Item	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
1. How would you characterize your political views?	2.65 / 0.86 256	2.64 / 0.91 4,068	2.73 / 0.88 7,737	0.01	-0.08	16 of 31	31 of 47
2. Overall, how would you rate your health?	4.26 / 0.71 256	4.21 / 0.66 4,127	4.20 / 0.66 7,833	0.05	0.06	10 of 31	13 of 47
4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?	1.64 / 1.66 256	0.95 / 1.24 4,124	0.98 / 1.24 7,826	0.69 ***	0.66 ***	1 of 31	1 of 47
7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	3.33 / 1.05 256	3.34 / 0.98 4,131	3.33 / 1.00 7,834	-0.01	-0.01	12 of 31	19 of 47

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Averages are based on the following response codings: Item 1—Far left = 1, Liberal = 2, Middle-of-the-road = 3, Conservative = 4, Far right = 5.

Item 2—Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1.

Item 4—0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8.

Item 7—Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 46
Fall 2008 Student Survey
Section I
Hobart and William Smith Colleges

I. How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)	1.64 / 0.94 489	1.87 / 1.00 8,583	1.81 / 0.97 16,805	-0.22 ***	-0.17 **	30 of 35	47 of 53
B. Obtaining recognition from my colleagues for contributions to my field of expertise	2.66 / 0.79 485	2.78 / 0.82 8,568	2.82 / 0.82 16,765	-0.12 *	-0.16 **	27 of 35	45 of 53
C. Influencing the political structure	2.04 / 0.87 488	2.09 / 0.90 8,570	2.04 / 0.87 16,771	-0.06	0.00	23 of 35	27 of 53
D. Influencing social values	2.56 / 0.85 488	2.73 / 0.85 8,560	2.69 / 0.84 16,767	-0.18 ***	-0.13 **	33 of 35	50 of 53
E. Raising a family	3.25 / 0.91 488	3.16 / 0.99 8,560	3.28 / 0.92 16,776	0.09	-0.03	18 of 35	34 of 53
F. Having administrative responsibility for the work of others	2.39 / 0.84 488	2.17 / 0.91 8,533	2.30 / 0.90 16,695	0.22 ***	0.09 *	10 of 35	22 of 53
G. Helping others who are in difficulty	2.97 / 0.82 489	3.21 / 0.77 8,576	3.18 / 0.77 16,782	-0.23 ***	-0.21 ***	34 of 35	52 of 53
H. Making a theoretical contribution to science	1.80 / 0.91 486	1.79 / 0.94 8,566	1.84 / 0.94 16,770	0.01	-0.04	18 of 35	25 of 53
I. Writing original works (poems, novels, short stories, etc.)	1.77 / 0.97 487	2.04 / 1.08 8,566	1.91 / 1.03 16,775	-0.27 ***	-0.14 *	26 of 35	34 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 46
Fall 2008 Student Survey
Section I
Hobart and William Smith Colleges

I. How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
J. Creating artistic work (painting, sculpture, film, etc.)	1.85 / 1.02 484	2.01 / 1.07 8,567	1.91 / 1.04 16,771	-0.16 *	-0.06	21 of 35	29 of 53
K. Becoming successful in a business of my own	2.55 / 1.05 484	2.35 / 1.07 8,562	2.50 / 1.09 16,761	0.19 **	0.05	9 of 35	22 of 53
L. Becoming involved in activities that preserve and enrich the environment	2.74 / 0.89 486	2.68 / 0.93 8,565	2.62 / 0.92 16,774	0.05	0.12 *	14 of 35	14 of 53
M. Developing a meaningful philosophy of life	2.84 / 0.98 482	3.08 / 0.94 8,567	2.97 / 0.96 16,779	-0.24 ***	-0.13 *	31 of 35	43 of 53
N. Volunteering in my community	2.71 / 0.82 485	2.82 / 0.86 8,577	2.75 / 0.86 16,792	-0.11 *	-0.05	27 of 35	35 of 53
O. Helping to promote racial understanding	2.61 / 0.85 483	2.66 / 0.90 8,565	2.62 / 0.91 16,779	-0.05	-0.01	20 of 35	23 of 53
P. Keeping up to date with political affairs	2.64 / 0.85 484	2.58 / 0.93 8,578	2.49 / 0.92 16,797	0.06	0.15 **	17 of 35	18 of 53
Q. Becoming a community leader	2.46 / 0.89 484	2.39 / 0.94 8,566	2.33 / 0.93 16,779	0.07	0.13 *	11 of 35	13 of 53
R. Integrating spirituality into my life	2.22 / 0.99 482	2.53 / 1.12 8,557	2.55 / 1.11 16,766	-0.31 ***	-0.33 ***	28 of 35	44 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 46
Fall 2008 Student Survey
Section I
Hobart and William Smith Colleges

	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
I. How important to you personally is each of the following?	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
S. Improving my understanding of other countries and cultures	2.89 / 0.90 482	2.98 / 0.87 8,567	2.84 / 0.88 16,781	-0.09 *	0.05	22 of 35	24 of 53
T. Working to find a cure for a disease or illness	2.18 / 0.94 483	2.07 / 1.00 8,552	2.17 / 1.02 16,752	0.11 *	0.01	9 of 35	20 of 53
U. Making a lot of money	2.84 / 0.93 483	2.45 / 1.00 8,571	2.68 / 1.01 16,782	0.39 ***	0.16 **	4 of 35	13 of 53
V. Working in a prestigious occupation	2.68 / 0.95 482	2.38 / 1.04 8,549	2.55 / 1.02 16,749	0.31 ***	0.14 *	8 of 35	15 of 53
W. Becoming passionate about or committed to my occupation	3.47 / 0.71 482	3.72 / 0.55 8,568	3.67 / 0.60 16,783	-0.25 ***	-0.20 ***	35 of 35	51 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 47
Fall 2008 Student Survey
Section II
Hobart and William Smith Colleges

II. Level of Agreement With Each of the Following Statements	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
A. I enjoy having discussions with people whose ideas and values are different from my own.	3.94 / 0.83 481	4.09 / 0.82 8,544	4.00 / 0.84 16,733	-0.15 **	-0.06	26 of 35	33 of 53
B. The real value of a college education lies in being introduced to different values.	3.83 / 0.81 479	3.87 / 0.85 8,528	3.79 / 0.86 16,702	-0.04	0.04	22 of 35	25 of 53
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	3.94 / 0.82 479	4.15 / 0.79 8,531	4.06 / 0.81 16,705	-0.22 ***	-0.13 **	33 of 35	44 of 53
D. Learning about people from different cultures is a very important part of my college education.	4.01 / 0.90 481	4.05 / 0.92 8,532	3.89 / 0.96 16,707	-0.05	0.11 *	21 of 35	22 of 53
E. I enjoy taking courses that challenge my beliefs and values.	3.71 / 0.96 480	3.81 / 0.96 8,524	3.65 / 0.98 16,689	-0.09 *	0.07	23 of 35	24 of 53
F. The courses I enjoy most are those that make me think about things from a different perspective.	3.86 / 0.94 476	4.07 / 0.88 8,518	3.95 / 0.91 16,684	-0.21 ***	-0.09 *	29 of 35	37 of 53
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	3.81 / 0.87 476	3.96 / 0.95 8,527	3.80 / 0.98 16,693	-0.15 **	0.01	21 of 35	24 of 53
H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	3.80 / 0.93 475	4.01 / 0.91 8,530	3.86 / 0.98 16,702	-0.20 ***	-0.06	31 of 35	34 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 47
Fall 2008 Student Survey
Section II
Hobart and William Smith Colleges

II. Level of Agreement With Each of the Following Statements	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.	3.89 / 0.88 477	4.00 / 0.90 8,527	4.01 / 0.90 16,692	-0.11 *	-0.12 *	26 of 35	42 of 53
J. In high school, I frequently did more reading in a class than was required simply because it interested me.	2.97 / 1.08 475	2.98 / 1.20 8,527	2.84 / 1.20 16,700	-0.01	0.14 *	18 of 35	18 of 53
K. In high school, I frequently talked to my teachers outside of class about ideas presented during class.	3.50 / 1.05 477	3.45 / 1.16 8,525	3.34 / 1.17 16,691	0.05	0.16 *	15 of 35	16 of 53
L. Getting the best grades I can is very important to me.	4.19 / 0.84 478	4.18 / 0.97 8,520	4.27 / 0.91 16,691	0.02	-0.08	23 of 35	39 of 53
M. I enjoy the challenge of learning complicated new material.	3.68 / 0.92 475	3.88 / 0.89 8,514	3.76 / 0.92 16,673	-0.20 ***	-0.08 *	28 of 35	34 of 53
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	3.59 / 0.96 477	3.62 / 1.01 8,504	3.66 / 1.01 16,656	-0.03	-0.07	21 of 35	34 of 53
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	2.97 / 0.97 477	2.98 / 0.95 8,513	2.94 / 0.98 16,675	-0.02	0.02	21 of 35	28 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 47
Fall 2008 Student Survey
Section II
Hobart and William Smith Colleges

II. Level of Agreement With Each of the Following Statements	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	Avg/SD n	Avg/SD n	Avg/SD n				
P. I enjoy reading poetry and literature.	3.10 / 1.21 475	3.51 / 1.29 8,527	3.27 / 1.32 16,693	-0.41 ***	-0.17 *	28 of 35	38 of 53
Q. I enjoy reading about science.	2.93 / 1.19 473	2.97 / 1.24 8,517	2.90 / 1.24 16,667	-0.04	0.02	22 of 35	25 of 53
R. I enjoy reading about history.	3.31 / 1.18 474	3.46 / 1.21 8,527	3.27 / 1.25 16,686	-0.15 *	0.04	26 of 35	29 of 53
S. I enjoy expressing my ideas in writing.	3.34 / 1.19 476	3.50 / 1.25 8,522	3.34 / 1.27 16,681	-0.16 *	-0.01	23 of 35	29 of 53
T. After I write about something, I see that subject differently.	3.22 / 0.99 476	3.32 / 1.03 8,517	3.20 / 1.03 16,671	-0.10 *	0.03	24 of 35	26 of 53
U. If I have something good to read, I'm never bored.	3.59 / 1.14 474	3.79 / 1.16 8,520	3.68 / 1.20 16,677	-0.20 **	-0.10	27 of 35	35 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 48
Fall 2008 Student Survey
Section III
Hobart and William Smith Colleges

Item	Averages and Frequencies			Comparisons for Hobart and William Smith Colleges			
	Hobart and William Smith Colleges	Other 34 Small Institutions	Other 52 Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus Other Institutions Avg.	Institution Avg. Rank Among All Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. How would you characterize your political views?	2.61 / 0.86 466	2.60 / 0.90 8,383	2.72 / 0.87 16,384	0.01	-0.10 *	20 of 35	38 of 53
B. Overall, how would you rate your health?	4.34 / 0.62 475	4.25 / 0.64 8,542	4.23 / 0.65 16,721	0.09 *	0.12 **	9 of 35	10 of 53
D. Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?	0.99 / 1.15 473	0.53 / 1.02 8,513	0.57 / 1.06 16,669	0.45 ***	0.41 ***	2 of 35	4 of 53
G. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	3.24 / 0.95 475	3.23 / 0.93 8,547	3.21 / 0.97 16,731	0.01	0.03	15 of 35	21 of 53

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Averages are based on the following response codings: Item A—Far left = 1, Liberal = 2, Middle-of-the-road = 3, Conservative = 4, Far right = 5.

Item B—Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1.

Item D—0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8.

Item G—Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

* Difference statistically significant at the .05 level.

** Difference statistically significant at the .001 level.

*** Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 49
Spring 2009 Student Experiences Survey - Frequency Report
Section I

Hobart and William Smith Colleges

1. What is the highest academic degree you intend to earn in your lifetime?	Vocational/ technical certificate or diploma % / n	Associate degree (A.A., A.S., or equivalent) % / n	Bachelor's degree (B.A., B.S., etc.) % / n	Master's degree (M.A., M.S., M.B.A., etc.) % / n	Law (J.D.) % / n	Doctorate (Ph.D., Ed.D., M.D.) % / n	Blank % / n
Hobart and William Smith Colleges	2.9 / 9	1.0 / 3	15.0 / 46	40.4 / 124	7.5 / 23	20.8 / 64	12.4 / 38
Other 30 Small Institutions	1.1 / 47	0.7 / 29	16.9 / 714	40.5 / 1,713	7.0 / 298	31.0 / 1,310	2.7 / 116
Other 46 Institutions	1.7 / 141	0.9 / 72	17.2 / 1,417	42.0 / 3,466	5.5 / 457	27.8 / 2,294	4.9 / 402

3. Have you received and/or are you now receiving the following types of financial aid?	Yes % / n	No % / n	Blank % / n
<i>A. Loans</i>			
Hobart and William Smith Colleges	53.4 / 164	31.9 / 98	14.7 / 45
Other 30 Small Institutions	61.0 / 2,580	34.1 / 1,443	4.8 / 204
Other 46 Institutions	58.3 / 4,808	35.2 / 2,905	6.5 / 536
<i>B. Scholarships and/or grants</i>			
Hobart and William Smith Colleges	66.4 / 204	22.1 / 68	11.4 / 35
Other 30 Small Institutions	82.4 / 3,485	15.3 / 646	2.3 / 96
Other 46 Institutions	73.5 / 6,063	21.5 / 1,770	5.0 / 416
<i>C. Work-study</i>			
Hobart and William Smith Colleges	40.1 / 123	43.0 / 132	16.9 / 52
Other 30 Small Institutions	41.0 / 1,733	51.3 / 2,169	7.7 / 325
Other 46 Institutions	28.5 / 2,347	60.9 / 5,023	10.7 / 879

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation. Responses to Question 2 are located on the next two pages.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 50
Spring 2009 Student Experiences Survey - Frequency Report
Section I

Hobart and William Smith Colleges

2. During this academic year, how many courses have you taken or are you taking in the general areas listed below?	0 Courses % / n	1 Course % / n	2 Courses % / n	3 Courses % / n	4 Courses % / n	5 or More Courses % / n	Blank % / n
<i>A. Fine Arts, Humanities, and Languages (e.g., art, music, philosophy, religion, history)</i>							
Hobart and William Smith Colleges	7.2 / 22	16.9 / 52	21.5 / 66	13.4 / 41	9.4 / 29	16.0 / 49	15.6 / 48
Other 30 Small Institutions	5.0 / 212	13.9 / 588	21.0 / 887	18.1 / 765	15.0 / 633	24.7 / 1,045	2.3 / 97
Other 46 Institutions	8.2 / 673	18.0 / 1,483	22.6 / 1,867	16.5 / 1,357	12.2 / 1,009	17.5 / 1,446	5.0 / 414
<i>B. Mathematics/Statistics/Computer Science</i>							
Hobart and William Smith Colleges	37.8 / 116	24.8 / 76	11.1 / 34	2.9 / 9	2.3 / 7	0.7 / 2	20.5 / 63
Other 30 Small Institutions	36.6 / 1,547	35.2 / 1,486	17.9 / 757	3.8 / 161	0.9 / 40	0.5 / 22	5.1 / 214
Other 46 Institutions	26.9 / 2,223	35.8 / 2,953	23.0 / 1,899	4.1 / 338	2.1 / 176	1.3 / 110	6.7 / 550
<i>C. Natural Sciences (e.g., chemistry, physics)</i>							
Hobart and William Smith Colleges	38.1 / 117	18.2 / 56	7.8 / 24	7.5 / 23	4.6 / 14	2.9 / 9	20.8 / 64
Other 30 Small Institutions	41.2 / 1,741	25.4 / 1,073	15.0 / 633	6.2 / 264	4.4 / 184	1.9 / 80	6.0 / 252
Other 46 Institutions	32.3 / 2,667	24.5 / 2,019	18.4 / 1,515	7.7 / 632	5.9 / 485	3.1 / 259	8.1 / 672
<i>D. Social Science (e.g., anthropology, economics, psychology, political science, sociology)</i>							
Hobart and William Smith Colleges	10.1 / 31	29.3 / 90	22.8 / 70	13.7 / 42	3.9 / 12	3.3 / 10	16.9 / 52
Other 30 Small Institutions	14.7 / 620	34.0 / 1,439	26.7 / 1,130	12.6 / 531	4.8 / 205	2.8 / 117	4.4 / 185
Other 46 Institutions	18.0 / 1,482	33.2 / 2,737	25.7 / 2,123	10.2 / 840	3.7 / 304	2.1 / 170	7.2 / 593
<i>E. Allied Health (e.g., nursing, physical therapy)</i>							
Hobart and William Smith Colleges	67.8 / 208	2.6 / 8	2.6 / 8	1.3 / 4	1.0 / 3	0.7 / 2	24.1 / 74
Other 30 Small Institutions	84.2 / 3,559	4.6 / 194	0.9 / 39	0.6 / 27	0.2 / 10	0.3 / 12	9.1 / 386
Other 46 Institutions	78.0 / 6,437	8.3 / 683	1.8 / 146	0.6 / 51	0.3 / 24	0.5 / 39	10.5 / 869

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 50
Spring 2009 Student Experiences Survey - Frequency Report
Section I

Hobart and William Smith Colleges

2. During this academic year, how many courses have you taken or are you taking in the general areas listed below?	0 Courses % / n	1 Course % / n	2 Courses % / n	3 Courses % / n	4 Courses % / n	5 or More Courses % / n	Blank % / n
<i>F. Business</i>							
Hobart and William Smith Colleges	63.8 / 196	7.5 / 23	2.6 / 8	1.0 / 3	1.0 / 3	1.0 / 3	23.1 / 71
Other 30 Small Institutions	80.7 / 3,413	6.9 / 293	2.3 / 98	0.5 / 22	0.3 / 12	0.3 / 14	8.9 / 375
Other 46 Institutions	76.0 / 6,273	8.0 / 664	3.8 / 311	1.1 / 94	0.4 / 34	0.4 / 37	10.1 / 836
<i>G. Education</i>							
Hobart and William Smith Colleges	59.3 / 182	11.1 / 34	4.2 / 13	0.7 / 2	0.3 / 1	1.3 / 4	23.1 / 71
Other 30 Small Institutions	79.3 / 3,354	8.2 / 348	2.4 / 103	0.6 / 25	0.3 / 11	0.2 / 10	8.9 / 376
Other 46 Institutions	77.7 / 6,406	7.3 / 602	2.8 / 234	0.8 / 70	0.5 / 38	0.5 / 39	10.4 / 860
<i>H. Engineering</i>							
Hobart and William Smith Colleges	70.0 / 215	2.3 / 7	1.0 / 3	0.3 / 1	1.3 / 4	1.3 / 4	23.8 / 73
Other 30 Small Institutions	88.8 / 3,752	0.7 / 30	0.5 / 22	0.2 / 9	0.1 / 6	0.1 / 4	9.6 / 404
Other 46 Institutions	82.9 / 6,841	2.5 / 208	2.4 / 197	0.8 / 68	0.4 / 31	0.4 / 29	10.6 / 875
<i>I. Other Pre-professional (e.g., architecture, agriculture, journalism)</i>							
Hobart and William Smith Colleges	56.4 / 173	10.1 / 31	2.6 / 8	3.6 / 11	1.6 / 5	2.6 / 8	23.1 / 71
Other 30 Small Institutions	77.4 / 3,272	6.9 / 291	2.9 / 124	1.4 / 61	0.4 / 15	0.5 / 20	10.5 / 444
Other 46 Institutions	71.1 / 5,866	9.2 / 760	4.3 / 355	2.0 / 169	0.8 / 63	1.0 / 81	11.6 / 955

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 51
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

1. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at this college.	Yes % / n	No % / n	Blank % / n
<i>A. Participated in a living-learning community where your residence was connected to an academic program</i>			
Hobart and William Smith Colleges	35.8 / 110	50.2 / 154	14.0 / 43
Other 30 Small Institutions	17.3 / 731	80.6 / 3,406	2.1 / 90
Other 46 Institutions	19.5 / 1,611	75.9 / 6,262	4.6 / 376
<i>B. Participated in a learning community where you and a group of students took two or more classes together</i>			
Hobart and William Smith Colleges	33.6 / 103	52.1 / 160	14.3 / 44
Other 30 Small Institutions	23.7 / 1,002	74.3 / 3,139	2.0 / 86
Other 46 Institutions	30.3 / 2,497	65.2 / 5,379	4.5 / 373
<i>C. Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority</i>			
Hobart and William Smith Colleges	24.8 / 76	60.9 / 187	14.3 / 44
Other 30 Small Institutions	26.0 / 1,099	72.1 / 3,046	1.9 / 82
Other 46 Institutions	22.7 / 1,873	72.8 / 6,004	4.5 / 372
<i>D. Been a member of an honors college or honors program</i>			
Hobart and William Smith Colleges	14.7 / 45	70.7 / 217	14.7 / 45
Other 30 Small Institutions	13.6 / 575	84.3 / 3,564	2.1 / 88
Other 46 Institutions	15.6 / 1,289	79.8 / 6,585	4.5 / 375
<i>E. Served as a resident assistant/advisor</i>			
Hobart and William Smith Colleges	4.9 / 15	80.5 / 247	14.7 / 45
Other 30 Small Institutions	1.6 / 68	96.4 / 4,075	2.0 / 84
Other 46 Institutions	1.7 / 142	93.8 / 7,735	4.5 / 372

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 51
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

1. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at this college.	Yes % / n	No % / n	Blank % / n
<i>F. Served as a peer educator in a non-academic area (e.g., health and wellness, career exploration)</i>			
Hobart and William Smith Colleges	10.1 / 31	74.9 / 230	15.0 / 46
Other 30 Small Institutions	4.4 / 186	93.3 / 3,943	2.3 / 98
Other 46 Institutions	3.8 / 310	91.4 / 7,541	4.8 / 398
<i>G. Served as a student orientation leader</i>			
Hobart and William Smith Colleges	6.5 / 20	79.2 / 243	14.3 / 44
Other 30 Small Institutions	3.4 / 144	94.5 / 3,995	2.1 / 88
Other 46 Institutions	3.2 / 265	92.2 / 7,603	4.6 / 381
<i>H. Participated in a leadership-training program</i>			
Hobart and William Smith Colleges	17.3 / 53	68.1 / 209	14.7 / 45
Other 30 Small Institutions	14.3 / 606	83.3 / 3,520	2.4 / 101
Other 46 Institutions	12.5 / 1,030	82.7 / 6,819	4.8 / 400
<i>I. Participated in a seminar designed specifically for first-year students (e.g., First-Year, Freshman Seminar)</i>			
Hobart and William Smith Colleges	72.3 / 222	11.7 / 36	16.0 / 49
Other 30 Small Institutions	72.7 / 3,075	25.1 / 1,062	2.1 / 90
Other 46 Institutions	62.5 / 5,155	32.8 / 2,708	4.7 / 386
<i>J. Was a member of a religious congregation or group</i>			
Hobart and William Smith Colleges	17.6 / 54	68.1 / 209	14.3 / 44
Other 30 Small Institutions	30.5 / 1,288	67.4 / 2,850	2.1 / 89
Other 46 Institutions	28.1 / 2,314	67.3 / 5,549	4.7 / 386

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 51
Spring 2009 Student Experiences Survey - Frequency Report
Section II
Hobart and William Smith Colleges

1. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at this college.	Yes % / n	No % / n	Blank % / n
<i>K. Discussed a personal problem or concern with a faculty member</i>			
Hobart and William Smith Colleges	43.6 / 134	41.4 / 127	15.0 / 46
Other 30 Small Institutions	46.5 / 1,967	51.4 / 2,174	2.0 / 86
Other 46 Institutions	38.3 / 3,160	57.0 / 4,703	4.7 / 386

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 52
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

2. How often have you engaged in each of the following activities during the school year?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. Attended a debate or lecture on a current political/social issue</i>						
Hobart and William Smith Colleges	5.9 / 18	10.4 / 32	22.8 / 70	21.2 / 65	25.4 / 78	14.3 / 44
Other 30 Small Institutions	5.4 / 229	11.1 / 469	29.3 / 1,240	29.1 / 1,231	23.3 / 985	1.7 / 73
Other 46 Institutions	3.9 / 318	8.4 / 697	23.0 / 1,897	28.1 / 2,319	32.3 / 2,662	4.3 / 356
<i>B. Participated in intramural sports</i>						
Hobart and William Smith Colleges	9.4 / 29	18.2 / 56	16.0 / 49	12.4 / 38	29.3 / 90	14.7 / 45
Other 30 Small Institutions	9.3 / 392	11.7 / 494	13.6 / 573	12.7 / 535	51.1 / 2,158	1.8 / 75
Other 46 Institutions	8.4 / 695	11.0 / 909	14.3 / 1,181	11.6 / 954	50.3 / 4,153	4.3 / 357
<i>C. Participated in a racial or cultural awareness workshop</i>						
Hobart and William Smith Colleges	1.6 / 5	9.8 / 30	17.6 / 54	21.2 / 65	35.2 / 108	14.7 / 45
Other 30 Small Institutions	2.0 / 85	5.4 / 228	15.0 / 633	25.4 / 1,072	50.3 / 2,125	2.0 / 84
Other 46 Institutions	1.7 / 137	4.2 / 345	14.0 / 1,158	24.3 / 2,003	51.3 / 4,231	4.5 / 375
<i>D. Participated in activities that helped you explore career options</i>						
Hobart and William Smith Colleges	5.5 / 17	15.6 / 48	30.6 / 94	20.8 / 64	13.0 / 40	14.3 / 44
Other 30 Small Institutions	2.8 / 117	10.8 / 457	27.7 / 1,170	30.2 / 1,275	26.8 / 1,131	1.8 / 77
Other 46 Institutions	3.1 / 257	10.6 / 873	28.6 / 2,363	28.6 / 2,360	24.7 / 2,039	4.3 / 357

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 53
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

3. In how many of the following courses or activities have you participated or taken part during this academic year?	0 Courses or Activities % / n	1 Course or Activity % / n	2 Courses or Activities % / n	3 Courses or Activities % / n	4 or More Courses or Activities % / n	Blank % / n
<i>A. Courses focusing on diverse cultures and perspectives (e.g., African American Studies, Latino Studies)</i>						
Hobart and William Smith Colleges	31.6 / 97	23.8 / 73	17.3 / 53	9.1 / 28	3.3 / 10	15.0 / 46
Other 30 Small Institutions	50.2 / 2,122	28.4 / 1,201	12.8 / 542	3.8 / 161	2.7 / 114	2.1 / 87
Other 46 Institutions	54.1 / 4,462	26.0 / 2,148	10.2 / 845	2.8 / 234	2.2 / 178	4.6 / 382
<i>B. Courses focusing on women's/gender studies</i>						
Hobart and William Smith Colleges	46.6 / 143	22.1 / 68	11.1 / 34	3.9 / 12	1.6 / 5	14.7 / 45
Other 30 Small Institutions	75.4 / 3,187	17.0 / 719	3.4 / 144	0.9 / 40	1.1 / 45	2.2 / 92
Other 46 Institutions	76.4 / 6,303	14.0 / 1,157	3.0 / 250	0.8 / 70	1.0 / 83	4.7 / 386
<i>C. Courses focusing on issues of equality and/or social justice</i>						
Hobart and William Smith Colleges	26.1 / 80	30.6 / 94	18.6 / 57	5.2 / 16	2.6 / 8	16.9 / 52
Other 30 Small Institutions	51.5 / 2,178	31.0 / 1,311	9.7 / 412	3.2 / 136	1.8 / 77	2.7 / 113
Other 46 Institutions	56.4 / 4,654	26.8 / 2,212	7.6 / 630	2.4 / 198	1.5 / 122	5.2 / 433
<i>D. Courses taught by more than one instructor, each from a different department</i>						
Hobart and William Smith Colleges	50.5 / 155	20.8 / 64	5.9 / 18	3.9 / 12	3.6 / 11	15.3 / 47
Other 30 Small Institutions	76.9 / 3,251	14.5 / 611	3.4 / 144	1.2 / 50	1.9 / 80	2.2 / 91
Other 46 Institutions	73.5 / 6,067	14.3 / 1,178	4.5 / 372	1.2 / 97	1.8 / 149	4.7 / 386
<i>E. Student clubs or campus organizations</i>						
Hobart and William Smith Colleges	19.5 / 60	22.1 / 68	21.5 / 66	12.1 / 37	9.8 / 30	15.0 / 46
Other 30 Small Institutions	27.5 / 1,163	20.9 / 883	22.3 / 944	12.8 / 543	14.4 / 609	2.0 / 85
Other 46 Institutions	29.9 / 2,465	22.6 / 1,866	20.5 / 1,688	10.8 / 895	11.5 / 946	4.7 / 389

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 54
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

