

Summary of National Survey of Student Engagement (NSSE) results

Administered at MBU in spring semester 2022

Analysis by Amy Dlduch, summer 2023

NSSE surveys students on their participation in programs and activities at their colleges. Survey results provide insights into how students spend their time and how they develop personally and academically between freshman and senior years. The survey collects information about educational activities, challenges presented by coursework, perceptions of their college experience, estimates of educational and personal growth, and basic demographic information.

The survey is long enough that many students fail to complete it, and many choose not to answer certain questions. Thus, the number of completed responses varies by question. While the survey asks students for demographic information, the results also include MBU's classifications for these students. In the analysis below, I use the following demographic variables:

- irclass = MBU classification of the student as freshman or senior
- irsex19 = MBU classification of the student as female, male, or nonbinary/other
- coursetype = identifies the student as taking courses mostly in person, online, or a combination
- firstgen = 1 if neither parent completed a BA (recoded from a NSSE question)
- athlete = 1 if a student is an athlete at MBU
- re_black, re_latino, re_white = 1 if a student identifies as a particular race/ethnicity. Many students checked multiple boxes so there is overlap among these categories. For the most part, there are not significantly different responses to these survey questions by race/ethnicity.

Note: I completed this analysis in R, using the st() command from the vtable package to generate crosstabs and the chi-square statistic. The chi-square compares the distributions that we observe in the tables with the distribution we would expect to see if the values were distributed similarly across the categories. A larger value for the chi-square statistic points towards more significant differences in survey responses across demographic categories.

From the raw data set, I removed 8 cases that were largely incomplete, leaving us with 261 students who answered at least some of the key questions.

Survey demographics for Spring 2022

261 respondents

103 Freshmen, 158 Seniors

116 First gen college students, 83 Not first-