4. Level of agreement with each of the following statements	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>A. My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.</i>						
Hobart and William Smith Colleges	21.2 / 65	32.9 / 101	23.5 / 72	4.6 / 14	2.9 / 9	15.0 / 46
Other 30 Small Institutions	19.1 / 809	41.9 / 1,769	30.0 / 1,268	4.6 / 194	2.4 / 102	2.0 / 85
Other 46 Institutions	15.2 / 1,252	36.7 / 3,025	34.0 / 2,803	6.2 / 511	3.3 / 276	4.6 / 382
<i>B. My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.</i>						
Hobart and William Smith Colleges	20.2 / 62	38.8 / 119	20.2 / 62	4.6 / 14	1.3 / 4	15.0 / 46
Other 30 Small Institutions	20.4 / 863	46.5 / 1,966	25.3 / 1,070	4.0 / 167	1.8 / 77	2.0 / 84
Other 46 Institutions	15.9 / 1,309	41.2 / 3,397	30.2 / 2,489	5.3 / 437	2.8 / 233	4.7 / 384
<i>C. My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.</i>						
Hobart and William Smith Colleges	16.0 / 49	34.2 / 105	27.7 / 85	5.9 / 18	1.0 / 3	15.3 / 47
Other 30 Small Institutions	17.9 / 755	38.7 / 1,637	33.5 / 1,418	5.5 / 231	2.4 / 100	2.0 / 86
Other 46 Institutions	14.4 / 1,191	36.4 / 3,000	34.7 / 2,862	6.5 / 534	3.3 / 272	4.7 / 390
<i>D. Since coming to this institution, I have developed a close, personal relationship with at least one faculty member.</i>						
Hobart and William Smith Colleges	17.3 / 53	30.0 / 92	24.1 / 74	9.8 / 30	3.9 / 12	15.0 / 46
Other 30 Small Institutions	17.6 / 744	29.5 / 1,245	26.9 / 1,137	17.8 / 753	6.2 / 263	2.0 / 85
Other 46 Institutions	13.7 / 1,133	25.9 / 2,136	25.6 / 2,115	20.7 / 1,708	9.3 / 771	4.7 / 386
<i>E. I am satisfied with the opportunities to meet and interact informally with faculty members.</i>						
Hobart and William Smith Colleges	19.9 / 61	38.4 / 118	18.6 / 57	6.2 / 19	2.0 / 6	15.0 / 46
Other 30 Small Institutions	26.0 / 1,100	44.6 / 1,887	17.9 / 755	6.9 / 293	2.5 / 104	2.1 / 88
Other 46 Institutions	19.6 / 1,616	41.3 / 3,406	22.1 / 1,827	9.0 / 739	3.3 / 270	4.7 / 391

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 55
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

5. Below are statements about your views of the faculty's interest in teaching and students. Indicate the extent to which you agree/disagree with each.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Most faculty with whom I have had contact...						
<i>A. are genuinely interested in students.</i>						
Hobart and William Smith Colleges	27.4 / 84	44.3 / 136	7.8 / 24	2.3 / 7	1.6 / 5	16.6 / 51
Other 30 Small Institutions	42.2 / 1,784	48.2 / 2,038	5.7 / 240	1.4 / 59	0.6 / 26	1.9 / 80
Other 46 Institutions	32.1 / 2,646	50.2 / 4,144	9.4 / 778	2.7 / 224	0.9 / 74	4.6 / 383
<i>B. are interested in helping students grow in more than just academic areas.</i>						
Hobart and William Smith Colleges	23.5 / 72	41.0 / 126	13.0 / 40	4.2 / 13	1.6 / 5	16.6 / 51
Other 30 Small Institutions	31.0 / 1,309	47.0 / 1,988	16.1 / 681	3.1 / 129	0.9 / 37	2.0 / 83
Other 46 Institutions	23.4 / 1,929	45.6 / 3,763	20.2 / 1,666	5.0 / 409	1.1 / 91	4.7 / 391
<i>C. are outstanding teachers.</i>						
Hobart and William Smith Colleges	16.9 / 52	38.4 / 118	21.2 / 65	5.9 / 18	0.7 / 2	16.9 / 52
Other 30 Small Institutions	27.1 / 1,147	46.1 / 1,947	20.4 / 864	3.6 / 152	0.8 / 35	1.9 / 82
Other 46 Institutions	20.0 / 1,646	42.5 / 3,503	26.0 / 2,143	5.7 / 469	1.2 / 101	4.7 / 387
<i>D. are genuinely interested in teaching.</i>						
Hobart and William Smith Colleges	23.1 / 71	43.0 / 132	11.4 / 35	4.6 / 14	1.3 / 4	16.6 / 51
Other 30 Small Institutions	37.9 / 1,603	48.8 / 2,064	9.3 / 394	1.4 / 58	0.5 / 22	2.0 / 86
Other 46 Institutions	28.2 / 2,325	50.1 / 4,134	13.5 / 1,115	2.7 / 225	0.7 / 58	4.8 / 392
<i>E. are willing to spend time outside of class to discuss issues of interest and importance to students.</i>						
Hobart and William Smith Colleges	31.6 / 97	35.8 / 110	10.1 / 31	4.6 / 14	1.3 / 4	16.6 / 51
Other 30 Small Institutions	44.1 / 1,865	42.5 / 1,795	9.3 / 395	1.4 / 61	0.6 / 26	2.0 / 85
Other 46 Institutions	34.1 / 2,815	44.2 / 3,642	13.1 / 1,083	2.9 / 236	1.0 / 79	4.8 / 394

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 56
Spring 2009 Student Experiences Survey - Frequency Report
Section II
Hobart and William Smith Colleges

6. Below are statements about receiving feedback from faculty concerning your learning in the classroom. How often have you experienced each?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. Faculty informed me of my level of performance in a timely manner.</i>						
Hobart and William Smith Colleges	12.4 / 38	42.7 / 131	20.2 / 62	6.2 / 19	2.6 / 8	16.0 / 49
Other 30 Small Institutions	17.1 / 721	46.4 / 1,963	25.4 / 1,072	7.3 / 309	1.8 / 76	2.0 / 86
Other 46 Institutions	13.4 / 1,109	41.4 / 3,416	28.3 / 2,331	9.3 / 769	2.8 / 228	4.8 / 396
<i>B. Faculty checked to see if I had learned the material well before going on to new material.</i>						
Hobart and William Smith Colleges	7.2 / 22	25.4 / 78	32.6 / 100	14.3 / 44	4.6 / 14	16.0 / 49
Other 30 Small Institutions	7.3 / 307	28.5 / 1,205	37.1 / 1,567	19.6 / 827	5.5 / 232	2.1 / 89
Other 46 Institutions	5.6 / 461	24.0 / 1,980	35.4 / 2,923	22.6 / 1,862	7.5 / 621	4.9 / 402

Table 57
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

7. Below are statements about experiences you may have had in class. How often have you experienced each?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. Faculty asked challenging questions in class.</i>						
Hobart and William Smith Colleges	26.1 / 80	41.0 / 126	15.3 / 47	2.0 / 6	0.0 / 0	15.6 / 48
Other 30 Small Institutions	37.1 / 1,570	45.0 / 1,901	14.2 / 599	1.5 / 65	0.3 / 12	1.9 / 80
Other 46 Institutions	28.5 / 2,349	45.0 / 3,712	18.9 / 1,557	2.5 / 204	0.6 / 47	4.6 / 380
<i>B. Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.</i>						
Hobart and William Smith Colleges	14.3 / 44	36.8 / 113	27.4 / 84	4.6 / 14	1.0 / 3	16.0 / 49
Other 30 Small Institutions	17.7 / 748	36.9 / 1,558	30.7 / 1,299	9.7 / 412	2.7 / 114	2.3 / 96
Other 46 Institutions	13.7 / 1,130	33.7 / 2,779	32.4 / 2,673	11.6 / 954	3.7 / 304	5.0 / 409
<i>C. Faculty asked me to point out any fallacies in basic ideas, principles, or points of view presented in the course.</i>						
Hobart and William Smith Colleges	12.1 / 37	32.6 / 100	29.3 / 90	9.8 / 30	0.7 / 2	15.6 / 48
Other 30 Small Institutions	13.9 / 587	32.3 / 1,365	31.6 / 1,336	15.1 / 638	5.1 / 215	2.0 / 86
Other 46 Institutions	10.2 / 842	27.3 / 2,250	33.2 / 2,742	18.2 / 1,500	6.3 / 522	4.8 / 393
<i>D. Faculty asked me to argue for or against a particular point of view.</i>						
Hobart and William Smith Colleges	13.0 / 40	38.1 / 117	24.1 / 74	7.8 / 24	1.3 / 4	15.6 / 48
Other 30 Small Institutions	18.6 / 787	35.2 / 1,487	27.8 / 1,173	12.1 / 511	4.4 / 186	2.0 / 83
Other 46 Institutions	14.2 / 1,171	31.2 / 2,572	29.4 / 2,424	14.7 / 1,215	5.8 / 476	4.7 / 391
<i>E. Faculty challenged my ideas in class.</i>						
Hobart and William Smith Colleges	13.0 / 40	35.8 / 110	27.0 / 83	7.2 / 22	1.3 / 4	15.6 / 48
Other 30 Small Institutions	18.5 / 782	34.8 / 1,470	29.8 / 1,261	11.4 / 481	3.5 / 146	2.1 / 87
Other 46 Institutions	14.1 / 1,161	31.1 / 2,563	31.5 / 2,597	13.6 / 1,124	4.9 / 408	4.8 / 396

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 57
Spring 2009 Student Experiences Survey - Frequency Report
Section II
Hobart and William Smith Colleges

7. Below are statements about experiences you may have had in class. How often have you experienced each?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>F. Students challenged each other's ideas in class.</i>						
Hobart and William Smith Colleges	18.6 / 57	34.9 / 107	25.1 / 77	4.6 / 14	1.3 / 4	15.6 / 48
Other 30 Small Institutions	27.2 / 1,149	38.3 / 1,619	24.7 / 1,045	6.5 / 274	1.2 / 52	2.1 / 88
Other 46 Institutions	20.2 / 1,664	34.2 / 2,822	29.2 / 2,406	9.3 / 768	2.3 / 188	4.9 / 401

Table 58
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?	Very Often	Often	Sometimes	Rarely	Never	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
A. Faculty gave clear explanations.						
Hobart and William Smith Colleges	16.0 / 49	43.3 / 133	20.2 / 62	2.9 / 9	2.0 / 6	15.6 / 48
Other 30 Small Institutions	20.5 / 866	58.9 / 2,488	17.0 / 717	1.5 / 62	0.2 / 9	2.0 / 85
Other 46 Institutions	15.8 / 1,306	55.0 / 4,541	21.9 / 1,804	2.1 / 172	0.4 / 34	4.8 / 392
B. Faculty made good use of examples and illustrations to explain difficult points.						
Hobart and William Smith Colleges	14.0 / 43	45.3 / 139	20.5 / 63	3.6 / 11	0.7 / 2	16.0 / 49
Other 30 Small Institutions	23.1 / 976	52.5 / 2,220	20.1 / 848	2.0 / 85	0.2 / 9	2.1 / 89
Other 46 Institutions	18.1 / 1,496	50.3 / 4,148	23.3 / 1,920	3.0 / 251	0.3 / 24	5.0 / 410
C. Faculty effectively reviewed and summarized the material.						
Hobart and William Smith Colleges	15.6 / 48	44.3 / 136	21.5 / 66	2.6 / 8	0.3 / 1	15.6 / 48
Other 30 Small Institutions	18.5 / 781	48.6 / 2,055	26.4 / 1,118	4.2 / 176	0.3 / 11	2.0 / 86
Other 46 Institutions	14.7 / 1,210	45.5 / 3,756	29.4 / 2,422	5.2 / 427	0.4 / 37	4.8 / 397
D. Faculty interpreted abstract ideas and theories clearly.						
Hobart and William Smith Colleges	15.3 / 47	41.7 / 128	22.5 / 69	4.2 / 13	0.3 / 1	16.0 / 49
Other 30 Small Institutions	18.5 / 782	46.1 / 1,949	29.0 / 1,226	3.9 / 164	0.3 / 14	2.2 / 92
Other 46 Institutions	13.4 / 1,105	42.1 / 3,471	33.2 / 2,741	5.8 / 475	0.6 / 52	4.9 / 405
E. Faculty gave assignments that helped in learning the course material.						
Hobart and William Smith Colleges	16.3 / 50	44.0 / 135	19.9 / 61	2.9 / 9	1.3 / 4	15.6 / 48
Other 30 Small Institutions	25.2 / 1,066	49.2 / 2,081	20.0 / 846	3.0 / 127	0.3 / 13	2.2 / 94
Other 46 Institutions	19.5 / 1,612	47.0 / 3,880	23.5 / 1,940	4.4 / 359	0.6 / 47	5.0 / 411

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 58
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?	Very Often	Often	Sometimes	Rarely	Never	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
<i>F. The presentation of material was well organized.</i>						
Hobart and William Smith Colleges	14.0 / 43	44.0 / 135	21.2 / 65	4.6 / 14	0.7 / 2	15.6 / 48
Other 30 Small Institutions	22.7 / 958	52.9 / 2,234	20.6 / 871	1.5 / 65	0.2 / 7	2.2 / 92
Other 46 Institutions	18.5 / 1,528	49.9 / 4,120	23.7 / 1,952	2.6 / 215	0.4 / 33	4.9 / 401
<i>G. Faculty were well prepared for class.</i>						
Hobart and William Smith Colleges	18.2 / 56	45.6 / 140	16.3 / 50	2.9 / 9	1.0 / 3	16.0 / 49
Other 30 Small Institutions	38.9 / 1,644	48.0 / 2,028	9.7 / 411	1.1 / 48	0.1 / 4	2.2 / 92
Other 46 Institutions	32.0 / 2,639	47.6 / 3,930	13.6 / 1,121	1.6 / 130	0.3 / 21	4.9 / 408
<i>H. Class time was used effectively.</i>						
Hobart and William Smith Colleges	18.6 / 57	45.6 / 140	16.0 / 49	3.6 / 11	0.7 / 2	15.6 / 48
Other 30 Small Institutions	31.2 / 1,319	48.3 / 2,042	16.1 / 680	1.7 / 73	0.3 / 11	2.4 / 102
Other 46 Institutions	26.0 / 2,148	47.9 / 3,952	18.3 / 1,508	2.2 / 181	0.4 / 33	5.2 / 427
<i>I. Course goals and requirements were clearly explained.</i>						
Hobart and William Smith Colleges	20.5 / 63	42.0 / 129	16.6 / 51	3.6 / 11	0.7 / 2	16.6 / 51
Other 30 Small Institutions	35.6 / 1,503	46.0 / 1,945	13.7 / 581	2.0 / 85	0.2 / 10	2.4 / 103
Other 46 Institutions	30.7 / 2,536	45.3 / 3,737	16.0 / 1,320	2.4 / 196	0.4 / 31	5.2 / 429
<i>J. Faculty had a good command of what they were teaching.</i>						
Hobart and William Smith Colleges	27.0 / 83	40.7 / 125	12.1 / 37	2.3 / 7	1.0 / 3	16.9 / 52
Other 30 Small Institutions	47.4 / 2,005	41.4 / 1,749	8.1 / 341	0.7 / 30	0.1 / 5	2.3 / 97
Other 46 Institutions	38.3 / 3,159	42.8 / 3,532	11.9 / 982	1.5 / 122	0.3 / 28	5.2 / 426

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 59
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

9. Indicate the extent to which you agree/disagree with each of the following statements about your experiences at this college.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>A. Courses have helped me understand the historical, political, and social connections of past events.</i>						
Hobart and William Smith Colleges	17.9 / 55	39.7 / 122	18.9 / 58	5.5 / 17	1.6 / 5	16.3 / 50
Other 30 Small Institutions	21.6 / 914	46.2 / 1,952	24.3 / 1,028	4.7 / 198	1.0 / 44	2.2 / 91
Other 46 Institutions	16.6 / 1,371	42.2 / 3,484	27.5 / 2,272	6.7 / 551	2.0 / 165	4.9 / 406
<i>B. Courses have helped me see the connections between my intended career and how it affects society.</i>						
Hobart and William Smith Colleges	15.6 / 48	30.9 / 95	29.6 / 91	6.8 / 21	1.0 / 3	16.0 / 49
Other 30 Small Institutions	17.8 / 753	38.3 / 1,617	30.4 / 1,285	9.0 / 381	2.3 / 96	2.2 / 95
Other 46 Institutions	16.0 / 1,321	39.0 / 3,220	29.0 / 2,390	8.6 / 713	2.3 / 192	5.0 / 413
<i>C. My out-of-class experiences have helped me connect what I have learned in the classroom with life events.</i>						
Hobart and William Smith Colleges	15.0 / 46	37.5 / 115	24.4 / 75	6.5 / 20	0.7 / 2	16.0 / 49
Other 30 Small Institutions	17.8 / 752	45.8 / 1,936	26.4 / 1,116	6.2 / 263	1.6 / 69	2.2 / 91
Other 46 Institutions	14.7 / 1,214	41.9 / 3,457	28.8 / 2,377	7.7 / 634	1.9 / 156	5.0 / 411
<i>D. My out-of-class experiences have helped me translate knowledge and understanding from the classroom into action.</i>						
Hobart and William Smith Colleges	13.0 / 40	41.7 / 128	23.1 / 71	5.5 / 17	0.7 / 2	16.0 / 49
Other 30 Small Institutions	16.0 / 675	44.9 / 1,899	28.5 / 1,205	6.8 / 288	1.5 / 63	2.3 / 97
Other 46 Institutions	13.6 / 1,123	42.2 / 3,482	29.9 / 2,469	7.6 / 628	1.6 / 129	5.1 / 418
<i>E. My out-of-class experiences have had a positive influence on my intellectual growth and interest in ideas.</i>						
Hobart and William Smith Colleges	19.5 / 60	42.7 / 131	15.3 / 47	4.9 / 15	1.6 / 5	16.0 / 49
Other 30 Small Institutions	27.4 / 1,158	50.3 / 2,125	16.3 / 690	2.8 / 120	1.0 / 44	2.1 / 90
Other 46 Institutions	22.5 / 1,854	48.4 / 3,989	19.4 / 1,599	3.7 / 305	1.2 / 95	4.9 / 407

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 59
Spring 2009 Student Experiences Survey - Frequency Report
Section II
Hobart and William Smith Colleges

9. Indicate the extent to which you agree/disagree with each of the following statements about your experiences in this college.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>F. My out-of-class experiences have had a positive influence on my personal growth, attitudes, and values.</i>						
Hobart and William Smith Colleges	20.8 / 64	37.8 / 116	17.6 / 54	6.2 / 19	1.6 / 5	16.0 / 49
Other 30 Small Institutions	32.9 / 1,391	46.7 / 1,972	14.5 / 612	2.6 / 110	1.1 / 48	2.2 / 94
Other 46 Institutions	27.7 / 2,282	45.6 / 3,765	17.3 / 1,424	3.3 / 271	1.2 / 97	5.0 / 410

Table 60
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

10. Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced each?						
Exams or assignments required me to...	Very Often	Often	Sometimes	Rarely	Never	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
<i>A. write essays.</i>						
Hobart and William Smith Colleges	30.9 / 95	32.9 / 101	15.3 / 47	3.3 / 10	2.3 / 7	15.3 / 47
Other 30 Small Institutions	52.4 / 2,216	31.6 / 1,334	11.3 / 479	2.1 / 90	0.5 / 21	2.1 / 87
Other 46 Institutions	40.1 / 3,307	32.6 / 2,687	15.9 / 1,309	5.3 / 437	1.4 / 119	4.7 / 390
<i>B. solve problems.</i>						
Hobart and William Smith Colleges	21.2 / 65	29.0 / 89	22.1 / 68	8.5 / 26	3.6 / 11	15.6 / 48
Other 30 Small Institutions	29.8 / 1,258	31.5 / 1,331	21.3 / 900	10.6 / 446	4.8 / 204	2.1 / 88
Other 46 Institutions	32.1 / 2,650	32.2 / 2,658	19.5 / 1,607	8.1 / 670	3.3 / 272	4.8 / 392
<i>C. use course content to address problems not presented in the course.</i>						
Hobart and William Smith Colleges	15.3 / 47	28.3 / 87	26.4 / 81	12.4 / 38	1.6 / 5	16.0 / 49
Other 30 Small Institutions	14.0 / 591	28.0 / 1,184	33.7 / 1,425	17.1 / 723	4.7 / 197	2.5 / 107
Other 46 Institutions	12.6 / 1,038	26.3 / 2,168	33.5 / 2,763	17.8 / 1,467	4.7 / 385	5.2 / 428
<i>D. compare or contrast topics or ideas from the course.</i>						
Hobart and William Smith Colleges	18.2 / 56	39.7 / 122	21.8 / 67	2.6 / 8	2.0 / 6	15.6 / 48
Other 30 Small Institutions	23.1 / 975	41.9 / 1,771	24.1 / 1,020	7.0 / 295	1.7 / 70	2.3 / 96
Other 46 Institutions	18.0 / 1,485	37.4 / 3,082	27.9 / 2,302	9.6 / 794	2.2 / 184	4.9 / 402
<i>E. point out the strengths and weaknesses of a particular argument or point of view.</i>						
Hobart and William Smith Colleges	17.6 / 54	33.2 / 102	26.1 / 80	5.9 / 18	1.6 / 5	15.6 / 48
Other 30 Small Institutions	20.7 / 875	35.7 / 1,510	27.4 / 1,160	10.7 / 454	3.0 / 125	2.4 / 103
Other 46 Institutions	16.3 / 1,344	31.8 / 2,625	28.7 / 2,371	13.8 / 1,139	4.3 / 353	5.1 / 417

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 60
 Spring 2009 Student Experiences Survey - Frequency Report
 Section II
 Hobart and William Smith Colleges

10. Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced each?						
Exams or assignments required me to...	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>F. argue for or against a particular point of view and defend my argument.</i>						
Hobart and William Smith Colleges	22.5 / 69	32.2 / 99	21.8 / 67	6.8 / 21	1.0 / 3	15.6 / 48
Other 30 Small Institutions	26.6 / 1,126	33.7 / 1,426	24.2 / 1,025	9.7 / 410	3.4 / 142	2.3 / 98
Other 46 Institutions	20.9 / 1,723	30.7 / 2,532	26.1 / 2,154	12.5 / 1,028	4.9 / 404	4.9 / 408

Table 61
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

11. Below are statements about experiences you may have had with other students at this college. To what extent do you agree/disagree with each?	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>A. Since coming to this institution, I have developed close personal relationships with other students.</i>						
Hobart and William Smith Colleges	34.5 / 106	31.3 / 96	12.7 / 39	3.3 / 10	2.0 / 6	16.3 / 50
Other 30 Small Institutions	52.7 / 2,229	31.0 / 1,310	8.7 / 369	3.9 / 165	1.5 / 65	2.1 / 89
Other 46 Institutions	47.6 / 3,927	31.7 / 2,618	10.0 / 826	4.1 / 342	1.7 / 143	4.8 / 393
<i>B. The student friendships I have developed at this institution have been personally satisfying.</i>						
Hobart and William Smith Colleges	30.0 / 92	30.0 / 92	16.6 / 51	5.2 / 16	2.0 / 6	16.3 / 50
Other 30 Small Institutions	45.0 / 1,904	35.3 / 1,493	11.6 / 492	4.1 / 175	1.7 / 73	2.1 / 90
Other 46 Institutions	41.5 / 3,425	34.7 / 2,866	12.8 / 1,052	4.6 / 378	1.6 / 131	4.8 / 397
<i>C. My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.</i>						
Hobart and William Smith Colleges	25.4 / 78	35.8 / 110	15.0 / 46	5.9 / 18	1.6 / 5	16.3 / 50
Other 30 Small Institutions	39.3 / 1,662	38.3 / 1,620	14.5 / 611	4.0 / 168	1.7 / 72	2.2 / 94
Other 46 Institutions	36.4 / 3,006	37.4 / 3,088	15.4 / 1,267	4.3 / 357	1.6 / 133	4.8 / 398
<i>D. My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.</i>						
Hobart and William Smith Colleges	19.2 / 59	37.5 / 115	20.8 / 64	4.2 / 13	2.0 / 6	16.3 / 50
Other 30 Small Institutions	27.8 / 1,176	42.7 / 1,805	20.5 / 868	4.8 / 203	1.9 / 79	2.3 / 96
Other 46 Institutions	25.3 / 2,089	40.8 / 3,363	21.8 / 1,797	5.4 / 443	1.9 / 154	4.9 / 403
<i>E. It has been difficult for me to meet and make friends with other students.</i>						
Hobart and William Smith Colleges	4.6 / 14	16.0 / 49	17.6 / 54	24.8 / 76	20.8 / 64	16.3 / 50
Other 30 Small Institutions	4.7 / 198	11.6 / 489	14.7 / 623	32.4 / 1,370	34.4 / 1,452	2.2 / 95
Other 46 Institutions	4.6 / 376	12.2 / 1,010	15.0 / 1,234	30.8 / 2,544	32.5 / 2,682	4.9 / 403

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 61
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

11. Below are statements about experiences you may have had with other students at this college. To what extent do you agree/disagree with each?	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>F. Few of the students I know would be willing to listen to me and help me if I had a personal problem.</i>						
Hobart and William Smith Colleges	7.5 / 23	12.4 / 38	19.5 / 60	23.1 / 71	20.5 / 63	16.9 / 52
Other 30 Small Institutions	6.3 / 265	10.8 / 458	11.6 / 492	29.3 / 1,240	39.8 / 1,681	2.2 / 91
Other 46 Institutions	6.6 / 545	12.5 / 1,034	12.9 / 1,064	28.0 / 2,310	35.2 / 2,901	4.8 / 395
<i>G. Most students at this institution have values and attitudes different from my own.</i>						
Hobart and William Smith Colleges	7.5 / 23	20.5 / 63	32.2 / 99	17.3 / 53	5.9 / 18	16.6 / 51
Other 30 Small Institutions	7.5 / 317	17.4 / 735	34.5 / 1,457	29.1 / 1,232	9.3 / 391	2.2 / 95
Other 46 Institutions	7.2 / 591	17.5 / 1,445	34.8 / 2,873	26.9 / 2,215	8.8 / 725	4.8 / 400

Table 62
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

12. How often have you had the following interactions with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. Had discussions regarding inter-group relations</i>						
Hobart and William Smith Colleges	8.5 / 26	19.2 / 59	30.3 / 93	16.3 / 50	8.5 / 26	17.3 / 53
Other 30 Small Institutions	8.4 / 354	18.2 / 770	31.8 / 1,344	24.7 / 1,045	14.1 / 598	2.7 / 116
Other 46 Institutions	6.8 / 562	15.8 / 1,307	29.7 / 2,454	25.8 / 2,131	16.5 / 1,363	5.2 / 432
<i>B. Had meaningful and honest discussions about issues related to social justice</i>						
Hobart and William Smith Colleges	6.5 / 20	17.3 / 53	29.3 / 90	18.9 / 58	10.7 / 33	17.3 / 53
Other 30 Small Institutions	8.6 / 365	20.5 / 867	28.7 / 1,212	23.4 / 989	15.8 / 667	3.0 / 127
Other 46 Institutions	6.8 / 563	17.5 / 1,440	27.6 / 2,279	24.8 / 2,043	17.9 / 1,480	5.4 / 444
<i>C. Shared personal feelings and problems</i>						
Hobart and William Smith Colleges	14.0 / 43	23.5 / 72	27.0 / 83	12.7 / 39	5.5 / 17	17.3 / 53
Other 30 Small Institutions	15.9 / 674	27.6 / 1,166	28.2 / 1,192	16.2 / 683	9.3 / 395	2.8 / 117
Other 46 Institutions	13.8 / 1,141	25.4 / 2,096	27.8 / 2,297	16.9 / 1,395	10.8 / 888	5.2 / 432
<i>D. Had guarded, cautious interactions</i>						
Hobart and William Smith Colleges	2.3 / 7	11.4 / 35	28.7 / 88	22.1 / 68	17.6 / 54	17.9 / 55
Other 30 Small Institutions	3.0 / 125	8.8 / 370	24.7 / 1,042	31.9 / 1,349	28.5 / 1,204	3.2 / 137
Other 46 Institutions	2.7 / 225	8.4 / 694	24.8 / 2,045	30.3 / 2,497	28.0 / 2,307	5.8 / 481
<i>E. Felt silenced by prejudice and discrimination from sharing my own experiences</i>						
Hobart and William Smith Colleges	2.6 / 8	6.2 / 19	17.9 / 55	24.8 / 76	31.3 / 96	17.3 / 53
Other 30 Small Institutions	1.9 / 80	4.3 / 182	10.6 / 448	22.5 / 950	57.5 / 2,429	3.3 / 138
Other 46 Institutions	1.6 / 136	4.3 / 354	11.5 / 950	22.4 / 1,844	54.5 / 4,493	5.7 / 472
<i>F. Had hurtful, unresolved interactions</i>						
Hobart and William Smith Colleges	1.6 / 5	7.2 / 22	16.6 / 51	21.8 / 67	35.5 / 109	17.3 / 53
Other 30 Small Institutions	1.2 / 52	3.0 / 125	8.5 / 359	20.8 / 881	63.8 / 2,696	2.7 / 114
Other 46 Institutions	1.0 / 86	3.4 / 281	9.5 / 785	19.9 / 1,645	60.9 / 5,024	5.2 / 428

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 62
Spring 2009 Student Experiences Survey - Frequency Report
Section II
Hobart and William Smith Colleges

12. How often have you had the following interactions with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>G. Had tense, somewhat hostile interactions</i>						
Hobart and William Smith Colleges	2.3 / 7	6.8 / 21	18.2 / 56	20.8 / 64	33.6 / 103	18.2 / 56
Other 30 Small Institutions	1.3 / 55	3.3 / 140	9.4 / 397	21.2 / 896	61.9 / 2,618	2.9 / 121
Other 46 Institutions	1.3 / 107	3.5 / 289	10.4 / 860	20.3 / 1,671	59.2 / 4,886	5.3 / 436
<i>H. Felt insulted or threatened based on my race, national origin, values, or religion</i>						
Hobart and William Smith Colleges	2.3 / 7	9.1 / 28	15.3 / 47	16.6 / 51	39.1 / 120	17.6 / 54
Other 30 Small Institutions	1.7 / 73	2.2 / 94	8.3 / 352	15.5 / 655	69.6 / 2,940	2.7 / 113
Other 46 Institutions	1.4 / 118	3.1 / 255	8.7 / 717	15.2 / 1,250	66.4 / 5,481	5.2 / 428

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 63
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

13. Below are statements about learning cooperatively with other students on academic matters. How often have you experienced each?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. In my classes, students taught each other in addition to faculty teaching.</i>						
Hobart and William Smith Colleges	9.1 / 28	26.7 / 82	32.9 / 101	11.7 / 36	2.9 / 9	16.6 / 51
Other 30 Small Institutions	12.3 / 520	29.5 / 1,248	36.1 / 1,525	15.3 / 648	4.5 / 192	2.2 / 94
Other 46 Institutions	10.7 / 882	27.0 / 2,225	35.5 / 2,932	16.8 / 1,385	5.1 / 421	4.9 / 404
<i>B. Faculty encouraged me to participate in study groups outside of class.</i>						
Hobart and William Smith Colleges	9.8 / 30	29.0 / 89	29.3 / 90	12.1 / 37	3.3 / 10	16.6 / 51
Other 30 Small Institutions	12.5 / 530	32.4 / 1,369	29.5 / 1,247	17.1 / 723	6.2 / 262	2.3 / 96
Other 46 Institutions	12.5 / 1,034	29.7 / 2,453	29.8 / 2,455	16.8 / 1,383	6.2 / 513	5.0 / 411
<i>C. I have participated in one or more study group(s) outside of class.</i>						
Hobart and William Smith Colleges	11.7 / 36	29.3 / 90	26.4 / 81	11.7 / 36	4.2 / 13	16.6 / 51
Other 30 Small Institutions	16.9 / 713	24.7 / 1,043	26.1 / 1,104	18.3 / 775	11.6 / 491	2.4 / 101
Other 46 Institutions	16.3 / 1,343	23.3 / 1,921	25.7 / 2,117	17.4 / 1,439	12.3 / 1,012	5.1 / 417

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 64
Spring 2009 Student Experiences Survey - Frequency Report
Section II

Hobart and William Smith Colleges

14. How frequently have you interacted with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. Discussed a personal problem or concern</i>						
Hobart and William Smith Colleges	3.6 / 11	17.6 / 54	22.5 / 69	17.3 / 53	22.1 / 68	16.9 / 52
Other 30 Small Institutions	4.8 / 201	10.2 / 433	22.6 / 955	25.1 / 1,063	35.0 / 1,478	2.3 / 97
Other 46 Institutions	4.4 / 366	10.3 / 847	21.6 / 1,778	23.9 / 1,975	34.8 / 2,869	5.0 / 414
<i>B. Had serious discussions with staff whose political, social, or religious opinions were different from your own</i>						
Hobart and William Smith Colleges	3.3 / 10	10.7 / 33	20.5 / 63	22.8 / 70	25.4 / 78	17.3 / 53
Other 30 Small Institutions	2.6 / 109	6.2 / 261	15.1 / 639	22.0 / 932	51.5 / 2,175	2.6 / 111
Other 46 Institutions	2.2 / 184	5.6 / 464	14.3 / 1,182	21.3 / 1,756	51.3 / 4,232	5.2 / 431
<i>C. Worked on out-of-class activities (e.g., committees, orientation, student life activities)</i>						
Hobart and William Smith Colleges	4.2 / 13	16.0 / 49	28.0 / 86	19.2 / 59	15.6 / 48	16.9 / 52
Other 30 Small Institutions	5.0 / 213	10.5 / 443	19.1 / 807	21.5 / 908	41.5 / 1,753	2.4 / 103
Other 46 Institutions	4.7 / 389	10.0 / 823	18.8 / 1,550	20.5 / 1,691	40.9 / 3,375	5.1 / 421
<i>D. Talked about career plans</i>						
Hobart and William Smith Colleges	8.1 / 25	20.8 / 64	26.1 / 80	16.3 / 50	11.1 / 34	17.6 / 54
Other 30 Small Institutions	6.1 / 259	15.7 / 662	28.7 / 1,214	21.5 / 907	25.5 / 1,077	2.6 / 108
Other 46 Institutions	6.5 / 540	15.2 / 1,254	29.3 / 2,414	20.5 / 1,694	23.3 / 1,923	5.1 / 424
<i>E. Discussed ideas from your reading or classes</i>						
Hobart and William Smith Colleges	5.2 / 16	21.2 / 65	25.7 / 79	15.3 / 47	14.7 / 45	17.9 / 55
Other 30 Small Institutions	6.1 / 258	15.7 / 665	21.8 / 922	20.4 / 861	33.4 / 1,411	2.6 / 110
Other 46 Institutions	5.4 / 443	13.9 / 1,143	22.1 / 1,826	20.1 / 1,656	33.3 / 2,749	5.2 / 432

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 64
Spring 2009 Student Experiences Survey - Frequency Report
Section II
Hobart and William Smith Colleges

14. How frequently have you interacted with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>F. Discussed grades or assignments</i>						
Hobart and William Smith Colleges	6.8 / 21	18.9 / 58	30.0 / 92	15.3 / 47	11.4 / 35	17.6 / 54
Other 30 Small Institutions	6.3 / 268	16.5 / 699	24.7 / 1,043	21.1 / 894	28.7 / 1,212	2.6 / 111
Other 46 Institutions	6.9 / 571	15.8 / 1,301	25.4 / 2,093	19.9 / 1,642	26.8 / 2,213	5.2 / 429

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 65
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)</i>					
Hobart and William Smith Colleges	6.8 / 21	17.3 / 53	21.2 / 65	38.8 / 119	16.0 / 49
Other 30 Small Institutions	10.9 / 461	11.7 / 496	26.7 / 1,129	48.2 / 2,039	2.4 / 102
Other 46 Institutions	9.3 / 769	10.8 / 895	25.2 / 2,080	49.6 / 4,093	5.0 / 412
<i>B. Obtaining recognition from my colleagues for contributions to my field of expertise</i>					
Hobart and William Smith Colleges	18.6 / 57	35.2 / 108	26.7 / 82	3.3 / 10	16.3 / 50
Other 30 Small Institutions	19.5 / 825	36.9 / 1,559	32.9 / 1,389	8.2 / 346	2.6 / 108
Other 46 Institutions	19.3 / 1,588	36.4 / 3,001	32.1 / 2,644	7.2 / 598	5.1 / 418
<i>C. Influencing the political structure</i>					
Hobart and William Smith Colleges	10.1 / 31	15.3 / 47	32.6 / 100	25.4 / 78	16.6 / 51
Other 30 Small Institutions	8.5 / 358	16.8 / 711	36.8 / 1,557	35.4 / 1,497	2.5 / 104
Other 46 Institutions	7.3 / 606	15.5 / 1,275	36.9 / 3,040	35.3 / 2,911	5.1 / 417
<i>D. Influencing social values</i>					
Hobart and William Smith Colleges	16.3 / 50	31.3 / 96	26.1 / 80	10.4 / 32	16.0 / 49
Other 30 Small Institutions	17.3 / 730	35.2 / 1,488	32.2 / 1,359	12.8 / 542	2.6 / 108
Other 46 Institutions	15.3 / 1,265	33.5 / 2,766	32.6 / 2,689	13.3 / 1,099	5.2 / 430
<i>E. Raising a family</i>					
Hobart and William Smith Colleges	39.7 / 122	24.4 / 75	13.7 / 42	5.2 / 16	16.9 / 52
Other 30 Small Institutions	47.6 / 2,014	25.0 / 1,058	15.9 / 672	8.7 / 369	2.7 / 114
Other 46 Institutions	49.4 / 4,078	24.7 / 2,036	13.8 / 1,139	6.8 / 557	5.3 / 439
<i>F. Having administrative responsibility for the work of others</i>					
Hobart and William Smith Colleges	13.0 / 40	29.6 / 91	27.4 / 84	13.7 / 42	16.3 / 50
Other 30 Small Institutions	9.4 / 399	23.9 / 1,012	35.5 / 1,501	28.1 / 1,189	3.0 / 126
Other 46 Institutions	10.8 / 894	25.1 / 2,072	36.0 / 2,968	22.3 / 1,842	5.7 / 473

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 65
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>G. Helping others who are in difficulty</i>					
Hobart and William Smith Colleges	24.4 / 75	37.1 / 114	19.2 / 59	3.3 / 10	16.0 / 49
Other 30 Small Institutions	39.3 / 1,660	38.6 / 1,631	17.1 / 722	2.6 / 109	2.5 / 105
Other 46 Institutions	36.8 / 3,033	38.2 / 3,148	17.6 / 1,450	2.4 / 201	5.1 / 417
<i>H. Making a theoretical contribution to science</i>					
Hobart and William Smith Colleges	7.2 / 22	18.2 / 56	26.7 / 82	31.9 / 98	16.0 / 49
Other 30 Small Institutions	8.3 / 350	11.9 / 502	22.6 / 954	54.3 / 2,297	2.9 / 124
Other 46 Institutions	8.0 / 656	13.1 / 1,079	24.1 / 1,990	49.4 / 4,074	5.5 / 450
<i>I. Writing original works (poems, novels, short stories, etc.)</i>					
Hobart and William Smith Colleges	11.1 / 34	15.3 / 47	21.8 / 67	35.2 / 108	16.6 / 51
Other 30 Small Institutions	13.1 / 552	13.6 / 576	25.7 / 1,088	44.7 / 1,888	2.9 / 123
Other 46 Institutions	10.2 / 843	12.3 / 1,014	24.1 / 1,986	47.9 / 3,952	5.5 / 454
<i>J. Creating artistic work (painting, sculpture, film, etc.)</i>					
Hobart and William Smith Colleges	10.1 / 31	15.0 / 46	22.8 / 70	35.8 / 110	16.3 / 50
Other 30 Small Institutions	13.7 / 577	12.4 / 526	23.9 / 1,010	47.6 / 2,011	2.4 / 103
Other 46 Institutions	10.7 / 882	12.0 / 989	22.0 / 1,813	50.2 / 4,141	5.1 / 424
<i>K. Becoming successful in a business of my own</i>					
Hobart and William Smith Colleges	17.6 / 54	19.5 / 60	23.1 / 71	23.1 / 71	16.6 / 51
Other 30 Small Institutions	15.4 / 649	18.7 / 789	27.9 / 1,180	35.0 / 1,479	3.1 / 130
Other 46 Institutions	17.9 / 1,478	19.2 / 1,586	26.2 / 2,165	31.0 / 2,560	5.6 / 460
<i>L. Becoming involved in activities that preserve and enrich the environment</i>					
Hobart and William Smith Colleges	14.3 / 44	27.4 / 84	31.6 / 97	9.1 / 28	17.6 / 54
Other 30 Small Institutions	17.1 / 723	27.4 / 1,157	36.6 / 1,549	16.0 / 675	2.9 / 123
Other 46 Institutions	16.0 / 1,321	27.1 / 2,238	35.4 / 2,917	16.1 / 1,324	5.4 / 449

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 65
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>M. Developing a meaningful philosophy of life</i>					
Hobart and William Smith Colleges	24.4 / 75	32.9 / 101	19.2 / 59	6.8 / 21	16.6 / 51
Other 30 Small Institutions	36.1 / 1,527	28.2 / 1,194	22.7 / 961	10.4 / 439	2.5 / 106
Other 46 Institutions	31.5 / 2,602	28.0 / 2,309	23.6 / 1,946	11.7 / 968	5.1 / 424
<i>N. Volunteering in my community</i>					
Hobart and William Smith Colleges	22.8 / 70	34.5 / 106	23.8 / 73	2.3 / 7	16.6 / 51
Other 30 Small Institutions	26.6 / 1,124	35.7 / 1,507	28.6 / 1,207	6.8 / 287	2.4 / 102
Other 46 Institutions	24.6 / 2,033	35.3 / 2,912	28.2 / 2,330	6.7 / 556	5.1 / 418
<i>O. Helping to promote racial understanding</i>					
Hobart and William Smith Colleges	16.0 / 49	30.0 / 92	27.7 / 85	9.4 / 29	16.9 / 52
Other 30 Small Institutions	16.9 / 714	27.7 / 1,170	37.1 / 1,567	15.6 / 661	2.7 / 115
Other 46 Institutions	15.3 / 1,259	26.7 / 2,204	36.4 / 3,000	16.4 / 1,351	5.3 / 435
<i>P. Keeping up to date with political affairs</i>					
Hobart and William Smith Colleges	19.9 / 61	26.1 / 80	27.4 / 84	9.8 / 30	16.9 / 52
Other 30 Small Institutions	17.5 / 740	28.7 / 1,214	34.6 / 1,464	16.6 / 701	2.6 / 108
Other 46 Institutions	15.3 / 1,265	27.8 / 2,297	34.6 / 2,854	17.1 / 1,408	5.2 / 425
<i>Q. Becoming a community leader</i>					
Hobart and William Smith Colleges	18.9 / 58	27.4 / 84	26.1 / 80	10.7 / 33	16.9 / 52
Other 30 Small Institutions	16.5 / 699	25.8 / 1,092	33.5 / 1,417	21.6 / 915	2.5 / 104
Other 46 Institutions	14.2 / 1,173	25.4 / 2,097	33.7 / 2,776	21.6 / 1,780	5.1 / 423
<i>R. Integrating spirituality into my life</i>					
Hobart and William Smith Colleges	12.7 / 39	17.9 / 55	31.3 / 96	21.8 / 67	16.3 / 50
Other 30 Small Institutions	29.3 / 1,239	20.1 / 848	22.7 / 959	25.2 / 1,067	2.7 / 114
Other 46 Institutions	28.1 / 2,314	21.2 / 1,750	22.5 / 1,859	22.9 / 1,891	5.3 / 435

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 65
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

1. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>S. Improving my understanding of other countries and cultures</i>					
Hobart and William Smith Colleges	24.8 / 76	33.2 / 102	19.2 / 59	5.2 / 16	17.6 / 54
Other 30 Small Institutions	28.5 / 1,206	35.2 / 1,486	26.6 / 1,125	7.1 / 302	2.6 / 108
Other 46 Institutions	24.0 / 1,977	32.6 / 2,693	29.2 / 2,407	9.0 / 742	5.2 / 430
<i>T. Working to find a cure for a disease or illness</i>					
Hobart and William Smith Colleges	12.7 / 39	17.9 / 55	26.7 / 82	26.4 / 81	16.3 / 50
Other 30 Small Institutions	9.6 / 407	14.4 / 610	26.2 / 1,109	47.2 / 1,996	2.5 / 105
Other 46 Institutions	11.0 / 909	17.1 / 1,407	26.2 / 2,164	40.6 / 3,346	5.1 / 423
<i>U. Making a lot of money</i>					
Hobart and William Smith Colleges	17.3 / 53	28.0 / 86	27.0 / 83	11.4 / 35	16.3 / 50
Other 30 Small Institutions	16.2 / 683	24.2 / 1,023	35.0 / 1,480	22.2 / 938	2.4 / 103
Other 46 Institutions	19.9 / 1,640	27.6 / 2,274	30.9 / 2,548	16.6 / 1,367	5.1 / 420
<i>V. Working in a prestigious occupation</i>					
Hobart and William Smith Colleges	14.3 / 44	29.6 / 91	26.1 / 80	13.0 / 40	16.9 / 52
Other 30 Small Institutions	16.5 / 698	24.7 / 1,044	28.1 / 1,186	28.1 / 1,187	2.6 / 112
Other 46 Institutions	19.5 / 1,608	26.9 / 2,223	26.5 / 2,186	21.8 / 1,798	5.3 / 434
<i>W. Becoming passionate about or committed to my occupation</i>					
Hobart and William Smith Colleges	50.8 / 156	23.5 / 72	7.8 / 24	1.6 / 5	16.3 / 50
Other 30 Small Institutions	72.5 / 3,063	20.0 / 845	4.0 / 168	1.2 / 52	2.3 / 99
Other 46 Institutions	67.6 / 5,574	21.3 / 1,757	4.6 / 383	1.5 / 120	5.0 / 415

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 66
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>A. I enjoy having discussions with people whose ideas and values are different from my own.</i>						
Hobart and William Smith Colleges	17.3 / 53	39.4 / 121	21.8 / 67	3.3 / 10	1.6 / 5	16.6 / 51
Other 30 Small Institutions	28.4 / 1,202	49.3 / 2,082	16.8 / 709	2.5 / 104	0.8 / 33	2.3 / 97
Other 46 Institutions	24.2 / 1,994	46.4 / 3,831	20.2 / 1,670	3.1 / 253	1.0 / 86	5.0 / 415
<i>B. The real value of a college education lies in being introduced to different values.</i>						
Hobart and William Smith Colleges	15.6 / 48	39.7 / 122	22.5 / 69	4.6 / 14	1.0 / 3	16.6 / 51
Other 30 Small Institutions	19.9 / 841	44.5 / 1,883	25.8 / 1,089	6.4 / 269	1.0 / 41	2.5 / 104
Other 46 Institutions	17.5 / 1,444	42.5 / 3,506	26.3 / 2,170	7.2 / 593	1.4 / 113	5.1 / 423
<i>C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.</i>						
Hobart and William Smith Colleges	18.2 / 56	39.7 / 122	21.5 / 66	2.9 / 9	0.3 / 1	17.3 / 53
Other 30 Small Institutions	27.9 / 1,180	51.2 / 2,164	14.6 / 616	3.2 / 136	0.7 / 28	2.4 / 103
Other 46 Institutions	23.6 / 1,950	48.7 / 4,014	17.6 / 1,455	4.1 / 336	0.9 / 73	5.1 / 421
<i>D. Learning about people from different cultures is a very important part of my college education.</i>						
Hobart and William Smith Colleges	19.5 / 60	38.1 / 117	20.2 / 62	4.6 / 14	0.7 / 2	16.9 / 52
Other 30 Small Institutions	26.5 / 1,121	39.7 / 1,678	23.7 / 1,002	5.9 / 248	1.8 / 75	2.4 / 103
Other 46 Institutions	22.2 / 1,833	37.0 / 3,055	26.1 / 2,152	7.4 / 607	2.2 / 178	5.1 / 424
<i>E. I enjoy taking courses that challenge my beliefs and values.</i>						
Hobart and William Smith Colleges	16.6 / 51	33.6 / 103	26.7 / 82	5.5 / 17	0.7 / 2	16.9 / 52
Other 30 Small Institutions	20.9 / 882	41.4 / 1,751	26.9 / 1,135	6.8 / 288	1.5 / 64	2.5 / 107
Other 46 Institutions	16.8 / 1,385	37.3 / 3,079	29.8 / 2,455	8.7 / 720	2.2 / 182	5.2 / 428

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 66
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>F. The courses I enjoy most are those that make me think about things from a different perspective.</i>						
Hobart and William Smith Colleges	17.9 / 55	36.2 / 111	23.1 / 71	4.2 / 13	1.6 / 5	16.9 / 52
Other 30 Small Institutions	25.2 / 1,066	41.2 / 1,740	23.7 / 1,003	6.3 / 266	1.1 / 46	2.5 / 106
Other 46 Institutions	21.1 / 1,742	38.9 / 3,206	25.5 / 2,101	7.8 / 641	1.6 / 130	5.2 / 429
<i>G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.</i>						
Hobart and William Smith Colleges	16.0 / 49	34.9 / 107	26.1 / 80	5.9 / 18	0.7 / 2	16.6 / 51
Other 30 Small Institutions	22.3 / 941	35.8 / 1,514	28.1 / 1,188	8.6 / 363	2.6 / 112	2.6 / 109
Other 46 Institutions	18.1 / 1,493	33.8 / 2,785	30.0 / 2,473	9.8 / 806	3.1 / 257	5.3 / 435
<i>H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.</i>						
Hobart and William Smith Colleges	17.6 / 54	38.1 / 117	20.5 / 63	6.2 / 19	0.7 / 2	16.9 / 52
Other 30 Small Institutions	24.0 / 1,014	40.4 / 1,706	22.9 / 967	8.0 / 340	2.2 / 95	2.5 / 105
Other 46 Institutions	20.2 / 1,664	36.7 / 3,030	24.8 / 2,042	10.3 / 849	2.9 / 236	5.2 / 428
<i>I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.</i>						
Hobart and William Smith Colleges	25.1 / 77	38.8 / 119	15.0 / 46	3.9 / 12	1.0 / 3	16.3 / 50
Other 30 Small Institutions	34.5 / 1,457	41.6 / 1,759	16.3 / 688	3.8 / 161	1.1 / 47	2.7 / 115
Other 46 Institutions	32.6 / 2,691	41.3 / 3,404	15.8 / 1,305	3.9 / 324	1.0 / 82	5.4 / 443
<i>J. I frequently do more reading in a class than is required simply because it interests me.</i>						
Hobart and William Smith Colleges	8.1 / 25	21.2 / 65	32.2 / 99	17.6 / 54	4.6 / 14	16.3 / 50
Other 30 Small Institutions	6.2 / 260	17.8 / 753	34.8 / 1,472	29.8 / 1,261	8.9 / 376	2.5 / 105
Other 46 Institutions	5.8 / 478	16.1 / 1,331	33.0 / 2,724	30.0 / 2,476	9.8 / 808	5.2 / 432

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 66
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>K. I frequently talk to my teachers/faculty outside of class about ideas presented during class.</i>						
Hobart and William Smith Colleges	9.1 / 28	25.1 / 77	31.3 / 96	15.0 / 46	2.9 / 9	16.6 / 51
Other 30 Small Institutions	7.4 / 313	21.7 / 917	29.9 / 1,263	29.9 / 1,264	8.5 / 361	2.6 / 109
Other 46 Institutions	6.0 / 498	18.2 / 1,498	28.3 / 2,333	31.0 / 2,557	11.2 / 928	5.3 / 435
<i>L. Getting the best grades I can is very important to me.</i>						
Hobart and William Smith Colleges	33.2 / 102	30.6 / 94	14.0 / 43	3.6 / 11	1.3 / 4	17.3 / 53
Other 30 Small Institutions	42.5 / 1,797	33.5 / 1,415	13.4 / 567	5.3 / 226	2.8 / 117	2.5 / 105
Other 46 Institutions	45.4 / 3,749	30.9 / 2,552	12.4 / 1,026	4.1 / 337	1.9 / 155	5.2 / 430
<i>M. I enjoy the challenge of learning complicated new material.</i>						
Hobart and William Smith Colleges	16.3 / 50	37.5 / 115	23.8 / 73	3.6 / 11	2.3 / 7	16.6 / 51
Other 30 Small Institutions	22.4 / 947	43.3 / 1,830	24.3 / 1,027	6.0 / 253	1.4 / 59	2.6 / 111
Other 46 Institutions	18.3 / 1,508	39.8 / 3,281	27.0 / 2,225	7.7 / 638	1.9 / 159	5.3 / 438
<i>N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.</i>						
Hobart and William Smith Colleges	14.3 / 44	30.3 / 93	25.7 / 79	10.7 / 33	1.6 / 5	17.3 / 53
Other 30 Small Institutions	16.3 / 689	30.5 / 1,288	28.6 / 1,208	17.2 / 728	4.9 / 206	2.6 / 108
Other 46 Institutions	16.0 / 1,322	30.1 / 2,479	27.4 / 2,262	16.2 / 1,338	4.9 / 404	5.4 / 444
<i>O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.</i>						
Hobart and William Smith Colleges	7.5 / 23	20.5 / 63	34.2 / 105	16.0 / 49	4.2 / 13	17.6 / 54
Other 30 Small Institutions	5.4 / 229	18.5 / 781	35.4 / 1,498	28.6 / 1,208	9.6 / 404	2.5 / 107
Other 46 Institutions	5.3 / 440	16.8 / 1,382	33.9 / 2,799	27.9 / 2,301	10.8 / 889	5.3 / 438

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 66
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>P. I enjoy reading poetry and literature.</i>						
Hobart and William Smith Colleges	17.3 / 53	23.8 / 73	21.2 / 65	11.7 / 36	9.1 / 28	16.9 / 52
Other 30 Small Institutions	25.6 / 1,080	32.4 / 1,370	17.1 / 723	11.7 / 494	10.7 / 454	2.5 / 106
Other 46 Institutions	20.8 / 1,715	28.8 / 2,379	18.1 / 1,495	14.1 / 1,161	12.9 / 1,065	5.3 / 434
<i>Q. I enjoy reading about science.</i>						
Hobart and William Smith Colleges	10.1 / 31	23.1 / 71	24.1 / 74	11.4 / 35	14.0 / 43	17.3 / 53
Other 30 Small Institutions	12.2 / 517	26.9 / 1,138	21.7 / 916	19.8 / 838	16.7 / 705	2.7 / 113
Other 46 Institutions	10.8 / 892	25.8 / 2,128	21.7 / 1,788	19.7 / 1,626	16.7 / 1,376	5.3 / 439
<i>R. I enjoy reading about history.</i>						
Hobart and William Smith Colleges	11.4 / 35	27.0 / 83	24.4 / 75	12.7 / 39	7.5 / 23	16.9 / 52
Other 30 Small Institutions	17.0 / 720	34.2 / 1,447	22.4 / 948	14.0 / 591	9.8 / 415	2.5 / 106
Other 46 Institutions	14.3 / 1,180	30.4 / 2,506	22.5 / 1,859	15.3 / 1,261	12.2 / 1,010	5.2 / 433
<i>S. I enjoy expressing my ideas in writing.</i>						
Hobart and William Smith Colleges	19.5 / 60	24.8 / 76	22.1 / 68	9.1 / 28	6.8 / 21	17.6 / 54
Other 30 Small Institutions	22.2 / 940	31.1 / 1,313	22.7 / 959	13.6 / 575	7.6 / 320	2.8 / 120
Other 46 Institutions	18.4 / 1,517	28.3 / 2,338	23.3 / 1,924	14.6 / 1,204	9.8 / 809	5.5 / 457
<i>T. After I write about something, I see that subject differently.</i>						
Hobart and William Smith Colleges	13.0 / 40	28.3 / 87	24.4 / 75	9.8 / 30	6.5 / 20	17.9 / 55
Other 30 Small Institutions	13.9 / 589	33.3 / 1,409	32.3 / 1,365	12.8 / 543	4.8 / 203	2.8 / 118
Other 46 Institutions	11.3 / 932	29.5 / 2,430	32.5 / 2,681	14.6 / 1,202	6.7 / 550	5.5 / 454
<i>U. If I have something good to read, I'm never bored.</i>						
Hobart and William Smith Colleges	20.8 / 64	30.6 / 94	19.9 / 61	7.5 / 23	3.9 / 12	17.3 / 53
Other 30 Small Institutions	30.1 / 1,273	31.7 / 1,338	19.7 / 832	11.0 / 466	4.9 / 206	2.6 / 112
Other 46 Institutions	27.0 / 2,227	29.6 / 2,438	19.6 / 1,616	11.9 / 982	6.5 / 535	5.5 / 451

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 67
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

3. How often have you had the following experiences while attending this college?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>A. Encountered diverse perspectives on campus outside the classroom (e.g., administrative offices, public forums)</i>						
Hobart and William Smith Colleges	14.3 / 44	25.4 / 78	29.3 / 90	10.1 / 31	2.9 / 9	17.9 / 55
Other 30 Small Institutions	15.6 / 660	29.7 / 1,257	31.9 / 1,348	15.5 / 656	3.8 / 161	3.4 / 145
Other 46 Institutions	13.3 / 1,100	25.6 / 2,111	32.0 / 2,642	17.6 / 1,451	5.4 / 443	6.1 / 502
<i>B. Made friends with a student whose race was different from your own</i>						
Hobart and William Smith Colleges	20.8 / 64	27.7 / 85	25.1 / 77	6.5 / 20	2.0 / 6	17.9 / 55
Other 30 Small Institutions	25.6 / 1,081	29.8 / 1,260	27.3 / 1,155	11.6 / 489	2.5 / 106	3.2 / 136
Other 46 Institutions	22.0 / 1,817	28.1 / 2,314	28.0 / 2,309	12.7 / 1,046	3.3 / 271	6.0 / 492
<i>C. Made friends with a student from another country</i>						
Hobart and William Smith Colleges	15.6 / 48	24.4 / 75	28.7 / 88	9.4 / 29	4.2 / 13	17.6 / 54
Other 30 Small Institutions	19.0 / 803	23.6 / 998	29.0 / 1,224	17.4 / 737	7.6 / 322	3.4 / 143
Other 46 Institutions	14.9 / 1,231	20.6 / 1,703	28.5 / 2,349	19.1 / 1,572	10.8 / 888	6.1 / 506
<i>D. Had serious discussions with other students about different lifestyles or customs</i>						
Hobart and William Smith Colleges	14.7 / 45	25.7 / 79	24.8 / 76	12.4 / 38	2.6 / 8	19.9 / 61
Other 30 Small Institutions	17.5 / 741	30.4 / 1,287	27.8 / 1,175	14.8 / 626	4.8 / 205	4.6 / 193
Other 46 Institutions	14.5 / 1,196	25.7 / 2,124	28.3 / 2,334	17.1 / 1,408	7.0 / 576	7.4 / 611
<i>E. Had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice</i>						
Hobart and William Smith Colleges	13.4 / 41	21.5 / 66	29.3 / 90	14.7 / 45	3.6 / 11	17.6 / 54
Other 30 Small Institutions	18.4 / 779	25.8 / 1,090	28.1 / 1,189	17.6 / 745	6.7 / 283	3.3 / 141
Other 46 Institutions	14.5 / 1,195	22.2 / 1,831	28.0 / 2,306	20.0 / 1,652	9.2 / 763	6.1 / 502

Table 67
Spring 2009 Student Experiences Survey - Frequency Report
Section III

Hobart and William Smith Colleges

3. How often have you had the following experiences while attending this college?	Very Often % / n	Often % / n	Sometimes % / n	Rarely % / n	Never % / n	Blank % / n
<i>F. Had serious discussions with faculty whose political, social, or religious opinions were different from your own</i>						
Hobart and William Smith Colleges	9.1 / 28	14.7 / 45	30.9 / 95	18.2 / 56	9.1 / 28	17.9 / 55
Other 30 Small Institutions	7.1 / 300	13.3 / 562	25.3 / 1,069	28.7 / 1,213	22.2 / 939	3.4 / 144
Other 46 Institutions	5.7 / 471	11.2 / 922	23.1 / 1,906	27.6 / 2,275	26.3 / 2,170	6.1 / 505

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 68
Spring 2009 Student Experiences Survey - Frequency Report
Section IV

Hobart and William Smith Colleges

1. How would you characterize your political views?	Far left % / n	Liberal % / n	Middle-of-the-road % / n	Conservative % / n	Far right % / n	Blank % / n
Hobart and William Smith Colleges	5.2 / 16	34.2 / 105	29.0 / 89	14.3 / 44	0.7 / 2	16.6 / 51
Other 30 Small Institutions	7.6 / 322	38.8 / 1,638	32.0 / 1,351	16.5 / 696	1.4 / 61	3.8 / 159
Other 46 Institutions	5.4 / 448	34.9 / 2,878	34.5 / 2,843	17.5 / 1,444	1.5 / 124	6.2 / 512

2. Overall, how would you rate your health?	Excellent % / n	Good % / n	Fair % / n	Poor % / n	Very poor % / n	Blank % / n
Hobart and William Smith Colleges	31.6 / 97	44.3 / 136	5.9 / 18	1.0 / 3	0.7 / 2	16.6 / 51
Other 30 Small Institutions	32.4 / 1,369	54.4 / 2,301	9.6 / 407	1.1 / 48	0.0 / 2	2.4 / 100
Other 46 Institutions	30.5 / 2,516	54.1 / 4,464	9.1 / 754	1.0 / 85	0.2 / 14	5.0 / 416

3. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?	I don't exercise regularly	1-2 hours per week	3-4 hours per week	5-6 hours per week	More than 6 hours per week	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Hobart and William Smith Colleges	6.2 / 19	16.0 / 49	21.2 / 65	11.4 / 35	28.7 / 88	16.6 / 51
Other 30 Small Institutions	17.6 / 744	23.0 / 974	23.5 / 995	13.1 / 552	20.4 / 864	2.3 / 98
Other 46 Institutions	16.4 / 1,354	22.7 / 1,869	24.7 / 2,037	13.6 / 1,119	17.6 / 1,452	5.1 / 418

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?	0 times	1 time per week	2 times per week	3 times per week	4 times per week	5 times per week	More than 5 times per week	Blank
	% / n	% / n	% / n	% / n	% / n	% / n	% / n	% / n
Hobart and William Smith Colleges	24.1 / 74	15.0 / 46	30.0 / 92	7.5 / 23	2.9 / 9	1.0 / 3	2.9 / 9	16.6 / 51
Other 30 Small Institutions	47.6 / 2,013	23.4 / 989	17.0 / 717	6.2 / 264	1.9 / 81	0.6 / 25	0.8 / 35	2.4 / 103
Other 46 Institutions	45.6 / 3,762	21.9 / 1,807	17.2 / 1,416	6.9 / 570	2.1 / 173	0.5 / 41	0.7 / 57	5.1 / 423

5. In a typical one-week period during this year in college, how many times did you have 5 or more "drinks" in one sitting?	0 times	1 time	2 times	3-4 times	5 or more times	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Hobart and William Smith Colleges	32.6 / 100	20.2 / 62	18.9 / 58	5.5 / 17	6.2 / 19	16.6 / 51
Other 30 Small Institutions	58.9 / 2,490	18.6 / 788	10.9 / 460	5.4 / 229	3.7 / 155	2.5 / 105
Other 46 Institutions	55.2 / 4,550	18.5 / 1,530	12.1 / 996	5.5 / 456	3.5 / 291	5.2 / 426

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 68
Spring 2009 Student Experiences Survey - Frequency Report
Section IV

Hobart and William Smith Colleges

6. How many cigarettes do you smoke a day?	I don't smoke cigarettes % / n	Less than 1/2 pack % / n	1/2 to 1 pack % / n	More than 1 pack but less than 2 % / n	2 or more packs % / n	Blank % / n
Hobart and William Smith Colleges	76.9 / 236	2.9 / 9	1.0 / 3	0.7 / 2	2.0 / 6	16.6 / 51
Other 30 Small Institutions	90.2 / 3,813	5.6 / 237	1.7 / 72	0.1 / 3	0.1 / 6	2.3 / 96
Other 46 Institutions	88.5 / 7,300	4.7 / 386	1.4 / 117	0.1 / 12	0.2 / 20	5.0 / 414

7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	Almost always % / n	Frequently % / n	Occasionally % / n	Seldom % / n	Never % / n	Blank % / n
Hobart and William Smith Colleges	12.4 / 38	23.5 / 72	30.0 / 92	14.3 / 44	3.3 / 10	16.6 / 51
Other 30 Small Institutions	12.3 / 520	29.8 / 1,260	36.3 / 1,535	16.9 / 716	2.4 / 100	2.3 / 96
Other 46 Institutions	12.6 / 1,037	28.6 / 2,360	34.4 / 2,840	16.8 / 1,382	2.6 / 215	5.0 / 415

Table 69
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

1. In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>a. Asked questions in class or contributed to class discussions</i>					
Hobart and William Smith Colleges	34.2 / 105	30.6 / 94	20.2 / 62	1.0 / 3	14.0 / 43
Other 30 Small Institutions	35.6 / 1,503	35.5 / 1,500	26.1 / 1,104	1.0 / 43	1.8 / 77
Other 46 Institutions	29.4 / 2,428	34.9 / 2,878	29.7 / 2,451	1.8 / 149	4.2 / 343
<i>b. Made a class presentation</i>					
Hobart and William Smith Colleges	9.1 / 28	25.7 / 79	47.6 / 146	3.3 / 10	14.3 / 44
Other 30 Small Institutions	8.3 / 350	27.8 / 1,175	57.6 / 2,434	4.4 / 187	1.9 / 81
Other 46 Institutions	8.4 / 694	28.2 / 2,324	53.8 / 4,435	5.4 / 445	4.3 / 351
<i>c. Prepared two or more drafts of a paper or assignment before turning it in</i>					
Hobart and William Smith Colleges	15.3 / 47	31.6 / 97	30.9 / 95	8.1 / 25	14.0 / 43
Other 30 Small Institutions	19.7 / 833	29.5 / 1,246	37.0 / 1,562	12.0 / 506	1.9 / 80
Other 46 Institutions	18.5 / 1,527	30.2 / 2,490	34.6 / 2,857	12.3 / 1,018	4.3 / 357
<i>d. Worked on a paper or project that required integrating ideas or information from various sources</i>					
Hobart and William Smith Colleges	30.6 / 94	41.7 / 128	13.7 / 42	0.0 / 0	14.0 / 43
Other 30 Small Institutions	40.5 / 1,710	40.6 / 1,718	16.5 / 696	0.5 / 20	2.0 / 83
Other 46 Institutions	34.0 / 2,807	42.4 / 3,498	18.5 / 1,522	0.8 / 66	4.3 / 356
<i>e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</i>					
Hobart and William Smith Colleges	26.7 / 82	35.5 / 109	21.5 / 66	2.0 / 6	14.3 / 44
Other 30 Small Institutions	24.9 / 1,054	37.3 / 1,576	31.8 / 1,344	4.0 / 168	2.0 / 85
Other 46 Institutions	20.1 / 1,654	35.7 / 2,943	34.3 / 2,832	5.6 / 465	4.3 / 355

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 69
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

1. In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>f. Come to class without completing readings or assignments</i>					
Hobart and William Smith Colleges	4.9 / 15	10.1 / 31	48.2 / 148	21.8 / 67	15.0 / 46
Other 30 Small Institutions	4.1 / 175	11.0 / 466	61.3 / 2,591	21.5 / 908	2.1 / 87
Other 46 Institutions	4.4 / 361	11.0 / 911	58.2 / 4,797	22.0 / 1,817	4.4 / 363
<i>g. Worked with other students on projects during class</i>					
Hobart and William Smith Colleges	10.4 / 32	32.6 / 100	34.9 / 107	7.5 / 23	14.7 / 45
Other 30 Small Institutions	7.7 / 324	27.8 / 1,177	49.8 / 2,106	12.7 / 536	2.0 / 84
Other 46 Institutions	8.4 / 693	29.1 / 2,397	46.5 / 3,837	11.6 / 961	4.4 / 361
<i>h. Worked with classmates outside of class to prepare class assignments</i>					
Hobart and William Smith Colleges	14.3 / 44	35.8 / 110	33.9 / 104	2.0 / 6	14.0 / 43
Other 30 Small Institutions	13.1 / 552	38.6 / 1,633	42.4 / 1,794	4.0 / 171	1.8 / 77
Other 46 Institutions	14.1 / 1,161	35.8 / 2,951	41.0 / 3,382	5.0 / 410	4.2 / 345
<i>i. Put together ideas or concepts from different courses when completing assignments or during class discussions</i>					
Hobart and William Smith Colleges	14.0 / 43	40.7 / 125	28.7 / 88	2.3 / 7	14.3 / 44
Other 30 Small Institutions	15.9 / 674	39.6 / 1,675	37.8 / 1,596	4.8 / 202	1.9 / 80
Other 46 Institutions	13.4 / 1,109	37.3 / 3,078	39.7 / 3,276	5.3 / 434	4.3 / 352
<i>j. Tutored or taught other students (paid or voluntary)</i>					
Hobart and William Smith Colleges	6.5 / 20	11.1 / 34	30.3 / 93	37.1 / 114	15.0 / 46
Other 30 Small Institutions	5.3 / 223	10.8 / 455	32.9 / 1,389	49.1 / 2,077	2.0 / 83
Other 46 Institutions	5.0 / 413	11.0 / 906	32.0 / 2,642	47.6 / 3,929	4.4 / 359

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 69
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

1. In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>k. Participated in a community-based project (e.g., service learning) as part of a regular course</i>					
Hobart and William Smith Colleges	8.1 / 25	16.0 / 49	28.7 / 88	32.2 / 99	15.0 / 46
Other 30 Small Institutions	5.5 / 234	11.5 / 487	26.8 / 1,132	54.2 / 2,291	2.0 / 83
Other 46 Institutions	4.8 / 397	11.0 / 906	27.8 / 2,291	52.1 / 4,301	4.3 / 354
<i>l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</i>					
Hobart and William Smith Colleges	25.7 / 79	29.0 / 89	21.2 / 65	7.8 / 24	16.3 / 50
Other 30 Small Institutions	31.0 / 1,312	27.5 / 1,162	27.5 / 1,162	12.1 / 512	1.9 / 79
Other 46 Institutions	30.6 / 2,526	28.3 / 2,331	26.7 / 2,201	10.2 / 844	4.2 / 347
<i>m. Used e-mail to communicate with an instructor</i>					
Hobart and William Smith Colleges	50.5 / 155	26.4 / 81	7.2 / 22	0.3 / 1	15.6 / 48
Other 30 Small Institutions	55.1 / 2,328	32.8 / 1,386	10.0 / 424	0.2 / 10	1.9 / 79
Other 46 Institutions	47.9 / 3,949	33.9 / 2,797	13.4 / 1,106	0.6 / 48	4.2 / 349
<i>n. Discussed grades or assignments with an instructor</i>					
Hobart and William Smith Colleges	26.4 / 81	37.8 / 116	19.2 / 59	1.3 / 4	15.3 / 47
Other 30 Small Institutions	23.0 / 971	37.0 / 1,563	35.2 / 1,490	2.9 / 124	1.9 / 79
Other 46 Institutions	21.2 / 1,751	34.9 / 2,881	35.4 / 2,923	4.1 / 339	4.3 / 355
<i>o. Talked about career plans with a faculty member or advisor</i>					
Hobart and William Smith Colleges	17.3 / 53	29.6 / 91	30.9 / 95	6.5 / 20	15.6 / 48
Other 30 Small Institutions	13.7 / 581	28.1 / 1,186	42.0 / 1,774	14.2 / 601	2.0 / 85
Other 46 Institutions	12.6 / 1,039	26.8 / 2,208	42.3 / 3,493	13.9 / 1,149	4.4 / 360

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 69
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

1. In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>p. Discussed ideas from your readings or classes with faculty outside of class</i>					
Hobart and William Smith Colleges	12.1 / 37	22.8 / 70	41.7 / 128	7.8 / 24	15.6 / 48
Other 30 Small Institutions	8.7 / 369	19.8 / 835	46.3 / 1,957	23.3 / 986	1.9 / 80
Other 46 Institutions	7.4 / 607	17.4 / 1,435	43.0 / 3,548	28.0 / 2,310	4.2 / 349
<i>q. Received prompt written or oral feedback from faculty on your academic performance</i>					
Hobart and William Smith Colleges	19.5 / 60	39.7 / 122	23.5 / 72	1.6 / 5	15.6 / 48
Other 30 Small Institutions	22.7 / 959	42.0 / 1,776	30.3 / 1,282	3.1 / 130	1.9 / 80
Other 46 Institutions	17.8 / 1,470	38.9 / 3,207	34.2 / 2,825	4.8 / 397	4.2 / 350
<i>r. Worked harder than you thought you could to meet an instructor's standards or expectations</i>					
Hobart and William Smith Colleges	19.9 / 61	39.4 / 121	21.5 / 66	3.3 / 10	16.0 / 49
Other 30 Small Institutions	17.1 / 722	37.2 / 1,574	37.4 / 1,579	6.5 / 274	1.8 / 78
Other 46 Institutions	16.2 / 1,339	36.4 / 2,999	37.0 / 3,055	6.1 / 505	4.3 / 351
<i>s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</i>					
Hobart and William Smith Colleges	6.8 / 21	16.6 / 51	36.5 / 112	24.1 / 74	16.0 / 49
Other 30 Small Institutions	4.6 / 193	13.2 / 559	36.7 / 1,550	43.7 / 1,847	1.8 / 78
Other 46 Institutions	4.4 / 363	11.7 / 966	31.6 / 2,606	48.1 / 3,965	4.2 / 349
<i>t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</i>					
Hobart and William Smith Colleges	16.0 / 49	37.1 / 114	26.7 / 82	4.2 / 13	16.0 / 49
Other 30 Small Institutions	27.3 / 1,152	38.5 / 1,629	29.5 / 1,246	2.6 / 111	2.1 / 89
Other 46 Institutions	22.1 / 1,820	36.0 / 2,967	33.1 / 2,734	4.4 / 367	4.4 / 361

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 69
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

1. In your experience at your institution during the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>u. Had serious conversations with students of a different race or ethnicity than your own</i>					
Hobart and William Smith Colleges	17.9 / 55	29.3 / 90	27.7 / 85	8.8 / 27	16.3 / 50
Other 30 Small Institutions	29.5 / 1,246	27.0 / 1,143	31.8 / 1,343	9.8 / 413	1.9 / 82
Other 46 Institutions	24.9 / 2,050	25.9 / 2,134	32.7 / 2,697	12.3 / 1,013	4.3 / 355
<i>v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</i>					
Hobart and William Smith Colleges	21.2 / 65	30.0 / 92	28.7 / 88	3.9 / 12	16.3 / 50
Other 30 Small Institutions	31.8 / 1,346	31.5 / 1,332	29.1 / 1,231	5.6 / 238	1.9 / 80
Other 46 Institutions	27.1 / 2,234	29.7 / 2,448	31.4 / 2,591	7.5 / 622	4.3 / 354

Table 70
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

2. During the current school year, how much has your coursework emphasized the following mental activities?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</i>					
Hobart and William Smith Colleges	18.2 / 56	37.8 / 116	22.8 / 70	5.5 / 17	15.6 / 48
Other 30 Small Institutions	23.6 / 998	34.6 / 1,462	28.2 / 1,194	11.7 / 496	1.8 / 77
Other 46 Institutions	29.0 / 2,396	36.5 / 3,007	22.9 / 1,891	7.3 / 606	4.2 / 349
<i>b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</i>					
Hobart and William Smith Colleges	42.0 / 129	36.2 / 111	5.9 / 18	0.3 / 1	15.6 / 48
Other 30 Small Institutions	51.6 / 2,180	37.7 / 1,594	8.3 / 351	0.6 / 24	1.8 / 78
Other 46 Institutions	44.2 / 3,642	40.0 / 3,300	10.7 / 881	0.9 / 78	4.2 / 348
<i>c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</i>					
Hobart and William Smith Colleges	33.9 / 104	35.2 / 108	14.3 / 44	1.0 / 3	15.6 / 48
Other 30 Small Institutions	37.2 / 1,571	42.4 / 1,794	17.0 / 720	1.4 / 59	2.0 / 83
Other 46 Institutions	31.2 / 2,574	41.8 / 3,444	20.7 / 1,704	2.1 / 173	4.3 / 354
<i>d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</i>					
Hobart and William Smith Colleges	28.3 / 87	37.8 / 116	16.9 / 52	1.3 / 4	15.6 / 48
Other 30 Small Institutions	30.4 / 1,284	42.1 / 1,781	22.2 / 940	3.3 / 138	2.0 / 84
Other 46 Institutions	26.5 / 2,185	39.9 / 3,292	25.1 / 2,067	4.2 / 347	4.3 / 358

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 70
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

2. During the current school year, how much has your coursework emphasized the following mental activities?	Very Much %/ n	Quite a Bit %/ n	Some %/ n	Very Little %/ n	Blank %/ n
<i>e. Applying theories or concepts to practical problems or in new situations</i>					
Hobart and William Smith Colleges	42.7 / 131	34.2 / 105	6.2 / 19	1.3 / 4	15.6 / 48
Other 30 Small Institutions	41.6 / 1,760	36.7 / 1,552	17.5 / 740	2.3 / 98	1.8 / 77
Other 46 Institutions	40.3 / 3,325	36.5 / 3,008	16.7 / 1,377	2.3 / 190	4.2 / 349

Table 71
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

3. During the current school year, about how much reading and writing have you done?	None % / n	1 - 4 % / n	5 - 10 % / n	11 - 20 % / n	More than 20 % / n	Blank % / n
<i>a. Number of assigned textbooks, books, or book-length packs of course readings</i>						
Hobart and William Smith Colleges	0.0 / 0	2.9 / 9	17.3 / 53	30.9 / 95	33.2 / 102	15.6 / 48
Other 30 Small Institutions	0.2 / 10	6.1 / 256	26.7 / 1,127	39.3 / 1,660	25.7 / 1,086	2.1 / 88
Other 46 Institutions	0.4 / 35	10.2 / 841	31.5 / 2,596	33.6 / 2,769	19.8 / 1,637	4.5 / 371
<i>b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</i>						
Hobart and William Smith Colleges	20.2 / 62	46.3 / 142	14.3 / 44	2.6 / 8	1.0 / 3	15.6 / 48
Other 30 Small Institutions	20.4 / 864	57.0 / 2,410	14.4 / 607	3.7 / 155	2.5 / 106	2.0 / 85
Other 46 Institutions	22.8 / 1,884	54.5 / 4,493	12.7 / 1,049	3.2 / 266	2.3 / 192	4.4 / 365
<i>c. Number of written papers or reports of 20 pages or more</i>						
Hobart and William Smith Colleges	49.5 / 152	24.1 / 74	6.5 / 20	2.3 / 7	1.3 / 4	16.3 / 50
Other 30 Small Institutions	78.6 / 3,323	16.3 / 690	1.5 / 63	0.7 / 30	0.9 / 36	2.0 / 85
Other 46 Institutions	78.1 / 6,445	13.7 / 1,131	1.8 / 152	1.0 / 81	0.8 / 69	4.5 / 371
<i>d. Number of written papers or reports between 5 and 19 pages</i>						
Hobart and William Smith Colleges	1.6 / 5	23.1 / 71	38.1 / 117	16.3 / 50	4.9 / 15	16.0 / 49
Other 30 Small Institutions	3.1 / 133	35.5 / 1,499	38.4 / 1,625	16.8 / 710	4.1 / 173	2.1 / 87
Other 46 Institutions	4.4 / 367	41.6 / 3,429	33.3 / 2,747	13.2 / 1,089	3.0 / 250	4.4 / 367
<i>e. Number of written papers or reports of fewer than 5 pages</i>						
Hobart and William Smith Colleges	0.3 / 1	14.3 / 44	26.1 / 80	26.7 / 82	16.0 / 49	16.6 / 51
Other 30 Small Institutions	0.9 / 39	16.3 / 691	33.5 / 1,417	28.8 / 1,216	18.4 / 776	2.1 / 88
Other 46 Institutions	1.1 / 89	19.8 / 1,636	33.6 / 2,773	25.9 / 2,133	15.1 / 1,244	4.5 / 374

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 72
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

4. In a typical week, how many homework problem sets did you complete?	None % / n	1 - 2 % / n	3 - 4 % / n	5 - 6 % / n	More than 6 % / n	Blank % / n		
<i>a. Number of problem sets that take you more than an hour to complete</i>								
Hobart and William Smith Colleges	21.2 / 65	32.2 / 99	21.2 / 65	4.6 / 14	3.9 / 12	16.9 / 52		
Other 30 Small Institutions	20.4 / 861	34.8 / 1,471	27.7 / 1,169	8.5 / 358	5.7 / 241	3.0 / 127		
Other 46 Institutions	16.4 / 1,350	37.4 / 3,088	27.6 / 2,279	7.8 / 641	5.7 / 474	5.1 / 417		
<i>b. Number of problem sets that take you less than an hour to complete</i>								
Hobart and William Smith Colleges	28.0 / 86	25.4 / 78	18.9 / 58	6.2 / 19	3.6 / 11	17.9 / 55		
Other 30 Small Institutions	25.2 / 1,067	32.5 / 1,375	23.1 / 975	9.7 / 409	6.2 / 264	3.2 / 137		
Other 46 Institutions	18.9 / 1,558	33.9 / 2,796	25.1 / 2,067	10.2 / 844	6.7 / 550	5.3 / 434		
5. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	Very Little 1 % / n	2 % / n	3 % / n	4 % / n	5 % / n	6 % / n	Very Much 7 % / n	Blank % / n
Hobart and William Smith Colleges	0.0 / 0	0.3 / 1	2.3 / 7	7.2 / 22	23.5 / 72	36.8 / 113	13.4 / 41	16.6 / 51
Other 30 Small Institutions	1.0 / 44	0.9 / 39	2.3 / 98	7.7 / 326	29.2 / 1,235	36.8 / 1,556	19.2 / 812	2.8 / 117
Other 46 Institutions	0.7 / 58	0.7 / 61	2.2 / 179	8.1 / 667	29.3 / 2,420	35.3 / 2,915	18.6 / 1,533	5.0 / 416

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 73
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

6. During the current school year, about how often have you done each of the following?	Very Often % / n	Often % / n	Sometimes % / n	Never % / n	Blank % / n
<i>a. Attended an art exhibit, play, dance, music, theater, or other performance</i>					
Hobart and William Smith Colleges	6.8 / 21	21.8 / 67	45.0 / 138	10.4 / 32	16.0 / 49
Other 30 Small Institutions	18.6 / 788	28.0 / 1,182	44.0 / 1,858	7.5 / 315	2.0 / 84
Other 46 Institutions	13.4 / 1,104	22.6 / 1,867	47.3 / 3,905	12.1 / 1,000	4.5 / 373
<i>b. Exercised or participated in physical fitness activities</i>					
Hobart and William Smith Colleges	45.9 / 141	21.5 / 66	14.3 / 44	2.3 / 7	16.0 / 49
Other 30 Small Institutions	41.5 / 1,754	23.1 / 975	27.1 / 1,144	6.3 / 268	2.0 / 86
Other 46 Institutions	38.3 / 3,158	24.7 / 2,040	26.4 / 2,175	6.0 / 499	4.6 / 377
<i>c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</i>					
Hobart and William Smith Colleges	4.6 / 14	13.7 / 42	26.4 / 81	39.4 / 121	16.0 / 49
Other 30 Small Institutions	14.7 / 622	13.1 / 555	31.3 / 1,324	38.8 / 1,641	2.0 / 85
Other 46 Institutions	13.6 / 1,125	13.3 / 1,099	29.1 / 2,402	39.3 / 3,243	4.6 / 380
<i>d. Examined the strengths and weaknesses of your own views on a topic or issue</i>					
Hobart and William Smith Colleges	10.7 / 33	30.3 / 93	37.5 / 115	5.5 / 17	16.0 / 49
Other 30 Small Institutions	19.7 / 833	36.6 / 1,546	35.7 / 1,509	6.0 / 253	2.0 / 86
Other 46 Institutions	15.5 / 1,276	33.0 / 2,725	38.6 / 3,188	8.3 / 687	4.5 / 373
<i>e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</i>					
Hobart and William Smith Colleges	15.0 / 46	37.8 / 116	28.0 / 86	3.3 / 10	16.0 / 49
Other 30 Small Institutions	22.9 / 968	39.7 / 1,679	32.5 / 1,372	2.9 / 123	2.0 / 85
Other 46 Institutions	18.9 / 1,561	37.1 / 3,057	34.8 / 2,867	4.8 / 392	4.5 / 372

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 73
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

6. During the current school year, about how often have you done each of the following?	Very Often %/n	Often %/n	Sometimes %/n	Never %/n	Blank %/n
<i>f. Learned something that changed the way you understand an issue or concept</i>					
Hobart and William Smith Colleges	21.2 / 65	39.4 / 121	20.2 / 62	2.9 / 9	16.3 / 50
Other 30 Small Institutions	28.6 / 1,210	41.0 / 1,733	26.5 / 1,120	1.8 / 78	2.0 / 86
Other 46 Institutions	23.2 / 1,910	40.0 / 3,303	29.6 / 2,438	2.7 / 223	4.5 / 375

Table 74
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

7. Which of the following have you done or do you plan to do before you graduate from your institution?	Done % / n	Plan to do % / n	Do not plan to do % / n	Have not decided % / n	Blank % / n
<i>a. Practicum, internship, field experience, co-op experience, or clinical assignment</i>					
Hobart and William Smith Colleges	5.9 / 18	69.4 / 213	2.9 / 9	5.5 / 17	16.3 / 50
Other 30 Small Institutions	9.0 / 381	78.8 / 3,332	1.9 / 82	8.0 / 339	2.2 / 93
Other 46 Institutions	7.4 / 612	79.0 / 6,513	2.2 / 179	6.8 / 560	4.7 / 385
<i>b. Community service or volunteer work</i>					
Hobart and William Smith Colleges	49.2 / 151	26.7 / 82	3.6 / 11	4.2 / 13	16.3 / 50
Other 30 Small Institutions	52.1 / 2,203	35.0 / 1,481	3.3 / 141	6.9 / 293	2.6 / 109
Other 46 Institutions	48.6 / 4,010	35.4 / 2,917	3.7 / 303	7.4 / 608	5.0 / 411
<i>c. Participate in a learning community or some other formal program where groups of students take two or more classes together</i>					
Hobart and William Smith Colleges	25.7 / 79	27.0 / 83	18.9 / 58	12.1 / 37	16.3 / 50
Other 30 Small Institutions	11.0 / 463	24.3 / 1,027	25.7 / 1,085	36.5 / 1,544	2.6 / 108
Other 46 Institutions	17.3 / 1,426	23.6 / 1,947	24.6 / 2,032	29.6 / 2,443	4.9 / 401
<i>d. Work on a research project with a faculty member outside of course or program requirements</i>					
Hobart and William Smith Colleges	4.9 / 15	48.2 / 148	9.1 / 28	21.2 / 65	16.6 / 51
Other 30 Small Institutions	4.3 / 181	41.0 / 1,735	16.5 / 698	35.8 / 1,512	2.4 / 101
Other 46 Institutions	4.8 / 400	37.9 / 3,124	19.1 / 1,575	33.3 / 2,748	4.9 / 402
<i>e. Foreign language coursework</i>					
Hobart and William Smith Colleges	26.7 / 82	33.9 / 104	13.0 / 40	9.4 / 29	16.9 / 52
Other 30 Small Institutions	40.9 / 1,730	31.2 / 1,318	15.0 / 633	10.5 / 445	2.4 / 101
Other 46 Institutions	34.8 / 2,870	31.1 / 2,567	17.9 / 1,474	11.4 / 943	4.8 / 395
<i>f. Study abroad</i>					
Hobart and William Smith Colleges	2.3 / 7	65.8 / 202	6.5 / 20	8.8 / 27	16.6 / 51
Other 30 Small Institutions	1.6 / 69	65.3 / 2,759	11.6 / 490	19.2 / 813	2.3 / 96
Other 46 Institutions	1.6 / 130	56.9 / 4,693	15.6 / 1,286	21.1 / 1,739	4.9 / 401

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 74
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

7. Which of the following have you done or do you plan to do before you graduate from your institution?	Done % / n	Plan to do % / n	Do not plan to do % / n	Have not decided % / n	Blank % / n
<i>g. Independent study or self-designed major</i>					
Hobart and William Smith Colleges	2.3 / 7	33.2 / 102	25.1 / 77	23.1 / 71	16.3 / 50
Other 30 Small Institutions	3.6 / 154	29.1 / 1,228	31.4 / 1,328	33.6 / 1,422	2.2 / 95
Other 46 Institutions	3.0 / 250	22.5 / 1,853	38.3 / 3,159	31.4 / 2,593	4.8 / 394
<i>h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)</i>					
Hobart and William Smith Colleges	2.6 / 8	46.3 / 142	6.5 / 20	28.0 / 86	16.6 / 51
Other 30 Small Institutions	1.1 / 48	69.0 / 2,915	4.8 / 205	23.0 / 971	2.1 / 88
Other 46 Institutions	1.4 / 118	56.5 / 4,660	8.8 / 726	28.6 / 2,361	4.7 / 384

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 75
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

8. Mark the box that best represents the quality of your relationships with people at your institution.	Unfriendly, Unsupportive, Sense of alienation						Friendly, Supportive, Sense of belonging	
	1 %/n	2 %/n	3 %/n	4 %/n	5 %/n	6 %/n	7 %/n	Blank %/n
<i>a. Relationships with other students</i>								
Hobart and William Smith Colleges	1.0 / 3	2.3 / 7	4.2 / 13	6.5 / 20	15.6 / 48	26.1 / 80	27.7 / 85	16.6 / 51
Other 30 Small Institutions	0.4 / 17	1.4 / 60	3.1 / 130	7.2 / 306	18.4 / 776	32.6 / 1,378	34.8 / 1,471	2.1 / 89
Other 46 Institutions	0.4 / 31	1.2 / 102	2.8 / 229	7.4 / 612	18.4 / 1,519	31.0 / 2,559	34.1 / 2,815	4.6 / 382
	Unavailable, Unhelpful, Unsympathetic						Available, Helpful, Sympathetic	
	1 %/n	2 %/n	3 %/n	4 %/n	5 %/n	6 %/n	7 %/n	Blank %/n
<i>b. Relationships with faculty members</i>								
Hobart and William Smith Colleges	0.0 / 0	1.3 / 4	1.3 / 4	9.1 / 28	19.9 / 61	28.7 / 88	23.1 / 71	16.6 / 51
Other 30 Small Institutions	0.2 / 9	0.6 / 24	2.0 / 83	9.1 / 384	24.2 / 1,025	36.5 / 1,542	25.4 / 1,073	2.1 / 87
Other 46 Institutions	0.3 / 25	1.1 / 94	4.0 / 328	13.4 / 1,109	26.9 / 2,216	30.5 / 2,517	19.2 / 1,581	4.6 / 379
	Unhelpful, Inconsiderate, Rigid						Helpful, Considerate, Flexible	
	1 %/n	2 %/n	3 %/n	4 %/n	5 %/n	6 %/n	7 %/n	Blank %/n
<i>c. Relationships with administrative personnel and offices</i>								
Hobart and William Smith Colleges	0.3 / 1	2.3 / 7	4.9 / 15	14.0 / 43	21.5 / 66	21.2 / 65	18.9 / 58	16.9 / 52
Other 30 Small Institutions	1.3 / 53	3.1 / 132	8.4 / 353	20.9 / 885	26.8 / 1,132	23.3 / 987	13.9 / 587	2.3 / 98
Other 46 Institutions	1.7 / 143	4.1 / 336	9.6 / 793	22.2 / 1,829	25.8 / 2,132	20.1 / 1,656	11.7 / 962	4.8 / 398

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 76
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions
9. About how many hours do you spend in a typical 7-day week doing each of the following?	% / n	% / n	% / n
<i>a. Preparing for class (studying, reading, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</i>			
0 hours	0.0 / 0	0.3 / 13	0.2 / 19
1 - 5 hours	6.5 / 20	8.1 / 343	10.0 / 827
6 - 10 hours	17.9 / 55	19.2 / 810	20.7 / 1,707
11 - 15 hours	18.9 / 58	21.0 / 889	20.7 / 1,707
16 - 20 hours	17.6 / 54	19.7 / 831	18.0 / 1,481
21 - 25 hours	12.4 / 38	15.1 / 637	13.1 / 1,082
26 - 30 hours	5.2 / 16	7.8 / 328	6.7 / 549
More than 30 hours	5.5 / 17	6.6 / 277	5.9 / 483
Blank	16.0 / 49	2.3 / 99	4.8 / 394
<i>b. Working for pay on campus</i>			
0 hours	50.8 / 156	52.3 / 2,210	62.6 / 5,165
1 - 5 hours	15.0 / 46	12.4 / 525	8.8 / 729
6 - 10 hours	11.7 / 36	21.8 / 923	15.0 / 1,236
11 - 15 hours	3.9 / 12	8.4 / 353	6.2 / 514
16 - 20 hours	1.6 / 5	2.1 / 89	1.8 / 152
21 - 25 hours	0.3 / 1	0.4 / 16	0.4 / 37
26 - 30 hours	0.0 / 0	0.2 / 7	0.1 / 12
More than 30 hours	0.0 / 0	0.3 / 12	0.2 / 19
Blank	16.6 / 51	2.2 / 92	4.7 / 385

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 76
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions
9. About how many hours do you spend in a typical 7-day week doing each of the following?	% / n	% / n	% / n
<i>c. Working for pay off campus</i>			
0 hours	72.6 / 223	83.8 / 3,543	77.5 / 6,396
1 - 5 hours	4.6 / 14	4.3 / 182	4.4 / 367
6 - 10 hours	2.3 / 7	3.1 / 130	3.9 / 319
11 - 15 hours	1.6 / 5	2.3 / 97	3.3 / 270
16 - 20 hours	1.3 / 4	1.9 / 79	3.0 / 244
21 - 25 hours	1.0 / 3	0.9 / 40	1.3 / 108
26 - 30 hours	0.0 / 0	0.6 / 27	0.9 / 76
More than 30 hours	0.0 / 0	0.9 / 38	1.0 / 84
Blank	16.6 / 51	2.2 / 91	4.7 / 385
<i>d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</i>			
0 hours	12.7 / 39	19.1 / 808	23.1 / 1,905
1 - 5 hours	29.6 / 91	36.7 / 1,551	35.4 / 2,917
6 - 10 hours	16.0 / 49	18.6 / 787	17.3 / 1,428
11 - 15 hours	8.5 / 26	10.1 / 428	8.4 / 693
16 - 20 hours	7.8 / 24	6.3 / 267	5.2 / 429
21 - 25 hours	5.5 / 17	3.2 / 134	2.9 / 236
26 - 30 hours	1.6 / 5	1.3 / 56	1.2 / 99
More than 30 hours	2.3 / 7	2.5 / 104	1.9 / 156
Blank	16.0 / 49	2.2 / 92	4.7 / 386

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 76
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

9. About how many hours do you spend in a typical 7-day week doing each of the following?	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions
	% / n	% / n	% / n
<i>e. Relaxing and socializing (watching TV, partying, etc.)</i>			
0 hours	0.3 / 1	0.5 / 23	0.5 / 42
1 - 5 hours	14.3 / 44	18.2 / 768	16.4 / 1,349
6 - 10 hours	24.8 / 76	27.3 / 1,154	26.9 / 2,219
11 - 15 hours	19.2 / 59	21.2 / 895	20.8 / 1,716
16 - 20 hours	11.1 / 34	14.1 / 598	13.9 / 1,145
21 - 25 hours	4.9 / 15	6.6 / 279	6.9 / 566
26 - 30 hours	2.6 / 8	3.6 / 154	3.7 / 302
More than 30 hours	6.8 / 21	6.1 / 256	6.2 / 510
Blank	16.0 / 49	2.4 / 100	4.8 / 400
<i>f. Providing care for dependents living with you (parents, children, spouse, etc.)</i>			
0 hours	69.7 / 214	89.4 / 3,780	84.1 / 6,934
1 - 5 hours	5.2 / 16	4.6 / 195	6.5 / 536
6 - 10 hours	3.3 / 10	1.2 / 50	1.8 / 149
11 - 15 hours	2.6 / 8	0.8 / 35	1.2 / 96
16 - 20 hours	2.0 / 6	0.5 / 20	0.6 / 46
21 - 25 hours	0.0 / 0	0.1 / 4	0.2 / 18
26 - 30 hours	0.0 / 0	0.1 / 6	0.1 / 7
More than 30 hours	0.7 / 2	0.8 / 35	0.8 / 67
Blank	16.6 / 51	2.4 / 102	4.8 / 396

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 76
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions
9. About how many hours do you spend in a typical 7-day week doing each of the following?	% / n	% / n	% / n
<i>g. Commuting to class (driving, walking, etc.)</i>			
0 hours	20.8 / 64	30.2 / 1,276	22.7 / 1,874
1 - 5 hours	52.8 / 162	61.7 / 2,606	61.4 / 5,067
6 - 10 hours	3.9 / 12	3.8 / 160	7.2 / 590
11 - 15 hours	2.9 / 9	1.1 / 45	2.0 / 162
16 - 20 hours	2.0 / 6	0.5 / 23	0.9 / 78
21 - 25 hours	1.0 / 3	0.2 / 8	0.4 / 33
26 - 30 hours	0.0 / 0	0.1 / 6	0.2 / 18
More than 30 hours	0.3 / 1	0.2 / 8	0.5 / 39
Blank	16.3 / 50	2.2 / 95	4.7 / 388

Table 77
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

10. To what extent does your institution emphasize each of the following?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>a. Spending significant amounts of time studying and on academic work</i>					
Hobart and William Smith Colleges	27.7 / 85	43.3 / 133	10.1 / 31	2.0 / 6	16.9 / 52
Other 30 Small Institutions	43.3 / 1,831	41.4 / 1,750	11.7 / 496	1.1 / 46	2.5 / 104
Other 46 Institutions	39.9 / 3,290	42.0 / 3,465	12.0 / 990	1.1 / 93	5.0 / 411
<i>b. Providing the support you need to help you succeed academically</i>					
Hobart and William Smith Colleges	32.9 / 101	36.2 / 111	12.4 / 38	1.0 / 3	17.6 / 54
Other 30 Small Institutions	46.8 / 1,977	40.3 / 1,704	9.6 / 405	0.9 / 40	2.4 / 101
Other 46 Institutions	38.9 / 3,209	42.2 / 3,478	12.7 / 1,045	1.3 / 107	5.0 / 410
<i>c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</i>					
Hobart and William Smith Colleges	25.1 / 77	31.3 / 96	21.8 / 67	4.9 / 15	16.9 / 52
Other 30 Small Institutions	27.8 / 1,175	33.3 / 1,409	28.0 / 1,184	8.3 / 352	2.5 / 107
Other 46 Institutions	24.8 / 2,049	32.4 / 2,675	28.9 / 2,382	8.8 / 730	5.0 / 413
<i>d. Helping you cope with your non-academic responsibilities (work, family, etc.)</i>					
Hobart and William Smith Colleges	15.3 / 47	30.3 / 93	31.6 / 97	5.5 / 17	17.3 / 53
Other 30 Small Institutions	11.2 / 474	28.1 / 1,189	43.2 / 1,828	14.7 / 621	2.7 / 115
Other 46 Institutions	10.5 / 870	26.8 / 2,208	40.8 / 3,369	16.6 / 1,372	5.2 / 430
<i>e. Providing the support you need to thrive socially</i>					
Hobart and William Smith Colleges	17.6 / 54	33.9 / 104	23.1 / 71	7.8 / 24	17.6 / 54
Other 30 Small Institutions	14.2 / 599	34.3 / 1,448	36.8 / 1,557	12.1 / 510	2.7 / 113
Other 46 Institutions	13.4 / 1,107	33.2 / 2,735	35.8 / 2,950	12.5 / 1,029	5.2 / 428

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 77
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

10. To what extent does your institution emphasize each of the following?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)</i>					
Hobart and William Smith Colleges	29.0 / 89	35.2 / 108	17.3 / 53	1.3 / 4	17.3 / 53
Other 30 Small Institutions	36.9 / 1,558	43.2 / 1,826	15.6 / 660	1.9 / 80	2.4 / 103
Other 46 Institutions	31.5 / 2,600	41.9 / 3,454	18.6 / 1,532	3.1 / 257	4.9 / 406
<i>g. Using computers in academic work</i>					
Hobart and William Smith Colleges	33.6 / 103	35.2 / 108	11.1 / 34	2.9 / 9	17.3 / 53
Other 30 Small Institutions	47.6 / 2,011	35.0 / 1,481	13.3 / 562	1.5 / 65	2.6 / 108
Other 46 Institutions	45.8 / 3,780	34.4 / 2,841	13.0 / 1,071	1.7 / 142	5.0 / 415

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 78
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>a. Acquiring a broad general education</i>					
Hobart and William Smith Colleges	37.1 / 114	36.8 / 113	8.1 / 25	1.6 / 5	16.3 / 50
Other 30 Small Institutions	47.5 / 2,007	39.2 / 1,657	10.3 / 434	0.9 / 36	2.2 / 93
Other 46 Institutions	41.2 / 3,399	41.5 / 3,426	11.5 / 952	1.0 / 82	4.7 / 390
<i>b. Acquiring job or work-related knowledge and skills</i>					
Hobart and William Smith Colleges	23.8 / 73	30.9 / 95	25.1 / 77	3.9 / 12	16.3 / 50
Other 30 Small Institutions	21.6 / 915	35.7 / 1,511	31.5 / 1,333	8.8 / 372	2.3 / 96
Other 46 Institutions	21.6 / 1,779	36.2 / 2,987	29.6 / 2,439	7.9 / 653	4.7 / 391
<i>c. Writing clearly and effectively</i>					
Hobart and William Smith Colleges	33.2 / 102	37.5 / 115	11.7 / 36	1.3 / 4	16.3 / 50
Other 30 Small Institutions	41.2 / 1,743	38.6 / 1,631	16.0 / 677	2.0 / 84	2.2 / 92
Other 46 Institutions	34.1 / 2,810	39.3 / 3,245	18.6 / 1,538	3.2 / 264	4.8 / 392
<i>d. Speaking clearly and effectively</i>					
Hobart and William Smith Colleges	26.4 / 81	31.6 / 97	22.1 / 68	3.3 / 10	16.6 / 51
Other 30 Small Institutions	28.8 / 1,217	36.4 / 1,537	26.1 / 1,103	6.6 / 278	2.2 / 92
Other 46 Institutions	25.9 / 2,136	36.6 / 3,023	25.8 / 2,131	6.9 / 572	4.7 / 387
<i>e. Thinking critically and analytically</i>					
Hobart and William Smith Colleges	42.0 / 129	34.5 / 106	6.5 / 20	0.7 / 2	16.3 / 50
Other 30 Small Institutions	53.5 / 2,260	35.0 / 1,478	8.6 / 365	0.8 / 33	2.2 / 91
Other 46 Institutions	45.3 / 3,737	38.3 / 3,161	10.4 / 860	1.2 / 98	4.8 / 393
<i>f. Analyzing quantitative problems</i>					
Hobart and William Smith Colleges	26.1 / 80	31.9 / 98	21.5 / 66	4.2 / 13	16.3 / 50
Other 30 Small Institutions	26.5 / 1,119	35.8 / 1,515	26.9 / 1,138	8.4 / 353	2.4 / 102
Other 46 Institutions	26.0 / 2,145	37.7 / 3,107	25.1 / 2,068	6.4 / 525	4.9 / 404

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 78
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>g. Using computing and information technology</i>					
Hobart and William Smith Colleges	20.8 / 64	33.2 / 102	23.5 / 72	6.2 / 19	16.3 / 50
Other 30 Small Institutions	25.1 / 1,062	34.4 / 1,453	29.2 / 1,235	9.0 / 381	2.3 / 96
Other 46 Institutions	26.8 / 2,213	35.4 / 2,918	25.8 / 2,126	7.3 / 599	4.8 / 393
<i>h. Working effectively with others</i>					
Hobart and William Smith Colleges	28.7 / 88	38.8 / 119	14.7 / 45	1.3 / 4	16.6 / 51
Other 30 Small Institutions	31.1 / 1,314	40.2 / 1,699	23.1 / 976	3.4 / 143	2.2 / 95
Other 46 Institutions	30.4 / 2,509	39.8 / 3,280	21.7 / 1,789	3.3 / 270	4.9 / 401
<i>i. Voting in local, state, or national elections</i>					
Hobart and William Smith Colleges	23.1 / 71	32.2 / 99	19.2 / 59	8.8 / 27	16.6 / 51
Other 30 Small Institutions	14.5 / 614	24.4 / 1,031	32.8 / 1,386	25.8 / 1,092	2.5 / 104
Other 46 Institutions	14.5 / 1,192	22.9 / 1,892	31.5 / 2,599	26.2 / 2,159	4.9 / 407
<i>j. Learning effectively on your own</i>					
Hobart and William Smith Colleges	31.3 / 96	37.8 / 116	12.7 / 39	0.7 / 2	17.6 / 54
Other 30 Small Institutions	36.9 / 1,560	41.1 / 1,739	17.5 / 738	2.2 / 94	2.3 / 96
Other 46 Institutions	33.3 / 2,743	41.0 / 3,378	18.3 / 1,508	2.7 / 220	4.8 / 400
<i>k. Understanding yourself</i>					
Hobart and William Smith Colleges	28.3 / 87	36.8 / 113	14.3 / 44	4.2 / 13	16.3 / 50
Other 30 Small Institutions	34.3 / 1,451	35.2 / 1,487	22.1 / 935	6.2 / 263	2.2 / 91
Other 46 Institutions	30.6 / 2,528	33.8 / 2,790	23.4 / 1,927	7.3 / 605	4.8 / 399
<i>l. Understanding people of other racial and ethnic backgrounds</i>					
Hobart and William Smith Colleges	24.8 / 76	34.2 / 105	19.9 / 61	4.9 / 15	16.3 / 50
Other 30 Small Institutions	24.4 / 1,030	34.5 / 1,457	29.8 / 1,258	9.2 / 389	2.2 / 93
Other 46 Institutions	22.2 / 1,828	32.5 / 2,685	30.7 / 2,533	9.8 / 809	4.8 / 394

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 78
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Very Much % / n	Quite a Bit % / n	Some % / n	Very Little % / n	Blank % / n
<i>m. Solving complex real-world problems</i>					
Hobart and William Smith Colleges	24.1 / 74	33.2 / 102	23.5 / 72	2.3 / 7	16.9 / 52
Other 30 Small Institutions	22.0 / 928	36.6 / 1,545	32.1 / 1,356	7.1 / 300	2.3 / 98
Other 46 Institutions	21.0 / 1,731	35.4 / 2,920	31.5 / 2,601	7.2 / 598	4.8 / 399
<i>n. Developing a personal code of values and ethics</i>					
Hobart and William Smith Colleges	23.1 / 71	38.1 / 117	19.2 / 59	2.6 / 8	16.9 / 52
Other 30 Small Institutions	28.0 / 1,183	35.9 / 1,518	26.0 / 1,099	7.9 / 335	2.2 / 92
Other 46 Institutions	24.5 / 2,022	34.8 / 2,872	26.9 / 2,219	9.0 / 744	4.8 / 392
<i>o. Contributing to the welfare of your community</i>					
Hobart and William Smith Colleges	26.4 / 81	34.5 / 106	17.9 / 55	4.6 / 14	16.6 / 51
Other 30 Small Institutions	20.7 / 874	34.7 / 1,466	32.0 / 1,351	10.3 / 435	2.4 / 101
Other 46 Institutions	18.0 / 1,482	32.1 / 2,650	32.7 / 2,695	12.4 / 1,020	4.9 / 402
<i>p. Developing a deepened sense of spirituality</i>					
Hobart and William Smith Colleges	15.6 / 48	18.6 / 57	23.1 / 71	25.1 / 77	17.6 / 54
Other 30 Small Institutions	12.3 / 522	17.9 / 755	29.9 / 1,264	37.6 / 1,588	2.3 / 98
Other 46 Institutions	12.6 / 1,043	17.6 / 1,448	28.5 / 2,352	36.5 / 3,008	4.8 / 398

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 79
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	Excellent % / n	Good % / n	Fair % / n	Poor % / n	Blank % / n
Hobart and William Smith Colleges	35.8 / 110	34.5 / 106	11.7 / 36	1.6 / 5	16.3 / 50
Other 30 Small Institutions	38.2 / 1,613	42.3 / 1,786	14.3 / 603	3.1 / 129	2.3 / 96
Other 46 Institutions	32.9 / 2,714	43.7 / 3,605	15.3 / 1,260	3.4 / 280	4.7 / 390
13. How would you evaluate your entire educational experience at this institution?	Excellent % / n	Good % / n	Fair % / n	Poor % / n	Blank % / n
Hobart and William Smith Colleges	41.0 / 126	37.8 / 116	4.6 / 14	0.7 / 2	16.0 / 49
Other 30 Small Institutions	49.9 / 2,109	41.3 / 1,747	5.6 / 237	0.9 / 38	2.3 / 96
Other 46 Institutions	42.3 / 3,488	45.3 / 3,733	6.8 / 564	0.9 / 78	4.7 / 386
14. If you could start over again, would you go to the same institution you are now attending?	Definitely yes % / n	Probably yes % / n	Probably no % / n	Definitely no % / n	Blank % / n
Hobart and William Smith Colleges	31.6 / 97	38.8 / 119	10.7 / 33	2.9 / 9	16.0 / 49
Other 30 Small Institutions	49.3 / 2,086	34.8 / 1,472	9.6 / 406	3.9 / 164	2.3 / 99
Other 46 Institutions	45.6 / 3,759	35.8 / 2,951	10.2 / 845	3.7 / 304	4.7 / 390
23. Are you a member of a social fraternity or sorority?	Yes % / n	No % / n	Blank % / n		
Hobart and William Smith Colleges	0.3 / 1	83.7 / 257	16.0 / 49		
Other 30 Small Institutions	13.4 / 566	84.4 / 3,569	2.2 / 92		
Other 46 Institutions	13.2 / 1,086	82.2 / 6,779	4.7 / 384		
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	Yes % / n	No % / n	Blank % / n		
Hobart and William Smith Colleges	30.9 / 95	52.1 / 160	16.9 / 52		
Other 30 Small Institutions	22.3 / 944	75.1 / 3,176	2.5 / 107		
Other 46 Institutions	14.7 / 1,215	80.3 / 6,622	5.0 / 412		

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Table 80
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions
25. What have most of your grades been up to now at this institution?	<i>% / n</i>	<i>% / n</i>	<i>% / n</i>
A	17.3 / 53	18.9 / 800	19.4 / 1,601
A-	19.2 / 59	22.4 / 948	19.9 / 1,644
B+	21.5 / 66	21.4 / 905	20.1 / 1,660
B	14.3 / 44	17.7 / 748	18.4 / 1,521
B-	6.2 / 19	6.1 / 256	6.9 / 566
C+	2.0 / 6	2.7 / 116	3.4 / 277
C	2.0 / 6	1.9 / 80	2.2 / 184
C- or Lower	0.3 / 1	0.7 / 30	0.8 / 64
Blank	17.3 / 53	8.1 / 344	8.9 / 732

Table 81
Spring 2009 National Survey of Student Engagement
Frequency Report
Hobart and William Smith Colleges

	Hobart and William Smith Colleges	Other 30 Small Institutions	Other 46 Institutions
26. Which of the following best describes where you are living now while attending college?	% / n	% / n	% / n
Dormitory or other campus housing (not fraternity/sorority house)	80.1 / 246	85.1 / 3,599	83.0 / 6,847
Residence (house, apartment, etc.) within walking distance of the institution	3.6 / 11	1.4 / 58	2.1 / 172
Residence (house, apartment, etc.) within driving distance of the institution	0.3 / 1	4.6 / 194	6.3 / 517
Fraternity or sorority house	0.0 / 0	6.4 / 270	3.6 / 297
Blank	16.0 / 49	2.5 / 106	5.0 / 416

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 82
Fall 2008 Student Survey - Frequency Report
Section I

Hobart and William Smith Colleges

I. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)</i>					
Hobart and William Smith Colleges	8.1 / 40	8.1 / 40	23.0 / 114	59.6 / 295	1.2 / 6
Other 34 Small Institutions	9.9 / 859	14.1 / 1,217	28.1 / 2,428	47.2 / 4,079	0.7 / 64
Other 52 Institutions	8.8 / 1,502	12.9 / 2,191	28.0 / 4,760	49.1 / 8,352	1.2 / 203
<i>B. Obtaining recognition from my colleagues for contributions to my field of expertise</i>					
Hobart and William Smith Colleges	13.7 / 68	43.2 / 214	34.9 / 173	6.1 / 30	2.0 / 10
Other 34 Small Institutions	19.9 / 1,721	42.6 / 3,687	31.4 / 2,714	5.2 / 446	0.9 / 79
Other 52 Institutions	20.8 / 3,533	43.6 / 7,414	29.5 / 5,025	4.7 / 793	1.4 / 243
<i>C. Influencing the political structure</i>					
Hobart and William Smith Colleges	7.1 / 35	17.6 / 87	45.9 / 227	28.1 / 139	1.4 / 7
Other 34 Small Institutions	8.5 / 733	19.7 / 1,700	43.6 / 3,768	27.4 / 2,369	0.9 / 77
Other 52 Institutions	7.0 / 1,184	18.7 / 3,176	44.2 / 7,511	28.8 / 4,900	1.4 / 237
<i>D. Influencing social values</i>					
Hobart and William Smith Colleges	13.1 / 65	39.0 / 193	36.2 / 179	10.3 / 51	1.4 / 7
Other 34 Small Institutions	19.3 / 1,673	40.6 / 3,511	32.3 / 2,789	6.8 / 587	1.0 / 87
Other 52 Institutions	17.2 / 2,918	40.7 / 6,927	33.3 / 5,662	7.4 / 1,260	1.4 / 241
<i>E. Raising a family</i>					
Hobart and William Smith Colleges	50.1 / 248	28.9 / 143	13.7 / 68	5.9 / 29	1.4 / 7
Other 34 Small Institutions	48.9 / 4,232	26.1 / 2,258	15.2 / 1,315	8.7 / 755	1.0 / 87
Other 52 Institutions	53.7 / 9,140	25.7 / 4,370	12.8 / 2,171	6.4 / 1,095	1.4 / 232
<i>F. Having administrative responsibility for the work of others</i>					
Hobart and William Smith Colleges	9.5 / 47	33.1 / 164	42.0 / 208	13.9 / 69	1.4 / 7
Other 34 Small Institutions	8.3 / 721	26.0 / 2,250	38.5 / 3,327	25.8 / 2,235	1.3 / 114
Other 52 Institutions	9.9 / 1,688	29.5 / 5,016	38.8 / 6,607	19.9 / 3,384	1.8 / 313

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 82
Fall 2008 Student Survey - Frequency Report
Section I

Hobart and William Smith Colleges

I. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>G. Helping others who are in difficulty</i>					
Hobart and William Smith Colleges	28.7 / 142	42.0 / 208	24.8 / 123	3.2 / 16	1.2 / 6
Other 34 Small Institutions	40.2 / 3,476	41.0 / 3,544	16.3 / 1,407	1.7 / 149	0.8 / 71
Other 52 Institutions	38.2 / 6,495	42.3 / 7,190	16.5 / 2,803	1.7 / 294	1.3 / 226
<i>H. Making a theoretical contribution to science</i>					
Hobart and William Smith Colleges	5.9 / 29	14.9 / 74	30.7 / 152	46.7 / 231	1.8 / 9
Other 34 Small Institutions	7.0 / 609	14.3 / 1,239	28.1 / 2,431	49.6 / 4,287	0.9 / 81
Other 52 Institutions	7.0 / 1,189	15.5 / 2,639	30.3 / 5,159	45.8 / 7,783	1.4 / 238
<i>I. Writing original works (poems, novels, short stories, etc.)</i>					
Hobart and William Smith Colleges	8.5 / 42	12.1 / 60	25.9 / 128	51.9 / 257	1.6 / 8
Other 34 Small Institutions	14.5 / 1,256	15.6 / 1,351	27.7 / 2,398	41.2 / 3,561	0.9 / 81
Other 52 Institutions	11.3 / 1,920	14.0 / 2,378	27.9 / 4,746	45.5 / 7,731	1.4 / 233
<i>J. Creating artistic work (painting, sculpture, film, etc.)</i>					
Hobart and William Smith Colleges	10.1 / 50	14.1 / 70	24.6 / 122	48.9 / 242	2.2 / 11
Other 34 Small Institutions	13.9 / 1,204	15.8 / 1,363	26.8 / 2,319	42.6 / 3,681	0.9 / 80
Other 52 Institutions	11.5 / 1,951	14.4 / 2,448	26.5 / 4,506	46.2 / 7,866	1.4 / 237
<i>K. Becoming successful in a business of my own</i>					
Hobart and William Smith Colleges	21.8 / 108	29.5 / 146	26.7 / 132	19.8 / 98	2.2 / 11
Other 34 Small Institutions	19.0 / 1,642	23.3 / 2,017	30.3 / 2,616	26.4 / 2,287	1.0 / 85
Other 52 Institutions	23.6 / 4,015	24.5 / 4,160	27.9 / 4,745	22.6 / 3,841	1.5 / 247
<i>L. Becoming involved in activities that preserve and enrich the environment</i>					
Hobart and William Smith Colleges	21.4 / 106	37.6 / 186	31.1 / 154	8.1 / 40	1.8 / 9
Other 34 Small Institutions	22.5 / 1,943	32.4 / 2,803	34.4 / 2,974	9.8 / 845	0.9 / 82
Other 52 Institutions	19.7 / 3,357	32.0 / 5,441	36.5 / 6,210	10.4 / 1,766	1.4 / 234

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 82
Fall 2008 Student Survey - Frequency Report
Section I

Hobart and William Smith Colleges

I. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>M. Developing a meaningful philosophy of life</i>					
Hobart and William Smith Colleges	29.9 / 148	32.5 / 161	24.4 / 121	10.5 / 52	2.6 / 13
Other 34 Small Institutions	41.3 / 3,571	30.3 / 2,617	21.4 / 1,848	6.1 / 531	0.9 / 80
Other 52 Institutions	36.0 / 6,122	31.3 / 5,331	23.6 / 4,021	7.7 / 1,305	1.3 / 229
<i>N. Volunteering in my community</i>					
Hobart and William Smith Colleges	17.0 / 84	41.2 / 204	33.9 / 168	5.9 / 29	2.0 / 10
Other 34 Small Institutions	24.0 / 2,078	38.1 / 3,293	31.9 / 2,762	5.1 / 444	0.8 / 70
Other 52 Institutions	21.4 / 3,638	37.5 / 6,385	33.9 / 5,774	5.9 / 995	1.3 / 216
<i>O. Helping to promote racial understanding</i>					
Hobart and William Smith Colleges	14.7 / 73	39.0 / 193	34.9 / 173	8.9 / 44	2.4 / 12
Other 34 Small Institutions	20.0 / 1,730	34.3 / 2,964	35.5 / 3,068	9.3 / 803	0.9 / 82
Other 52 Institutions	19.0 / 3,233	33.6 / 5,723	35.9 / 6,103	10.1 / 1,720	1.3 / 229
<i>P. Keeping up to date with political affairs</i>					
Hobart and William Smith Colleges	16.2 / 80	38.2 / 189	35.4 / 175	8.1 / 40	2.2 / 11
Other 34 Small Institutions	18.8 / 1,624	32.0 / 2,770	36.2 / 3,127	12.2 / 1,057	0.8 / 69
Other 52 Institutions	15.5 / 2,640	30.9 / 5,248	38.5 / 6,552	13.9 / 2,357	1.2 / 211
<i>Q. Becoming a community leader</i>					
Hobart and William Smith Colleges	12.9 / 64	32.3 / 160	39.0 / 193	13.5 / 67	2.2 / 11
Other 34 Small Institutions	14.1 / 1,218	28.4 / 2,457	38.8 / 3,351	17.8 / 1,540	0.9 / 81
Other 52 Institutions	12.3 / 2,093	27.2 / 4,633	39.7 / 6,747	19.4 / 3,306	1.3 / 229
<i>R. Integrating spirituality into my life</i>					
Hobart and William Smith Colleges	12.7 / 63	22.4 / 111	35.6 / 176	26.7 / 132	2.6 / 13
Other 34 Small Institutions	26.5 / 2,290	22.0 / 1,901	27.8 / 2,400	22.7 / 1,966	1.0 / 90
Other 52 Institutions	26.5 / 4,515	22.6 / 3,848	27.9 / 4,749	21.5 / 3,654	1.4 / 242

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 82
Fall 2008 Student Survey - Frequency Report
Section I

Hobart and William Smith Colleges

I. How important to you personally is each of the following?	Essential % / n	Very Important % / n	Somewhat Important % / n	Not Important % / n	Blank % / n
<i>S. Improving my understanding of other countries and cultures</i>					
Hobart and William Smith Colleges	27.7 / 137	38.2 / 189	24.6 / 122	6.9 / 34	2.6 / 13
Other 34 Small Institutions	31.6 / 2,736	38.0 / 3,285	25.0 / 2,166	4.4 / 380	0.9 / 80
Other 52 Institutions	25.8 / 4,384	37.2 / 6,324	29.8 / 5,061	6.0 / 1,012	1.3 / 227
<i>T. Working to find a cure for a disease or illness</i>					
Hobart and William Smith Colleges	10.7 / 53	21.6 / 107	39.8 / 197	25.5 / 126	2.4 / 12
Other 34 Small Institutions	11.6 / 1,002	18.5 / 1,598	33.7 / 2,912	35.2 / 3,040	1.1 / 95
Other 52 Institutions	13.3 / 2,269	21.2 / 3,604	33.1 / 5,626	30.9 / 5,253	1.5 / 256
<i>U. Making a lot of money</i>					
Hobart and William Smith Colleges	28.3 / 140	33.1 / 164	28.7 / 142	7.5 / 37	2.4 / 12
Other 34 Small Institutions	18.4 / 1,594	27.4 / 2,365	34.0 / 2,942	19.3 / 1,670	0.9 / 76
Other 52 Institutions	25.7 / 4,372	29.5 / 5,024	29.7 / 5,056	13.7 / 2,330	1.3 / 226
<i>V. Working in a prestigious occupation</i>					
Hobart and William Smith Colleges	21.2 / 105	36.4 / 180	27.5 / 136	12.3 / 61	2.6 / 13
Other 34 Small Institutions	17.0 / 1,467	27.8 / 2,407	29.4 / 2,545	24.6 / 2,130	1.1 / 98
Other 52 Institutions	20.9 / 3,557	30.4 / 5,173	28.7 / 4,877	18.5 / 3,142	1.5 / 259
<i>W. Becoming passionate about or committed to my occupation</i>					
Hobart and William Smith Colleges	56.6 / 280	31.1 / 154	8.3 / 41	1.4 / 7	2.6 / 13
Other 34 Small Institutions	75.5 / 6,525	19.7 / 1,704	3.3 / 285	0.6 / 54	0.9 / 79
Other 52 Institutions	71.8 / 12,216	21.6 / 3,675	4.3 / 739	0.9 / 153	1.3 / 225

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 83
Fall 2008 Student Survey - Frequency Report
Section II

Hobart and William Smith Colleges

II. Level of agreement with each of the following statements	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>A. I enjoy having discussions with people whose ideas and values are different from my own.</i>						
Hobart and William Smith Colleges	25.3 / 125	45.3 / 224	23.0 / 114	2.6 / 13	1.0 / 5	2.8 / 14
Other 34 Small Institutions	33.4 / 2,888	44.9 / 3,882	17.3 / 1,499	2.5 / 214	0.7 / 61	1.2 / 103
Other 52 Institutions	28.8 / 4,890	45.3 / 7,710	20.6 / 3,502	2.8 / 477	0.9 / 154	1.6 / 275
<i>B. The real value of a college education lies in being introduced to different values.</i>						
Hobart and William Smith Colleges	16.2 / 80	54.1 / 268	21.8 / 108	2.8 / 14	1.8 / 9	3.2 / 16
Other 34 Small Institutions	22.4 / 1,933	47.7 / 4,126	22.9 / 1,976	4.9 / 422	0.8 / 71	1.4 / 119
Other 52 Institutions	19.2 / 3,265	46.8 / 7,958	25.7 / 4,373	5.5 / 927	1.1 / 179	1.8 / 306
<i>C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.</i>						
Hobart and William Smith Colleges	23.6 / 117	48.1 / 238	21.0 / 104	3.2 / 16	0.8 / 4	3.2 / 16
Other 34 Small Institutions	34.9 / 3,021	47.6 / 4,113	13.0 / 1,122	2.7 / 230	0.5 / 45	1.3 / 116
Other 52 Institutions	30.3 / 5,156	48.5 / 8,255	15.5 / 2,635	3.2 / 539	0.7 / 120	1.8 / 303
<i>D. Learning about people from different cultures is a very important part of my college education.</i>						
Hobart and William Smith Colleges	31.5 / 156	41.2 / 204	19.4 / 96	3.6 / 18	1.4 / 7	2.8 / 14
Other 34 Small Institutions	36.5 / 3,160	37.9 / 3,277	18.4 / 1,591	4.7 / 409	1.1 / 95	1.3 / 115
Other 52 Institutions	29.6 / 5,029	37.8 / 6,421	23.2 / 3,951	6.1 / 1,044	1.5 / 262	1.8 / 301
<i>E. I enjoy taking courses that challenge my beliefs and values.</i>						
Hobart and William Smith Colleges	21.2 / 105	38.2 / 189	28.3 / 140	7.3 / 36	2.0 / 10	3.0 / 15
Other 34 Small Institutions	25.6 / 2,210	38.6 / 3,341	25.8 / 2,232	7.0 / 601	1.6 / 140	1.4 / 123
Other 52 Institutions	20.1 / 3,418	36.7 / 6,241	30.0 / 5,101	9.2 / 1,571	2.1 / 358	1.9 / 319

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 83
Fall 2008 Student Survey - Frequency Report
Section II

Hobart and William Smith Colleges

II. Level of agreement with each of the following statements	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>F. The courses I enjoy most are those that make me think about things from a different perspective.</i>						
Hobart and William Smith Colleges	25.7 / 127	40.8 / 202	22.2 / 110	5.7 / 28	1.8 / 9	3.8 / 19
Other 34 Small Institutions	35.4 / 3,058	40.1 / 3,469	18.0 / 1,555	4.4 / 381	0.6 / 55	1.5 / 129
Other 52 Institutions	29.8 / 5,060	41.2 / 7,015	20.6 / 3,501	5.5 / 941	1.0 / 167	1.9 / 324
<i>G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.</i>						
Hobart and William Smith Colleges	20.4 / 101	44.4 / 220	25.7 / 127	4.2 / 21	1.4 / 7	3.8 / 19
Other 34 Small Institutions	32.5 / 2,813	37.8 / 3,268	21.4 / 1,854	5.4 / 471	1.4 / 121	1.4 / 120
Other 52 Institutions	26.1 / 4,436	37.5 / 6,374	25.4 / 4,322	7.2 / 1,225	2.0 / 336	1.9 / 315
<i>H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.</i>						
Hobart and William Smith Colleges	22.0 / 109	43.2 / 214	22.0 / 109	7.1 / 35	1.6 / 8	4.0 / 20
Other 34 Small Institutions	32.4 / 2,801	42.1 / 3,637	17.8 / 1,541	5.2 / 448	1.2 / 103	1.4 / 117
Other 52 Institutions	27.5 / 4,669	40.6 / 6,913	20.7 / 3,524	7.4 / 1,265	1.9 / 331	1.8 / 306
<i>I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.</i>						
Hobart and William Smith Colleges	24.0 / 119	45.5 / 225	20.4 / 101	5.3 / 26	1.2 / 6	3.6 / 18
Other 34 Small Institutions	32.3 / 2,790	40.8 / 3,524	19.8 / 1,714	4.7 / 403	1.1 / 96	1.4 / 120
Other 52 Institutions	32.1 / 5,468	41.3 / 7,031	19.0 / 3,230	4.7 / 798	1.0 / 165	1.9 / 316
<i>J. In high school, I frequently did more reading in a class than was required simply because it interested me.</i>						
Hobart and William Smith Colleges	7.5 / 37	22.6 / 112	35.2 / 174	21.2 / 105	9.5 / 47	4.0 / 20
Other 34 Small Institutions	12.6 / 1,087	21.5 / 1,863	26.8 / 2,314	27.2 / 2,354	10.5 / 909	1.4 / 120
Other 52 Institutions	10.5 / 1,790	18.8 / 3,203	26.2 / 4,460	29.4 / 4,996	13.2 / 2,251	1.8 / 308

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 83
Fall 2008 Student Survey - Frequency Report
Section II

Hobart and William Smith Colleges

II. Level of agreement with each of the following statements	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>K. In high school, I frequently talked to my teachers outside of class about ideas presented during class.</i>						
Hobart and William Smith Colleges	17.8 / 88	32.5 / 161	29.7 / 147	12.9 / 64	3.4 / 17	3.6 / 18
Other 34 Small Institutions	20.5 / 1,773	31.6 / 2,732	23.1 / 1,998	18.4 / 1,591	5.0 / 431	1.4 / 122
Other 52 Institutions	17.9 / 3,037	30.0 / 5,109	24.2 / 4,108	19.8 / 3,375	6.2 / 1,062	1.9 / 317
<i>L. Getting the best grades I can is very important to me.</i>						
Hobart and William Smith Colleges	39.8 / 197	40.2 / 199	12.9 / 64	2.8 / 14	0.8 / 4	3.4 / 17
Other 34 Small Institutions	45.5 / 3,935	34.1 / 2,951	11.9 / 1,032	4.8 / 416	2.2 / 186	1.5 / 127
Other 52 Institutions	49.2 / 8,368	33.2 / 5,645	10.5 / 1,788	3.7 / 636	1.5 / 254	1.9 / 317
<i>M. I enjoy the challenge of learning complicated new material.</i>						
Hobart and William Smith Colleges	17.2 / 85	42.0 / 208	27.7 / 137	7.1 / 35	2.0 / 10	4.0 / 20
Other 34 Small Institutions	25.0 / 2,165	44.0 / 3,806	23.1 / 1,997	5.2 / 453	1.1 / 93	1.5 / 133
Other 52 Institutions	21.6 / 3,675	41.6 / 7,074	26.5 / 4,514	6.7 / 1,144	1.6 / 266	2.0 / 335
<i>N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.</i>						
Hobart and William Smith Colleges	18.2 / 90	33.7 / 167	32.7 / 162	10.1 / 50	1.6 / 8	3.6 / 18
Other 34 Small Institutions	20.9 / 1,809	34.8 / 3,009	29.0 / 2,506	11.6 / 1,004	2.0 / 176	1.7 / 143
Other 52 Institutions	21.9 / 3,718	35.5 / 6,031	27.6 / 4,694	11.2 / 1,897	1.9 / 316	2.1 / 352
<i>O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.</i>						
Hobart and William Smith Colleges	5.9 / 29	19.4 / 96	43.2 / 214	21.4 / 106	6.5 / 32	3.6 / 18
Other 34 Small Institutions	5.9 / 514	20.8 / 1,795	42.8 / 3,702	23.7 / 2,046	5.3 / 456	1.5 / 134
Other 52 Institutions	6.0 / 1,021	19.9 / 3,386	40.9 / 6,948	24.9 / 4,241	6.3 / 1,079	2.0 / 333

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 83
Fall 2008 Student Survey - Frequency Report
Section II

Hobart and William Smith Colleges

II. Level of agreement with each of the following statements	Strongly Agree % / n	Agree % / n	Neutral % / n	Disagree % / n	Strongly Disagree % / n	Blank % / n
<i>P. I enjoy reading poetry and literature.</i>						
Hobart and William Smith Colleges	12.3 / 61	27.3 / 135	25.9 / 128	18.8 / 93	11.7 / 58	4.0 / 20
Other 34 Small Institutions	26.4 / 2,282	30.7 / 2,654	17.8 / 1,535	14.1 / 1,215	9.7 / 841	1.4 / 120
Other 52 Institutions	20.7 / 3,513	27.7 / 4,714	20.2 / 3,434	16.7 / 2,846	12.9 / 2,186	1.9 / 315
<i>Q. I enjoy reading about science.</i>						
Hobart and William Smith Colleges	7.7 / 38	26.5 / 131	27.7 / 137	18.8 / 93	14.9 / 74	4.4 / 22
Other 34 Small Institutions	11.0 / 949	26.9 / 2,325	23.6 / 2,038	22.4 / 1,934	14.7 / 1,271	1.5 / 130
Other 52 Institutions	10.1 / 1,716	25.3 / 4,307	23.7 / 4,037	22.8 / 3,872	16.1 / 2,735	2.0 / 341
<i>R. I enjoy reading about history.</i>						
Hobart and William Smith Colleges	15.6 / 77	30.5 / 151	26.5 / 131	14.3 / 71	8.9 / 44	4.2 / 21
Other 34 Small Institutions	20.4 / 1,766	35.1 / 3,038	21.5 / 1,856	12.6 / 1,091	9.0 / 776	1.4 / 120
Other 52 Institutions	16.6 / 2,829	31.7 / 5,400	22.5 / 3,819	15.5 / 2,640	11.7 / 1,998	1.9 / 322
<i>S. I enjoy expressing my ideas in writing.</i>						
Hobart and William Smith Colleges	19.0 / 94	25.3 / 125	28.9 / 143	15.4 / 76	7.7 / 38	3.8 / 19
Other 34 Small Institutions	25.8 / 2,232	27.9 / 2,412	22.3 / 1,929	14.6 / 1,265	7.9 / 684	1.4 / 125
Other 52 Institutions	21.6 / 3,667	26.8 / 4,565	23.4 / 3,973	16.5 / 2,799	9.9 / 1,677	1.9 / 327
<i>T. After I write about something, I see that subject differently.</i>						
Hobart and William Smith Colleges	9.3 / 46	28.1 / 139	38.2 / 189	16.2 / 80	4.4 / 22	3.8 / 19
Other 34 Small Institutions	12.9 / 1,112	29.9 / 2,585	36.3 / 3,136	15.0 / 1,297	4.5 / 387	1.5 / 130
Other 52 Institutions	10.2 / 1,733	27.2 / 4,633	38.1 / 6,472	16.7 / 2,841	5.8 / 992	2.0 / 337
<i>U. If I have something good to read, I'm never bored.</i>						
Hobart and William Smith Colleges	23.0 / 114	32.3 / 160	23.6 / 117	11.3 / 56	5.5 / 27	4.2 / 21
Other 34 Small Institutions	33.3 / 2,882	31.1 / 2,686	18.3 / 1,582	11.4 / 985	4.5 / 385	1.5 / 127
Other 52 Institutions	30.3 / 5,153	30.3 / 5,145	19.4 / 3,298	12.3 / 2,091	5.8 / 990	1.9 / 331

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 84
Fall 2008 Student Survey - Frequency Report
Section III

Hobart and William Smith Colleges

A. How would you characterize your political views?	Far left % / n	Liberal % / n	Middle-of-the-road % / n	Conservative % / n	Far right % / n	Blank % / n
Hobart and William Smith Colleges	5.9 / 29	41.2 / 204	31.5 / 156	14.5 / 72	1.0 / 5	5.9 / 29
Other 34 Small Institutions	8.7 / 755	39.1 / 3,378	32.7 / 2,825	15.3 / 1,325	1.2 / 100	3.1 / 264
Other 52 Institutions	6.2 / 1,052	34.2 / 5,821	38.1 / 6,480	16.5 / 2,805	1.3 / 226	3.7 / 624

B. Overall, how would you rate your health?	Excellent % / n	Good % / n	Fair % / n	Poor % / n	Very poor % / n	Blank % / n
Hobart and William Smith Colleges	40.2 / 199	49.1 / 243	6.1 / 30	0.6 / 3	0.0 / 0	4.0 / 20
Other 34 Small Institutions	34.6 / 2,996	55.1 / 4,765	8.2 / 705	0.8 / 68	0.1 / 8	1.2 / 105
Other 52 Institutions	33.2 / 5,639	55.4 / 9,420	8.7 / 1,486	0.9 / 159	0.1 / 17	1.7 / 287

C. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?	I don't exercise regularly	1-2 hours per week	3-4 hours per week	5-6 hours per week	More than 6 hours per week	Blank % / n
	% / n	% / n	% / n	% / n	% / n	
Hobart and William Smith Colleges	6.9 / 34	15.8 / 78	20.6 / 102	17.6 / 87	35.4 / 175	3.8 / 19
Other 34 Small Institutions	17.4 / 1,507	22.3 / 1,930	24.5 / 2,117	12.4 / 1,075	22.0 / 1,904	1.3 / 114
Other 52 Institutions	16.8 / 2,859	22.2 / 3,782	25.8 / 4,389	13.4 / 2,279	20.0 / 3,399	1.8 / 300

D. Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?	0 times	1 time per week	2 times per week	3 times per week	4 times per week	5 times per week	More than 5 times per week	Blank % / n
	% / n	% / n	% / n	% / n	% / n	% / n	% / n	
Hobart and William Smith Colleges	42.4 / 210	26.5 / 131	16.6 / 82	7.5 / 37	1.6 / 8	0.8 / 4	0.2 / 1	4.4 / 22
Other 34 Small Institutions	66.6 / 5,758	20.1 / 1,736	7.6 / 656	2.2 / 190	0.9 / 81	0.5 / 40	0.6 / 52	1.5 / 134
Other 52 Institutions	65.0 / 11,053	19.7 / 3,349	8.4 / 1,433	2.7 / 458	1.1 / 192	0.5 / 80	0.6 / 104	2.0 / 339

E. In a typical week, during your last year in high school, how many times did you have 5 or more "drinks" in one sitting?	0	1 time	2 times	3-4 times	5 or more times	Blank % / n
	% / n	% / n	% / n	% / n	% / n	
Hobart and William Smith Colleges	48.9 / 242	22.6 / 112	14.1 / 70	5.3 / 26	4.8 / 24	4.2 / 21
Other 34 Small Institutions	71.2 / 6,160	13.4 / 1,157	6.4 / 555	3.8 / 332	3.6 / 309	1.5 / 134
Other 52 Institutions	68.8 / 11,708	13.3 / 2,263	7.5 / 1,275	4.4 / 744	4.0 / 682	2.0 / 336

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

WABASH NATIONAL STUDY OF
Liberal Arts Education

Table 84
Fall 2008 Student Survey - Frequency Report
Section III

Hobart and William Smith Colleges

F. How many cigarettes do you smoke a day?	I don't smoke cigarettes	Less than 1/2 pack	1/2 to 1 pack	More than 1 pack but less than 2	2 or more packs	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Hobart and William Smith Colleges	90.9 / 450	3.0 / 15	1.2 / 6	0.2 / 1	0.8 / 4	3.8 / 19
Other 34 Small Institutions	89.7 / 7,758	6.7 / 577	1.9 / 163	0.3 / 28	0.1 / 10	1.3 / 111
Other 52 Institutions	90.2 / 15,337	5.8 / 992	1.8 / 314	0.3 / 51	0.1 / 19	1.7 / 295

G. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	Almost always	Frequently	Occasionally	Seldom	Never	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Hobart and William Smith Colleges	8.9 / 44	28.3 / 140	38.2 / 189	18.2 / 90	2.4 / 12	4.0 / 20
Other 34 Small Institutions	8.9 / 771	28.4 / 2,452	40.5 / 3,502	18.9 / 1,631	2.2 / 191	1.2 / 100
Other 52 Institutions	9.3 / 1,584	27.3 / 4,649	39.1 / 6,648	19.6 / 3,328	3.1 / 522	1.6 / 277

Comparisons are based on the 49 institutions in the 2006, 2007, and 2008 cohorts. Institutions that participated in multiple years are counted separately for each year of participation.

Appendix A: The Wabash National Study at a Glance

Purpose of the Wabash National Study

- To learn what teaching practices, programs, and institutional structures support liberal arts education
- To develop methods of assessing liberal arts education

Study Details

- The study began in fall 2006 with nineteen institutions participating; additional institutions have joined each year since. The study currently includes 49 institutions and more than 17,000 students.
- Longitudinal
 - Follows one class for at least four years, perhaps longer
 - Look at where students start and gauge how much they change
 - What do they experience that promotes or inhibits change?
 - Takes into account what students bring with them
 - SAT/ACT performance
 - Institutional selectivity
 - College attended first choice?
 - Age, sex, ethnicity, parental education and income
 - High school grades and activities
 - Considers the individual as the unit of analysis, not the institution

Outcomes

- Our study focuses on understanding the conditions and practices that promote the development of seven liberal arts outcomes:
 - Effective reasoning and problem solving
 - Inclination to inquire and lifelong learning
 - Integration of learning
 - Intercultural effectiveness
 - Leadership
 - Moral reasoning
 - Well-being

Participating Institutions (2006)

- Small Colleges
 - Alma College
 - Bard College
 - Coe College
 - Columbia College (SC)
 - Connecticut College
 - Gustavus Adolphus College
 - Hamilton College
 - Hampshire College
 - Hope College
 - Wabash College
 - Whittier College
- Community Colleges
 - Ivy Tech Community College, Lafayette
 - Kirkwood Community College
 - Universities
 - Butler University
 - San José State University
 - University of Kentucky
 - University of Michigan
 - University of North Carolina Wilmington
 - University of Notre Dame

Participating Institutions (2007)

- Small Colleges
 - Allegheny College
 - Franklin College
 - Vassar College
 - Wabash College
- Universities
 - Delaware State University
 - Fairfield University
 - North Carolina Agricultural and Technical State University
 - University of Rhode Island

Participating Institutions (2008)

- Small Colleges
 - Alverno College
 - Augustana College
 - Bard College at Simon's Rock
 - Bennington College
 - Blackburn College
 - Carleton College
 - College of the Holy Cross
 - Drew University
 - Hampshire College
 - Hobart and William Smith Colleges
 - Lasell College
 - Marlboro College
 - New College of Florida
 - Oxford College of Emory University
 - Prescott College
 - Ripon College
 - Wabash College
 - Warren Wilson College
 - Wheelock College
- Universities
 - Brandeis University
 - Millersville University
 - Salem State College
 - University of Rhode Island
 - Worcester Polytechnic Institute
 - Worcester State College
- Community Colleges
 - Community College of Rhode Island

Data Collection

We collect demographic information, reports of precollege and collegiate experiences, and measurements of liberal arts outcomes from students. Students are tested a total of three times—in the fall and spring of their first year and again in the spring of their fourth year.

- Student Surveys
 - Entering student survey of high school experiences and background (given at beginning of first year)
 - College experience surveys (given at end of first year and end of fourth year)
 - Wabash National Study Student Experiences Survey
 - National Survey of Student Engagement
 - Research question
 - Do students' responses on these surveys predict changes in the outcome measures?
- Outcome Measures

All participants complete the following:

 - Need for Cognition Scale
 - Measures how much people enjoy engaging in effortful cognitive activities
 - Socially Responsible Leadership Scale
 - Measures eight aspects of leadership development
 - Ryff Scales of Psychological Well-Being
 - Measure six dimensions of psychological well-being
 - Miville-Guzman Universality-Diversity Scale (short form)
 - Measures awareness and acceptance of similarities and differences among people

Each of the following is completed by half of the participants:

 - CAAP Critical Thinking Test
 - Measures skills in clarifying, analyzing, evaluating, and extending arguments
 - Defining Issues Test 2
 - Measures moral reasoning
- Other Scales
 - Literacy, diversity, academic motivation, political and social involvement

These Instruments and Surveys Are Imperfect

- Multiple-choice tests and surveys have limitations
- They do not fully capture our most ambitious institutional goals
- But they are useful in conjunction with course, program, and institutional evidence
 - They provide us with comparative information
 - They can be readily connected with information about individual students
 - They can provoke further inquiry on campus

WABASH NATIONAL STUDY OF Liberal Arts Education

Assistance Using Study Data

- Participation in the Wabash National Study involves more than surveys and data reports. Our goal is to:
 - Provide clear, high-quality assessment information
 - Determine which pieces of information matter to particular campuses
 - Help institutions develop ideas for using study data to improve student learning
- We work closely with institutions to help them bridge the gap between assessing student learning and making changes in response to assessment data.

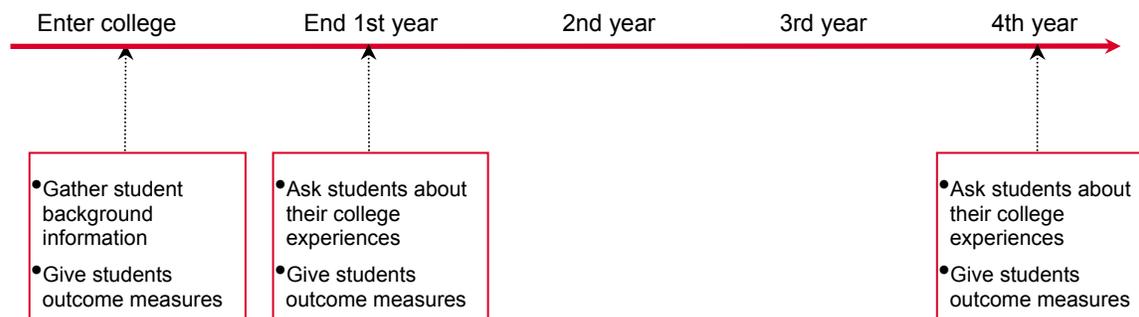
Teagle Assessment Scholars

- Over fifty faculty, administrators, and graduate students from institutions across the country who work with us to implement, evaluate, and act on the assessment information from the Wabash National Study
- Teagle Assessment Scholars provide support on site visits and during meetings at the Center of Inquiry

Possible Connection with Institutional Assessment

- Examples:
 - Triangulation strategy – use instruments to create hypotheses that can be “cross-checked”
 - Follow-up strategy – such as student interviews or focus groups
 - Mesh with institutional data – quantitative data can be connected with institution’s student data
 - Collaborate with other study institutions – compare impact of majors, special living units, etc.

Timeline



The Wabash National Study is funded through grants from the Lilly Endowment Inc., the Davis Educational Foundation, and the Teagle Foundation. The Wabash National Study is led by the Center of Inquiry under the direction of Dr. Charles F. Blaich and in collaboration with a research team from the University of Iowa, led by Dr. Ernest T. Pascarella. ACT, Inc., under the direction of Dr. Michael J. Valiga, is assisting with the data collection and reporting. Research teams from the University of Michigan, led by Dr. Patricia M. King, and from Miami University (Ohio), led by Dr. Marcia Baxter Magolda, are also conducting annual interviews with a subset of students from six institutions in the 2006 round of the study.

Appendix B: Wabash National Study Student Surveys and Outcome Measures

This appendix contains all of the surveys and outcome measures used in the Wabash National Study of Liberal Arts Education:

EXPERIENCE SURVEYS

- **Student Survey** – Given in fall 2008
 - This survey provides background information on high school experiences, values and goals, health, etc. Participants will not take this exact survey again; however, some questions are repeated in the Student Experiences Survey below.
- **Student Experiences Survey** – Given in spring 2009
 - Gathers information on college experiences such as curricular and co-curricular experiences, and interactions with faculty, peers, etc.
- **National Survey of Student Engagement** – Given in spring 2009
 - Gathers information about how students spend their time and about their participation in programs and activities, etc.

OUTCOME MEASURES

- **Student Assessments** – Given to ALL participants in fall 2008 and spring 2009
 - Consists of four outcome measures:
 - **Need for Cognition Scale** – measures how much people enjoy engaging in effortful cognitive activities
 - **Socially Responsible Leadership Scale** – measures eight aspects of leadership development
 - **Ryff Scales of Psychological Well-Being** – measure six dimensions of psychological well-being
 - **Miville-Guzman Universality-Diversity Scale (Short Form)** – measures awareness and acceptance of similarities and differences among people
- **Other Outcome Measures**
 - In addition, each of the following is completed by half of the participants:
 - **CAAP Critical Thinking Test** – measures skills in clarifying, analyzing, evaluating, and extending arguments
 - **Defining Issues Test 2** – measures the development of students' moral reasoning

WABASH NATIONAL STUDY OF Liberal Arts Education

Registration Form

GENERAL INSTRUCTIONS: Welcome to the Wabash National Study. Please provide all information requested. Be assured that your identity and all responses you provide will be held in strict confidence. Some questions request that you print your information in the small boxes at the top of each column and then fill in the corresponding oval below each box (e.g., questions 2, 4, and 15). Question 3 requests a printed response. The remaining questions require that you fill in an oval.

DIRECTIONS:

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only **ONE** response for each question.

Study ID Number

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Note: Before you begin the registration form, please print your Study ID Number (located on your envelope label) in the boxes to the right. Then, fill in the corresponding oval below each box.

1 I understand that my participation in the Wabash National Study of Liberal Arts Education is voluntary and that I may withdraw at any time without penalty. I further understand that all information I provide will remain confidential and that my name and data will not be made public.

Please fill in the ovals below indicating your willingness to...

Yes No

participate in the study.

be contacted later as a follow-up to this study.

See explanation on the enclosed Consent Form.

Please read and sign below. I have read the enclosed *Consent Form* and agree to participate in those parts of the study I have marked above.

NOTE: Students under 18 may be required to have a parent sign a parent(s)' permission form.

Your Signature (Do not print.)

_____/_____/_____
Date

2 **STUDENT'S NAME**

Last Name										First Name										MI
<input type="radio"/>																				
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

3 **PRIMARY E-MAIL ADDRESS**—Please print your e-mail on the line below (one character per space) including all letters, numbers, and symbols.

4 What is your date of birth?

Month	Day	Year			
<input type="radio"/> Jan.			1	9	
<input type="radio"/> Feb.					
<input type="radio"/> March	<input type="radio"/> 0	<input type="radio"/> 1	19	<input type="radio"/> 0	<input type="radio"/> 1
<input type="radio"/> April	<input type="radio"/> 1	<input type="radio"/> 1		<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 20	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> June	<input type="radio"/> 3	<input type="radio"/> 3		<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> July	<input type="radio"/> 4	<input type="radio"/> 4		<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> Aug.	<input type="radio"/> 5	<input type="radio"/> 5		<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> Sept.	<input type="radio"/> 6	<input type="radio"/> 6		<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> Oct.	<input type="radio"/> 7	<input type="radio"/> 7		<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> Nov.	<input type="radio"/> 8	<input type="radio"/> 8		<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> Dec.	<input type="radio"/> 9	<input type="radio"/> 9		<input type="radio"/> 9	<input type="radio"/> 9

5 What is your gender?

Male

Female

6 What is your race/ethnicity? (Select only ONE.)

Nonresident alien

Black, non-Hispanic

American Indian/Alaska Native

Asian/Pacific Islander

Hispanic

White, non-Hispanic

Other

7 What is your current citizenship status?

U.S. citizen

U.S. Permanent Resident (Green Card holder)

International student

Other

8 Is English your native language?

Yes

No

9 How many brothers and/or sisters do you have?

0

1

2

3

4 or more

© 2008 Center of Inquiry in the Liberal Arts at Wabash College
IM-200111-001:654321
I.C.—050 OGG 080
Printed in U.S.A.

10 How many children under age 21 are dependent on you?

0
 1
 2
 3
 4 or more

11 Mark ALL of the following diagnosed disabilities that apply to you.

I do not have a diagnosed disability.
 Hearing impairment (deaf or hard of hearing)
 Blind or visual impairment that cannot be corrected by glasses
 Speech or language impairment
 Mobility/orthopedic disability
 Learning/cognitive disability
 Other _____

(Please specify.)

12 What is the highest level of education that each of your parents/guardians completed? (Select only ONE oval per column.)

Mother/ Guardian	Father/ Guardian	
<input type="radio"/>	<input type="radio"/>	Did not finish high school
<input type="radio"/>	<input type="radio"/>	High school graduate/GED
<input type="radio"/>	<input type="radio"/>	Attended college but did not receive a degree
<input type="radio"/>	<input type="radio"/>	Vocational/technical certificate or diploma
<input type="radio"/>	<input type="radio"/>	Associate or other 2-year degree
<input type="radio"/>	<input type="radio"/>	Bachelor's or other 4-year degree
<input type="radio"/>	<input type="radio"/>	Master's degree (M.A., M.S., M.B.A.)
<input type="radio"/>	<input type="radio"/>	Law (J.D.)
<input type="radio"/>	<input type="radio"/>	Doctorate (Ph.D., Ed.D., M.D.)

13 What is your best estimate of your parents' total annual income and your total annual income? (Select your parents' income in the left column and your income in the right column.)

Parents' Annual Income	Your Annual Income	
<input type="radio"/>	<input type="radio"/>	Less than \$14,999
<input type="radio"/>	<input type="radio"/>	\$15,000–\$24,999
<input type="radio"/>	<input type="radio"/>	\$25,000–\$34,999
<input type="radio"/>	<input type="radio"/>	\$35,000–\$49,999
<input type="radio"/>	<input type="radio"/>	\$50,000–\$74,999
<input type="radio"/>	<input type="radio"/>	\$75,000–\$99,999
<input type="radio"/>	<input type="radio"/>	\$100,000–\$199,999
<input type="radio"/>	<input type="radio"/>	\$200,000–\$299,999
<input type="radio"/>	<input type="radio"/>	\$300,000 or more
<input type="radio"/>	<input type="radio"/>	Not applicable

14 Which of the following best describes your overall grade range in high school? (Select only ONE.)

A- to A+
 B- to B+
 C- to C+
 D- to D+
 Below D-
 I did not have a high school GPA.

15 What were your SAT scores and/or ACT score?

SAT Critical Reading/Verbal	SAT Mathematics	ACT Composite
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: Do not include your Writing Score, if you have one.

16 How would you describe the racial composition of the high school you last attended?

Almost all white students
 Mostly white students
 Roughly half white students and half students of color
 Mostly students of color
 Almost all students of color

17 What is the highest academic degree you intend to earn in your lifetime? (Select only ONE.)

Vocational/technical certificate or diploma
 Associate degree (A.A., A.S., or equivalent)
 Bachelor's degree (B.A., B.S., or equivalent)
 Master's degree (M.A., M.S., M.B.A., or equivalent)
 Law (J.D.)
 Doctorate (Ph.D., Ed.D., M.D.)

18 Which of the following best describes your intended college major? (Select only ONE.)

Allied Health
 Business
 Education
 Engineering
 Fine Arts, Humanities, and Languages
 Mathematics/Statistics
 Natural Sciences
 Social Sciences
 Other
 Undecided

19 Was this college your... (Select only ONE.)

First choice?
 Second choice?
 Third choice?
 Other

20 From each type of institution or program listed below, how many credits were you able to transfer (or receive credit for) when you entered this college/university?

0 Credits	1–6 Credits	7–15 Credits	16–30 Credits	31–45 Credits	46–60 Credits	More than 60 Credits	
<input type="radio"/>	College Credits earned while you were still in high school						
<input type="radio"/>	A. Through AP or International Baccalaureate courses/exams						
<input type="radio"/>	B. From <i>this</i> college/university						
<input type="radio"/>	C. From another 2-year college/university						
<input type="radio"/>	D. From another 4-year college/university						
<input type="radio"/>	College Credits earned after high school graduation						
<input type="radio"/>	E. Through CLEP exam(s)						
<input type="radio"/>	F. Transfer from a 2-year college/university						
<input type="radio"/>	G. Transfer from a 4-year college/university						

21 Were any of the credits in question 20 earned while you were simultaneously enrolled (*dually enrolled*) in this college/university and another 2-year or 4-year college/university?

Yes No

22 Have you earned an associate degree and transferred those credits to this college/university?

Yes No

23 During your last year in high school, how often did you engage in each of the following activities?

Very Often	Often	Occasionally	Rarely	Never	
<input type="radio"/>	A. Studying/doing homework by yourself				
<input type="radio"/>	B. Studying/doing homework with friends				
<input type="radio"/>	C. Socializing with friends				
<input type="radio"/>	D. Talking with teachers outside of class				
<input type="radio"/>	E. Working for pay				
<input type="radio"/>	F. Community service/volunteer work				
<input type="radio"/>	G. Exercising/sports				
<input type="radio"/>	H. Participating in extracurricular activities (student government, student clubs, etc.)				
<input type="radio"/>	I. Using the Internet for research or homework				
<input type="radio"/>	J. Reading for pleasure				
<input type="radio"/>	K. Using the library for research or homework				
<input type="radio"/>	L. Using a computer for recreational purposes (communicating with friends, games, surfing the Internet, etc.)				

Thank you for agreeing to participate in this study and for your time.

WABASH NATIONAL STUDY OF Liberal Arts Education

Student Survey

GENERAL INSTRUCTIONS: Three sections of questions follow. For the first two sets, mark the responses that most closely indicate what you think or feel. For the third set, mark the responses that best indicate your views and personal activities.

There is neither a right nor wrong answer to any question. If you do not want to respond to any item, feel comfortable leaving the response blank. Your identity and responses will be held in strict confidence.

Study ID Number

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

DIRECTIONS:

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

Note: Before you begin the survey, please print your Study ID Number in the boxes to the right. Then, fill in the corresponding oval below each box. 

Section I

How important to you personally is each of the following?

Essential
Very Important
Somewhat Important
Not Important

A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)

B. Obtaining recognition from my colleagues for contributions to my field of expertise

C. Influencing the political structure

D. Influencing social values

E. Raising a family

F. Having administrative responsibility for the work of others

G. Helping others who are in difficulty

H. Making a theoretical contribution to science

I. Writing original works (poems, novels, short stories, etc.)

J. Creating artistic work (painting, sculpture, film, etc.)

K. Becoming successful in a business of my own

L. Becoming involved in activities that preserve and enrich the environment

Essential
Very Important
Somewhat Important
Not Important

M. Developing a meaningful philosophy of life

N. Volunteering in my community

O. Helping to promote racial understanding

P. Keeping up to date with political affairs

Q. Becoming a community leader

R. Integrating spirituality into my life

S. Improving my understanding of other countries and cultures

T. Working to find a cure for a disease or illness

U. Making a lot of money

V. Working in a prestigious occupation

W. Becoming passionate about or committed to my occupation

Section II

Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree							
<input type="radio"/>	A. I enjoy having discussions with people whose ideas and values are different from my own.	<input type="radio"/>	K. In high school, I frequently talked to my teachers outside of class about ideas presented during class.								
<input type="radio"/>	B. The real value of a college education lies in being introduced to different values.	<input type="radio"/>	L. Getting the best grades I can is very important to me.								
<input type="radio"/>	C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	<input type="radio"/>	M. I enjoy the challenge of learning complicated new material.								
<input type="radio"/>	D. Learning about people from different cultures is a very important part of my college education.	<input type="radio"/>	N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most <u>important</u> part of college.								
<input type="radio"/>	E. I enjoy taking courses that challenge my beliefs and values.	<input type="radio"/>	O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most <u>enjoyable</u> part of college.								
<input type="radio"/>	F. The courses I enjoy most are those that make me think about things from a different perspective.	<input type="radio"/>	P. I enjoy reading poetry and literature.								
<input type="radio"/>	G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	<input type="radio"/>	Q. I enjoy reading about science.								
<input type="radio"/>	H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	<input type="radio"/>	R. I enjoy reading about history.								
<input type="radio"/>	I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.	<input type="radio"/>	S. I enjoy expressing my ideas in writing.								
<input type="radio"/>	J. In high school, I frequently did more reading in a class than was required simply because it interested me.	<input type="radio"/>	T. After I write about something, I see that subject differently.								
						<input type="radio"/>	U. If I have something good to read, I'm never bored.				

Section III—Background Information

For each of the following questions, please mark only ONE response.

- A.** How would you characterize your political views?
- Far left
 Liberal
 Middle-of-the-road
 Conservative
 Far right
- B.** Overall, how would you rate your health?
- Excellent
 Good
 Fair
 Poor
 Very Poor
- C.** How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?
- I don't exercise regularly.
 1–2 hours per week
 3–4 hours per week
 5–6 hours per week
 More than 6 hours per week
- D.** Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?
- 0 times
 1 time per week
 2 times per week
 3 times per week
 4 times per week
 5 times per week
 6 times per week
 7 times per week
 More than 7 times per week
- E.** In a typical week, during your last year in high school, how many times did you have 5 or more "drinks" in one sitting? (A "drink" is a 12-ounce can of beer, a four-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)
- 0
 1 time
 2 times
 3–4 times
 5 or more times
- F.** How many cigarettes do you smoke a day?
- I don't smoke cigarettes.
 Less than 1/2 pack
 1/2 to 1 pack
 more than 1 pack but less than 2 packs
 2 or more packs
- G.** How often do you feel that you are "sleep deprived" (i.e., don't get enough sleep to function effectively)?
- Almost always
 Frequently
 Occasionally
 Seldom
 Never

**Thank you for answering
these questions.**

WABASH NATIONAL STUDY OF Liberal Arts Education

Student Assessments

GENERAL INSTRUCTIONS: Four assessments follow. Each contains items about which you are asked to indicate what you think or feel. There is neither a right nor wrong answer to any question. If you do not want to respond to an item, feel comfortable leaving the response blank. Your identity and responses will be held in strict confidence.

DIRECTIONS:

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

Study ID Number

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Note: Before you begin the assessments, please print your Study ID Number in the boxes to the right. Then, fill in the corresponding oval below each box. 

Section I

We are interested in knowing how students feel about different situations in which they must think, reason, make decisions, or solve a problem. A number of such situations are listed below.

Instructions: For each statement listed below, please indicate the extent to which you feel it is characteristic of you. For example, if the statement is not at all like you, fill in the “Extremely Uncharacteristic” oval, or if you really can’t decide if the statement is or is not characteristic of you, darken the “Uncertain” oval.

	Extremely Characteristic									
	Somewhat Characteristic									
	Uncertain									
	Somewhat Uncharacteristic									
	Extremely Uncharacteristic									
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. I would prefer complex to simple problems.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. I like to have the responsibility of handling a situation that requires a lot of thinking.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Thinking is not my idea of fun.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. I try to anticipate and avoid situations where there is likely a chance I will have to think in depth about something.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. I find satisfaction in deliberating hard and for long hours.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. I only think as hard as I have to.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. I prefer to think about small, daily projects to long-term ones.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. I like tasks that require little thought once I've learned them.

	Extremely Characteristic									
	Somewhat Characteristic									
	Uncertain									
	Somewhat Uncharacteristic									
	Extremely Uncharacteristic									
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. The idea of relying on thought to make my way to the top appeals to me.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. I really enjoy a task that involves coming up with new solutions to problems.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Learning new ways to think doesn't excite me very much.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. I prefer my life to be filled with puzzles that I must solve.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. The notion of thinking abstractly is appealing to me.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. I feel relief rather than satisfaction after completing a task that required a lot of mental effort.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. It's enough for me that something gets the job done; I don't care how or why it works.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. I usually end up deliberating about issues even when they do not affect me personally.

Need for Cognition Survey—Used with author permission. 5/16/06

Section II

Please read through each of the following items and indicate your level of agreement or disagreement with each. You should do this by marking the oval that most closely represents your opinion about that statement. If you agree with a statement very much, darken the oval for 5; if you agree moderately, darken the oval for 4; if you are not inclined to agree or disagree, darken the oval for 3; if you disagree moderately, darken the oval for 2; and if you disagree with the statement very much, darken the oval for 1.

For the statements that refer to a group, **think of any group of which you have been a part.** This might be a formal organization or an informal study group. For consistency, use the same group when responding to all items. Please indicate your general feelings about participating in a group.

- 
1. I am open to others' ideas.
 2. Creativity can come from conflict.
 3. I value differences in others.
 4. I am able to articulate my priorities.
 5. Hearing differences in opinions enriches my thinking.
6. I have a low self esteem.
 7. I struggle when group members have ideas that are different from mine.
 8. Transition makes me uncomfortable.
 9. I am usually self confident.
 10. I am seen as someone who works well with others.
11. Greater harmony can come out of disagreement.
 12. I am comfortable initiating new ways of looking at things.
 13. My behaviors are congruent with my beliefs.
 14. I am committed to a collective purpose in those groups to which I belong.
 15. It is important to develop a common direction in a group in order to get anything done.
16. I respect opinions other than my own.
 17. Change brings new life to an organization.
 18. The things about which I feel passionate have priority in my life.
 19. I contribute to the goals of the group.
 20. There is energy in doing something a new way.
21. I am uncomfortable when someone disagrees with me.
 22. I know myself pretty well.
 23. I am willing to devote time and energy to things that are important to me.
 24. I stick with others through the difficult times.
 25. When there is a conflict between two people, one will win and the other will lose.
26. Change makes me uncomfortable.
 27. It is important to me to act on my beliefs.
 28. I am focused on my responsibilities.
 29. I can make a difference when I work with others on a task.
 30. I actively listen to what others have to say.
31. I think it is important to know other people's priorities.
 32. My actions are consistent with my values.
 33. I believe I have responsibilities to my community.
 34. I could describe my personality.
 35. I have helped to shape the mission of the group.

- 
36. New ways of doing things frustrate me.
 37. Common values drive an organization.
 38. I give time to making a difference for someone else.
 39. I work well in changing environments.
 40. I work with others to make my communities better places.
41. I can describe how I am similar to other people.
 42. I enjoy working with others toward common goals.
 43. I am open to new ideas.
 44. I have the power to make a difference in my community.
 45. I look for new ways to do something.
46. I am willing to act for the rights of others.
 47. I participate in activities that contribute to the common good.
 48. Others would describe me as a cooperative group member.
 49. I am comfortable with conflict.
 50. I can identify the differences between positive and negative change.
51. I can be counted on to do my part.
 52. Being seen as a person of integrity is important to me.
 53. I follow through on my promises.
 54. I hold myself accountable for responsibilities I agree to.
 55. I believe I have a civic responsibility to the greater public.
56. Self-reflection is difficult for me.
 57. Collaboration produces better results.
 58. I know the purpose of the groups to which I belong.
 59. I am comfortable expressing myself.
 60. My contributions are recognized by others in the groups I belong to.
61. I work well when I know the collective values of a group.
 62. I share my ideas with others.
 63. My behaviors reflect my beliefs.
 64. I am genuine.
 65. I am able to trust the people with whom I work.
66. I value opportunities that allow me to contribute to my community.
 67. I support what the group is trying to accomplish.
 68. It is easy for me to be truthful.

Section III

The following set of statements deals with how you might feel about yourself and your life. Please remember that there are neither right nor wrong answers.

Instructions: Darken the oval that best describes the degree to which you agree or disagree with each statement.

Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree		Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree	
<input type="radio"/>	1. Most people see me as loving and affectionate.	<input type="radio"/>	31. It seems to me that most other people have more friends than I do.										
<input type="radio"/>	2. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	<input type="radio"/>	32. I have confidence in my opinions, even if they are contrary to the general consensus.										
<input type="radio"/>	3. In general, I feel I am in charge of the situation in which I live.	<input type="radio"/>	33. I generally do a good job of taking care of my personal finances and affairs.										
<input type="radio"/>	4. I am not interested in activities that will expand my horizons.	<input type="radio"/>	34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.										
<input type="radio"/>	5. I live life one day at a time and don't really think about the future.	<input type="radio"/>	35. I enjoy making plans for the future and working to make them a reality.										
<input type="radio"/>	6. When I look at the story of my life, I am pleased with how things have turned out.	<input type="radio"/>	36. In many ways, I feel disappointed about my achievements in my life.										
<input type="radio"/>	7. Maintaining close relationships has been difficult and frustrating for me.	<input type="radio"/>	37. People would describe me as a giving person, willing to share my time with others.										
<input type="radio"/>	8. My decisions are not usually influenced by what everyone else is doing.	<input type="radio"/>	38. It's difficult for me to voice my own opinions on controversial matters.										
<input type="radio"/>	9. The demands of everyday life often get me down.	<input type="radio"/>	39. I am good at juggling my time so that I can fit everything in that needs to be done.										
<input type="radio"/>	10. I don't want to try new ways of doing things—my life is fine the way it is.	<input type="radio"/>	40. For me, life has been a continuous process of learning, changing, and growth.										
<input type="radio"/>	11. I tend to focus on the present, because the future always brings me problems.	<input type="radio"/>	41. I am an active person in carrying out the plans I set for myself.										
<input type="radio"/>	12. In general, I feel confident and positive about myself.	<input type="radio"/>	42. My attitude about myself is probably not as positive as most people feel about themselves.										
<input type="radio"/>	13. I often feel lonely because I have few close friends with whom to share my concerns.	<input type="radio"/>	43. I have not experienced many warm and trusting relationships with others.										
<input type="radio"/>	14. I tend to worry about what other people think of me.	<input type="radio"/>	44. I often change my mind about decisions if my friends or family disagree.										
<input type="radio"/>	15. I do not fit very well with the people and the community around me.	<input type="radio"/>	45. I have difficulty arranging my life in a way that is satisfying to me.										
<input type="radio"/>	16. I think it is important to have new experiences that challenge how you think about yourself and the world.	<input type="radio"/>	46. I gave up trying to make big improvements or changes in my life a long time ago.										
<input type="radio"/>	17. My daily activities often seem trivial and unimportant to me.	<input type="radio"/>	47. Some people wander aimlessly through life, but I am not one of them.										
<input type="radio"/>	18. I feel like many of the people I know have gotten more out of life than I have.	<input type="radio"/>	48. The past had its ups and downs, but in general, I wouldn't want to change it.										
<input type="radio"/>	19. I enjoy personal and mutual conversations with family members or friends.	<input type="radio"/>	49. I know that I can trust my friends, and they know they can trust me.										
<input type="radio"/>	20. Being happy with myself is more important to me than having others approve of me.	<input type="radio"/>	50. I judge myself by what I think is important, not by the values of what others think is important.										
<input type="radio"/>	21. I am quite good at managing the many responsibilities of my daily life.	<input type="radio"/>	51. I have been able to build a home and a lifestyle for myself that is much to my liking.										
<input type="radio"/>	22. When I think about it, I haven't really improved much as a person over the years.	<input type="radio"/>	52. There is truth to the saying that you can't teach an old dog new tricks.										
<input type="radio"/>	23. I don't have a good sense of what it is I'm trying to accomplish in my life.	<input type="radio"/>	53. I sometimes feel as if I've done all there is to do in life.										
<input type="radio"/>	24. I like most aspects of my personality.	<input type="radio"/>	54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.										
<input type="radio"/>	25. I don't have many people who want to listen when I need to talk.												
<input type="radio"/>	26. I tend to be influenced by people with strong opinions.												
<input type="radio"/>	27. I often feel overwhelmed by my responsibilities.												
<input type="radio"/>	28. I have a sense that I have developed a lot as a person over time.												
<input type="radio"/>	29. I used to set goals for myself, but that now seems a waste of time.												
<input type="radio"/>	30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.												

Section IV

The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

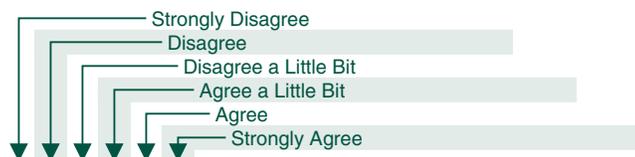
Culture refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

Race or racial background refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian, etc.

Ethnicity or ethnic group refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e., White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

Country refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

Instructions: Please indicate how descriptive each statement is of you by darkening the oval corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers. All responses are anonymous and confidential.



- ○ ○ ○ ○ ○ 1. I would like to join an organization that emphasizes getting to know people from different countries.
- ○ ○ ○ ○ ○ 2. Persons with disabilities can teach me things I could not learn elsewhere.
- ○ ○ ○ ○ ○ 3. Getting to know someone of another race is generally an uncomfortable experience for me.
- ○ ○ ○ ○ ○ 4. I would like to go to dances that feature music from other countries.
- ○ ○ ○ ○ ○ 5. I can best understand someone after I get to know how he/she is both similar to and different from me.
- ○ ○ ○ ○ ○ 6. I am only at ease with people of my race.
- ○ ○ ○ ○ ○ 7. I often listen to music of other cultures.
- ○ ○ ○ ○ ○ 8. Knowing how a person differs from me greatly enhances our friendship.
- ○ ○ ○ ○ ○ 9. It's really hard for me to feel close to a person from another race.
- ○ ○ ○ ○ ○ 10. I am interested in learning about the many cultures that have existed in this world.
- ○ ○ ○ ○ ○ 11. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.
- ○ ○ ○ ○ ○ 12. It is very important that a friend agrees with me on most issues.
- ○ ○ ○ ○ ○ 13. I attend events where I might get to know people from different racial backgrounds.
- ○ ○ ○ ○ ○ 14. Knowing about the different experiences of other people helps me understand my own problems better.
- ○ ○ ○ ○ ○ 15. I often feel irritated by persons of a different race.

The Miville–Guzman Universality–Diversity Scale © 1992 Marie L. Miville

Permission is granted for research and clinical use of the scale. Further permission must be obtained before any modification or revision of the scale can be made.

**Thank you for your answers
to these questions.**



Critical Thinking Sample Passages and Items

(Information from <http://www.act.org/caap/sample/thinking.html>)

Sample Passage 1

Senator Favor proposed a bill in the state legislature that would allow pharmacists to prescribe medications for minor illnesses, without authorization from a physician (i.e., a "prescription"). In support of her proposal, Favor argued:

Doctors have had a monopoly on authorizing the use of prescription medicines for too long. This has caused consumers of this state to incur unnecessary expense for their minor ailments. Often, physicians will require patients with minor complaints to go through an expensive office visit before the physician will authorize the purchase of the most effective medicines available to the sick.

Consumers are tired of paying for these unnecessary visits. At a recent political rally in Johnson County, I spoke to a number of my constituents and a majority of them confirmed my belief that this burdensome, expensive, and unnecessary practice is widespread in our state. One man with whom I spoke said that his doctor required him to spend \$80 on an office visit for an uncommon skin problem which he discovered could be cured with a \$2 tube of prescription cortisone lotion.

Anyone who has had to wait in a crowded doctor's office recently will be all-too-familiar with the "routine": after an hour in the lobby and a half-hour in the examining room, a physician rushes in, takes a quick look at you, glances at your chart and writes out a prescription. To keep up with the dizzying pace of "health care," physicians rely more and more upon prescriptions, and less and less upon careful examination, inquiry, and bedside manner.

Physicians make too much money for the services they render. If "fast food" health care is all we are offered, we might as well get it at a good price. This bill, if passed into law, would greatly decrease unnecessary medical expenses and provide relief to the sick: people who need all the help they can get in these trying economic times. I urge you to vote for this bill.

After Senator Favor's speech, Senator Counter stood to present an opposing position, stating:

Senator Favor does a great injustice to the physicians of this state in generalizing from her own health care experiences. If physicians' offices are crowded, they are crowded for reasons that are different from those suggested by Senator Favor. With high operating costs, difficulties in collecting medical bills, and exponential increases in the costs of malpractice insurance, physicians are lucky to keep their heads above water. In order to

do so, they must make their practices more efficient, relying upon nurses and laboratories to do some of the patient screening.

No one disputes the fact that medical expenses are soaring. But, there are issues at stake which are more important than money—we must consider the quality of health care. Pharmacists are not trained to diagnose illnesses. Incorrect diagnoses by pharmacists could lead to extended illness or even death for an innocent customer. If we permit such diagnoses, we will be personally responsible for those illnesses and deaths.

Furthermore, since pharmacies make most of their money by selling prescription drugs, it would be unwise to allow pharmacists to prescribe. A sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics!

Finally, with the skyrocketing cost of insurance, it would not be profitable for pharmacists to open themselves up to malpractice suits for mis-prescribing drugs. It is difficult enough for physicians with established practices to make it; few pharmacists would be willing to take on this financial risk. I recommend that you vote against this bill.

Sample Items for Passage 1

1. Favor's "unofficial poll" of her constituents at the Johnson County political rally would be more persuasive as evidence for her contentions if the group of people to whom she spoke had:
 - I. been randomly selected.
 - II. represented a broad spectrum of the population: young and old, white and non-white, male and female, etc.
 - III. not included an unusually large number of pharmacists.
 - A. I only
 - B. II only
 - C. III only
 - D. I, II, and III

2. In her example of the man who paid \$80 for an office visit to treat an uncommon skin problem, Favor seems to assume, but probably should not, that:
 - A. the man would have discovered this cure without the doctor's diagnosis.
 - B. two dollars is the average price of the cortisone lotion.
 - C. eighty dollars is the average price for an office visit of this kind.
 - D. cortisone lotion is effective on all rashes.

3. Counter's concern that a sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics is probably unfounded because:
 - A. sick persons often send others to get their drugs.
 - B. narcotics are not normally prescribed for "minor ailments."
 - C. most people do not buy aspirin at the drugstore.

- D. most people who need narcotics go to a physician to get them.
4. It is obvious from Favor's speech that she believes which of the following?
- A. Most prescriptions are unnecessary.
 - B. Senator Counter will oppose the bill.
 - C. If the bill is passed into law it will greatly reduce the cost of all medical treatment.
 - D. If the bill is passed the average costs for treatment of minor ailments would be reduced significantly.
5. It is clear from Senator Counter's speech that he believes:
- A. physicians are not having difficult economic times.
 - B. Favor's description of the crowded physician's office is not completely inaccurate.
 - C. the cost of malpractice insurance is not growing at an accelerated pace.
 - D. the quality of health care will not diminish if pharmacists are allowed to prescribe drugs.
-

Sample Passage 2

A: The domestic spending policies of the current administration are simply reprehensible. The real enemy of our democracy is not big government, but big business. As our society becomes increasingly dominated by enormous corporate conglomerates, there is less and less room for real individual initiative. Our lives are becoming completely determined by what happens in the board room as the rich get richer and the poor get poorer.

B: How can you say that? You have it just backwards. Excessive government regulation and high taxes lead to complete totalitarianism. Only when there is less government intervention in our lives and lower taxes allow us to employ our assets to our own best advantage does talk of individual initiative make any sense at all.

A: You elitists are all alike. You think only of the freedom of opportunity for the privileged few. You have no concern for those members of society who may not have the resources to be entrepreneurs or investors. Democracy means "liberty and justice for all," not just for those of you with a lot of money.

B: Justice? What justice is there in taking away my hard-earned dollars to pay for welfare programs for people who don't want work? And besides, liberty is simply a question of the existence of possibilities. Everyone can succeed in our society, if they only use their talents and assets wisely. You can lead a horse to water, but you can't make it drink.

A: You're confusing liberty with license. Having the right to do something doesn't mean that there's any real opportunity for you to actually do it. The least-advantaged of our society do not have the ability to exploit the system successfully. Freedom is a matter of choice between real alternatives, alternatives the poor do not have.

B: People don't choose their parents. It wouldn't be my fault if mine were a little better off than most. It's a fool's dream to think that you can get rid of the inequalities of birth. But the glory of

democracy is that everybody has an equal say in where we go from here, given those natural inequalities. Besides, the only purpose of government is to protect the property rights of its citizens.

A: But the authority of the government is the authority given to it by the people. And there is no apparent reason for the poor to recognize your so-called "right of property" when they do not have any property. How could you convince them that it is for their own good to recognize this right?

B: Of course it's for their own good. Without the government—human nature being what it is—there would be constant strife and violence. One of the reasons for having a government is to ensure "domestic tranquility," right? Since life would be so uncertain in a state of anarchy, everybody has an interest in recognizing the authority of the government. Besides, as long as the poor can have property, the principle is completely fair—if they had property, the government would protect it.

A: And if wishes were horses, then beggars would ride. Look, it's only fair that the better-off members of a democratic society provide for the support of the least-advantaged. A democracy consists in the free will of its citizens to self-government—you know: "We, the people, in order to form a more perfect union. . . ." The economic structure of a democratic society must be such as to command everyone's consent from a standpoint of self-interest and complete equality. From such a standpoint, I cannot base my decision on the basis of the position I currently occupy within society or the amount of property I now have, so I must choose to make the best of what may be a bad situation—I must choose from the standpoint of the least-advantaged. So only if the fundamental institutions of a democracy provide real opportunities for the least-advantaged is there any justification for individuals to give their allegiance to the government and recognize the right of property.

B: But that's just what I mean. If we only encouraged investment, a free and growing economy would provide for more opportunity for the least advantaged. The profits might be reaped in the first instance by the investors, but they would eventually trickle down through the economy to raise the standard of living of every member of the society.

A: You're incorrigible. I don't know why I put up with you.

B: Think what you want; after all, it's a free country.

Sample Items for Passage 2

1. What is A's complaint about the current administration's policies?
 - A. They allow businesses to own property.
 - B. They don't permit the poor to own property.
 - C. They favor business interests at the expense of social programs.
 - D. They restrict the freedom of all citizens.

2. A's argument in favor of social welfare programs relies on which of the following assumptions?

- A. It is unreasonable to think that everyone desires property.
 - B. It is unreasonable to submit to any authority besides yourself.
 - C. It is reasonable to expect society to give everyone an equal opportunity.
 - D. It is unreasonable to expect someone to submit to an authority if it is not to his own advantage.
3. Which of the following justifications of the necessity of our government's intervention in the affairs of some other country would be consistent with B's position?
- A. To ensure the freedom of that country's citizens
 - B. To protect the property rights of that country's citizens
 - C. To foster the individual initiative of our country's citizens
 - D. To protect the property rights of our country's citizens
4. If disputes about property are not the only source of strife and violence, then B argues inconsistently with respect to the:
- A. nature of freedom.
 - B. nature of equality.
 - C. purpose of government.
 - D. rights of a citizen in a democracy.
5. A and B clearly disagree on which of the following?
- A. What form of government our society should have
 - B. Whether individual initiative is desirable
 - C. What constitutes freedom and equality in a democratic society
 - D. Whether the government should protect the right of property
-

Answers:

Sample Items for Passage 1: 1. D. 2. A. 3. B. 4. D. 5. B.

Sample Items for Passage 2: 1. C. 2. D. 3. D. 4. C. 5. C.

DIT-2

Defining Issues Test

Version 3.0

University of Minnesota

Copyright, James Rest & Darcia Narvaez

Center for the Study of Ethical Development

All Rights Reserved, 1998

Instructions

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions / issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses.

Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

GREAT MUCH SOME LITTLE NO	① ② ③ ④ ⑤	② ③ ④ ⑤	③ ④ ⑤	④ ⑤	⑤	Rate the following 12 issues in terms of importance (1-5)
---------------------------------------	-----------------------	------------------	-------------	--------	---	---

② ③ ④ ⑤ 1. Financially are you personally better off now than you were four years ago?
 ① ② ③ ④ ⑤ 2. Does one candidate have a superior moral character?
 ① ② ③ ④ ⑤ 3. Which candidate stands the tallest?
 ① ② ③ ④ ⑤ 4. Which candidate would make the best world leader?
 ① ② ③ ④ ⑤ 5. Which candidate has the best ideas for our country's internal problems, like crime and health care?

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

Rank which issue is the most important (item number).

Most important item ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, **rate** the item as “No” importance and do not **rank** the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1 = strongly favor some action, 2 = can't decide, 3 = strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now.]

Please turn now to the Answer Sheet.]

Famine— (Story #1)

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]

Reporter— (Story #2)

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

School Board— (Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Cancer— (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Demonstration — (Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets, in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

School Board -- (Story #3)

Do you favor calling off the next Open Meeting?

- ① Should call off the next open meeting
- ② Can't decide
- ③ Should have the next open meeting

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?
- ① ② ③ ④ ⑤ 2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?
- ① ② ③ ④ ⑤ 3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?
- ① ② ③ ④ ⑤ 4. Would the change in plans prevent scientific assessment?
- ① ② ③ ④ ⑤ 5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?
- ① ② ③ ④ ⑤ 6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?
- ① ② ③ ④ ⑤ 7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?
- ① ② ③ ④ ⑤ 8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?
- ① ② ③ ④ ⑤ 9. Are some people deliberately undermining the school board process by playing some sort of power game?
- ① ② ③ ④ ⑤ 10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?
- ① ② ③ ④ ⑤ 11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?
- ① ② ③ ④ ⑤ 12. What is the likelihood that a good decision could be made without open discussion from the community?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

Cancer -- (Story #4)

Do you favor the action of giving more medicine?

- ① Should give Mrs. Bennett an increased dosage to make her die
- ② Can't decide
- ③ Should not give her an increased dosage

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?
- ① ② ③ ④ ⑤ 2. Wouldn't society be better off without so many laws about what doctors can and cannot do?
- ① ② ③ ④ ⑤ 3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?
- ① ② ③ ④ ⑤ 4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?
- ① ② ③ ④ ⑤ 5. Is the painkiller medicine an active heliotropic drug?
- ① ② ③ ④ ⑤ 6. Does the state have the right to force continued existence on those who don't want to live?
- ① ② ③ ④ ⑤ 7. Is helping to end another's life ever a responsible act of cooperation?
- ① ② ③ ④ ⑤ 8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?
- ① ② ③ ④ ⑤ 9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?
- ① ② ③ ④ ⑤ 10. Should only God decide when a person's life should end?
- ① ② ③ ④ ⑤ 11. Shouldn't society protect everyone against being killed?
- ① ② ③ ④ ⑤ 12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

PLEASE DO NOT WRITE IN THIS AREA

Demonstration -- (Story #5)

Do you favor the action of demonstrating in this way?

- ① Should continue demonstrating in these ways ② Can't decide ③ Should not continue demonstrating in these ways

GREAT
MUCH
SOME
LITTLE
NO

Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1. Do the students have any right to take over property that doesn't belong to them?
 ① ② ③ ④ ⑤ 2. Do the students realize that they might be arrested and fined, and even expelled from school?
 ① ② ③ ④ ⑤ 3. Are the students serious about their cause or are they doing it just for fun?
 ① ② ③ ④ ⑤ 4. If the university president is soft on students this time, will it lead to more disorder?
 ① ② ③ ④ ⑤ 5. Will the public blame all students for the actions of a few student demonstrators?
 ① ② ③ ④ ⑤ 6. Are the authorities to blame by giving in to the greed of the multinational oil companies?
 ① ② ③ ④ ⑤ 7. Why should a few people like Presidents and business leaders have more power than ordinary people?
 ① ② ③ ④ ⑤ 8. Does this student demonstration bring about more or less good in the long run to all people?
 ① ② ③ ④ ⑤ 9. Can the students justify their civil disobedience?
 ① ② ③ ④ ⑤ 10. Shouldn't the authorities be respected by students?
 ① ② ③ ④ ⑤ 11. Is taking over a building consistent with principles of justice?
 ① ② ③ ④ ⑤ 12. Isn't it everyone's duty to obey the law, whether one likes it or not?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫
 Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Please provide the following information about yourself:

1. Age in years:

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2. Sex (mark one): Male Female

3. Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)

- Grade 1 to 6
 Grade 7, 8, 9
 Grade 10, 11, 12
 Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretary, 2-year nursing program).
 Junior college (e.g., 2-year college, community college, Associate Arts degree)
 Freshman in college in bachelor degree program.
 Sophomore in college in bachelor degree program.
 Junior in college in bachelor degree program.
 Senior in college in bachelor degree program.
 Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)
 Masters degree (in academic graduate school)
 Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)
 Other Formal Education. (Please describe: _____)

4. In terms of your political views, how would you characterize yourself (mark one)?

- Very Liberal
 Somewhat Liberal
 Neither Liberal nor Conservative
 Somewhat Conservative
 Very Conservative

5. Are you a citizen of the U.S.A.?

- Yes No

6. Is English your primary language?

- Yes No

Thank You.

PLEASE DO NOT WRITE IN THIS AREA



1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
	▼	▼	▼	▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 About how many hours do you spend in a typical 7-day week doing each of the following?

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- b. Working for pay **on campus**
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- c. Working for pay **off campus**
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- e. Relaxing and socializing (watching TV, partying, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- g. Commuting to class (driving, walking, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week

10 To what extent does your institution emphasize each of the following?

- | | Very
much | Quite
a bit | Some | Very
little |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Spending significant amounts of time studying and on academic work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Providing the support you need to help you succeed academically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Providing the support you need to thrive socially | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computers in academic work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- | | Very
much | Quite
a bit | Some | Very
little |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Acquiring a broad general education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Acquiring job or work-related knowledge and skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Writing clearly and effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Speaking clearly and effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Thinking critically and analytically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Analyzing quantitative problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computing and information technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Working effectively with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Voting in local, state, or national elections | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Learning effectively on your own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Understanding yourself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Understanding people of other racial and ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Solving complex real-world problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Developing a personal code of values and ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Contributing to the welfare of your community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Developing a deepened sense of spirituality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12 Overall, how would you evaluate the quality of academic advising you have received at your institution?

- Excellent
- Good
- Fair
- Poor

13 How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

14 If you could start over again, would you go to the same institution you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth:

16 Your sex:
 Male Female

17 Are you an international student or foreign national?
 Yes No

18 What is your racial or ethnic identification? (Mark only one.)
 American Indian or other Native American
 Asian, Asian American, or Pacific Islander
 Black or African American
 White (non-Hispanic)
 Mexican or Mexican American
 Puerto Rican
 Other Hispanic or Latino
 Multiracial
 Other
 I prefer not to respond

19 What is your current classification in college?
 Freshman/first-year Senior
 Sophomore Unclassified
 Junior

20 Did you begin college at your current institution or elsewhere?
 Started here Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)
 Vocational or technical school
 Community or junior college
 4-year college other than this one
 None
 Other

22 Thinking about this current academic term, how would you characterize your enrollment?
 Full-time Less than full-time

23 Are you a member of a social fraternity or sorority?
 Yes No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?
 Yes No (Go to question 25.)
↓
On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?
 A B+ C+
 A- B C
 B- C- or lower

26 Which of the following best describes where you are living now while attending college?
 Dormitory or other campus housing (not fraternity/sorority house)
 Residence (house, apartment, etc.) within walking distance of the institution
 Residence (house, apartment, etc.) within driving distance of the institution
 Fraternity or sorority house
 None of the above

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father	Mother	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your major(s) or your expected major(s).
a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2008 Indiana University.

WABASH NATIONAL STUDY OF Liberal Arts Education

Student Experiences Survey

GENERAL INSTRUCTIONS: This survey contains questions about your activities and experiences during this academic year. There is neither a right nor wrong answer to any question. Please do your best to provide complete information. However, if you cannot respond to an item, feel free to leave the response blank. Your identity and responses will be held in strict confidence.

Study ID Number

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

DIRECTIONS:

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

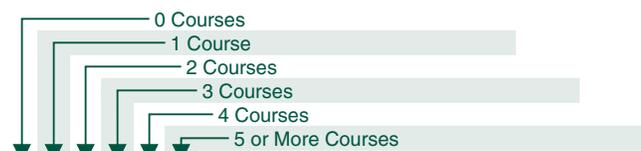
Note: Before you begin the survey, please print your Study ID Number, located on the label of your envelope, in the boxes to the right. Then, fill in the corresponding oval below each box. 

Section I

1. What is the highest academic degree you intend to earn in your lifetime? (Mark only one oval.)

- Vocational/technical certificate or diploma
 Associate degree (A.A., A.S., or equivalent)
 Bachelor's degree (B.A., B.S., etc.)
 Master's degree (M.A., M.S., M.B.A., etc.)
 Law (J.D.)
 Doctorate (Ph.D., Ed.D., M.D.)

2. During this academic year, how many courses have you taken or are you taking in the general areas listed below?



- A. Fine Arts, Humanities, and Languages (e.g., art, music, philosophy, religion, history)
 B. Mathematics/Statistics/Computer Science
 C. Natural Sciences (e.g., chemistry, physics)
 D. Social Science (e.g., anthropology, economics, psychology, political science, sociology)
 E. Allied Health (e.g., nursing, physical therapy)
 F. Business
 G. Education
 H. Engineering
 I. Other Pre-professional (e.g., architecture, agriculture, journalism)

3. Have you received and/or are you now receiving the following types of financial aid?

- | Yes | No | |
|-----------------------|-----------------------|-------------------------------|
| <input type="radio"/> | <input type="radio"/> | A. Loans |
| <input type="radio"/> | <input type="radio"/> | B. Scholarships and/or grants |
| <input type="radio"/> | <input type="radio"/> | C. Work-study |

Section II

1. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at this college.

- | Yes | No | |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | A. Participated in a living-learning community where your residence was connected to an academic program |
| <input type="radio"/> | <input type="radio"/> | B. Participated in a learning community where you and a group of students took two or more classes together |
| <input type="radio"/> | <input type="radio"/> | C. Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority |
| <input type="radio"/> | <input type="radio"/> | D. Been a member of an honors college or honors program |
| <input type="radio"/> | <input type="radio"/> | E. Served as a resident assistant/advisor |
| <input type="radio"/> | <input type="radio"/> | F. Served as a peer educator in a non-academic area (e.g., health and wellness, career exploration) |
| <input type="radio"/> | <input type="radio"/> | G. Served as a student orientation leader |
| <input type="radio"/> | <input type="radio"/> | H. Participated in a leadership-training program |
| <input type="radio"/> | <input type="radio"/> | I. Participated in a seminar designed specifically for first-year students (e.g., First-Year, Freshman Seminar) |
| <input type="radio"/> | <input type="radio"/> | J. Was a member of a religious congregation or group |
| <input type="radio"/> | <input type="radio"/> | K. Discussed a personal problem or concern with a faculty member |

2. How often have you engaged in each of the following activities during this academic year?

-
- Very Often
Often
Sometimes
Rarely
Never
- A. Attended a debate or lecture on a current political/social issue
 B. Participated in intramural sports
 C. Participated in a racial or cultural awareness workshop
 D. Participated in activities that helped you explore career options

3. In how many of the following courses or activities have you participated or taken part during this academic year?

0 Courses or Activities
1 Course or Activity
2 Courses or Activities
3 Courses or Activities
4 or More Courses or Activities

A. Courses focusing on diverse cultures and perspectives (e.g., African American Studies, Latino Studies)

B. Courses focusing on women's/gender studies

C. Courses focusing on issues of equality and/or social justice

D. Courses taught by more than one instructor, each from a different department

E. Student clubs or campus organizations

4. Below are statements about your contact and interactions with faculty. Indicate the extent to which you agree/disagree with each.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

A. My **non-classroom** interactions with faculty have had a positive influence on my personal growth, values, and attitudes.

B. My **non-classroom** interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.

C. My **non-classroom** interactions with faculty have had a positive influence on my career goals and aspirations.

D. Since coming to this institution, I have developed a close, personal relationship with at least one faculty member.

E. I am satisfied with the opportunities to meet and interact informally with faculty members.

5. Below are statements about your views of the faculty's interest in teaching and students. Indicate the extent to which you agree/disagree with each.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Most faculty with whom I have had contact

A. are genuinely interested in students.

B. are interested in helping students grow in more than just academic areas.

C. are outstanding teachers.

D. are genuinely interested in teaching.

E. are willing to spend time outside of class to discuss issues of interest and importance to students.

6. Below are statements about receiving feedback from faculty concerning your learning in the classroom. How often have you experienced each?

Very Often
Often
Sometimes
Rarely
Never

A. Faculty informed me of my level of performance in a timely manner.

B. Faculty checked to see if I had learned the material well before going on to new material.

7. Below are statements about experiences you may have had in class. How often have you experienced each?

Very Often
Often
Sometimes
Rarely
Never

A. Faculty asked challenging questions in class.

B. Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.

C. Faculty asked me to point out any fallacies in basic ideas, principles, or points of view presented in the course.

D. Faculty asked me to argue for or against a particular point of view.

E. Faculty challenged my ideas in class.

F. Students challenged each other's ideas in class.

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?

Very Often
Often
Sometimes
Rarely
Never

A. Faculty gave clear explanations.

B. Faculty made good use of examples and illustrations to explain difficult points.

C. Faculty effectively reviewed and summarized the material.

D. Faculty interpreted abstract ideas and theories clearly.

E. Faculty gave assignments that helped in learning the course material.

F. The presentation of material was well organized.

G. Faculty were well prepared for class.

H. Class time was used effectively.

I. Course goals and requirements were clearly explained.

J. Faculty had a good command of what they were teaching.

9. Indicate the extent to which you agree/disagree with each of the following statements about your experiences at this college.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

A. Courses have helped me understand the historical, political, and social connections of past events.

B. Courses have helped me see the connections between my intended career and how it affects society.

C. My out-of-class experiences have helped me connect what I have learned in the classroom with life events.

D. My out-of-class experiences have helped me translate knowledge and understanding from the classroom into action.

E. My out-of-class experiences have had a positive influence on my intellectual growth and interest in ideas.

F. My out-of-class experiences have had a positive influence on my personal growth, attitudes, and values.

10. Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced each?

Very Often
Often
Sometimes
Rarely
Never

Exams or assignments required me to

A. write essays.

B. solve problems.

C. use course content to address a problem not presented in the course.

D. compare or contrast topics or ideas from a course.

E. point out the strengths and weaknesses of a particular argument or point of view.

F. argue for or against a particular point of view and defend my argument.

11. Below are statements about experiences you may have had with other students at this college. To what extent do you agree/ disagree with each?

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

A. Since coming to this institution, I have developed close personal relationships with other students.

B. The student friendships I have developed at this institution have been personally satisfying.

C. My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.

D. My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.

E. It has been difficult for me to meet and make friends with other students.

F. Few of the students I know would be willing to listen to me and help me if I had a personal problem.

G. Most students at this institution have values and attitudes different from my own.

12. How often have you had the following interactions with *diverse students* (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?

Very Often
Often
Sometimes
Rarely
Never

A. Had discussions regarding inter-group relations

B. Had meaningful and honest discussions about issues related to social justice

C. Shared personal feelings and problems

D. Had guarded, cautious interactions

E. Felt silenced by prejudice and discrimination from sharing my own experiences

F. Had hurtful, unresolved interactions

G. Had tense, somewhat hostile interactions

H. Felt insulted or threatened based on my race, national origin, values, or religion

13. Below are statements about learning cooperatively with other students on academic matters. How often have you experienced each?

Very Often
Often
Sometimes
Rarely
Never

A. In my classes, students taught each other in addition to faculty teaching.

B. Faculty encouraged me to participate in study groups outside of class.

C. I have participated in one or more study group(s) outside of class.

14. How frequently have you interacted with *student affairs professionals* (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?

Very Often
Often
Sometimes
Rarely
Never

A. Discussed a personal problem or concern

B. Had serious discussions with staff whose political, social, or religious opinions were different from your own

C. Worked on out-of-class activities (e.g., committees, orientation, student life activities)

D. Talked about career plans

E. Discussed ideas from your reading or classes

F. Discussed grades or assignments

Section III

1. How important to you personally is each of the following?

Essential
Very Important
Somewhat Important
Not Important

A. Becoming accomplished in one of the performing arts (e.g., acting, dancing, singing)

B. Obtaining recognition from my colleagues for contributions to my field of expertise

C. Influencing the political structure

D. Influencing social values

E. Raising a family

F. Having administrative responsibility for the work of others

G. Helping others who are in difficulty

H. Making a theoretical contribution to science

I. Writing original works (e.g., poems, novels, short stories)

J. Creating artistic work (e.g., painting, sculpture, film)

K. Becoming successful in a business of my own

L. Becoming involved in activities that preserve and enrich the environment

M. Developing a meaningful philosophy of life

N. Volunteering in my community

O. Helping to promote racial understanding

P. Keeping up to date with political affairs

Q. Becoming a community leader

R. Integrating spirituality into my life

S. Improving my understanding of other countries and cultures

T. Working to find a cure for a disease or illness

U. Making a lot of money

V. Working in a prestigious occupation

W. Becoming passionate about or committed to my occupation

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

	Strongly Agree					
	Agree					
	Neutral					
	Disagree					
	Strongly Disagree					

A. I enjoy having discussions with people whose ideas and values are different from my own.
 B. The real value of a college education lies in being introduced to different values.
 C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.
 D. Learning about people from different cultures is a very important part of my college education.
 E. I enjoy taking courses that challenge my beliefs and values.
 F. The courses I enjoy most are those that make me think about things from a different perspective.
 G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.
 H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.
 I. When I do well on a test, it is usually because I am well-prepared, not because the test is easy.
 J. I frequently do more reading in a class than is required simply because it interests me.
 K. I frequently talk to faculty outside of class about ideas presented during class.
 L. Getting the best grades I can is very important to me.
 M. I enjoy the challenge of learning complicated new material.
 N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.
 O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.
 P. I enjoy reading poetry and literature.
 Q. I enjoy reading about science.
 R. I enjoy reading about history.
 S. I enjoy expressing my ideas in writing.
 T. After I write about something, I see that subject differently.
 U. If I have something good to read, I'm never bored.

3. How often have you had the following experiences while attending this college?

	Very Often					
	Often					
	Sometimes					
	Rarely					
	Never					

A. Encountered diverse perspectives on campus outside the classroom (e.g., administrative offices, public forums)
 B. Made friends with a student whose race was different from your own
 C. Made friends with a student from another country
 D. Had serious discussions with other students about different lifestyles and customs
 E. Had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice
 F. Had serious discussions with faculty whose political, social, or religious opinions were different from your own

Section IV

1. How would you characterize your political views?

- Far left
 Liberal
 Middle-of-the-road
 Conservative
 Far right

2. Overall, how would you rate your health?

- Excellent
 Good
 Fair
 Poor
 Very Poor

3. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?

- I don't exercise regularly.
 1–2 hours per week
 3–4 hours per week
 5–6 hours per week
 More than 6 hours per week

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?

- 0 times per week
 1 time per week
 2 times per week
 3 times per week
 4 times per week
 5 times per week
 6 times per week
 7 times per week
 More than 7 times per week

5. In a typical one-week period during this year in college, how often did you have 5 or more “drinks” in one sitting? (A “drink” is a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)

- 0 times
 1 time
 2 times
 3–4 times
 5 or more times

6. How many cigarettes do you smoke a day?

- I don't smoke cigarettes.
 Less than 1/2 pack
 1/2 to 1 pack
 More than 1 pack but less than 2 packs
 2 or more packs

7. How often do you feel that you are “sleep deprived” (i.e., don't get enough sleep to function effectively)?

- Almost always
 Frequently
 Occasionally
 Seldom
 Never

**Thank you for your answers
to these questions.**

Appendix C: Guidelines for Merging Institutional Data

Due to changes in the IRB approvals for the 2008 cohort, ACT is able to provide institutions with data files containing student identifiers, usually the institutional student IDs. This means that faculty and staff at the 2008 institutions will be able to merge institutional data into Wabash Study data files on their own. ACT can also help with data merges if an institution requires assistance. If you would like ACT to assist with a data merge, please follow the guidelines and procedures below.

For all requests, please contact Susie Pappas at ACT (susan.pappas@act.org).

Send an Excel or SPSS file containing institutional data to be merged with Wabash Study data. Some examples of such data are the following: residence hall or living unit, membership in fraternity or sorority, participation in honors program, GPA, or major.

The file should also include institutional student ID. ACT will use the ID numbers to perform the data merge. Be assured that ACT will safeguard the information you send us and will not use it for any other purpose.

ACT will merge the institutional information you send into the original SPSS first-year data file you received in November 2009.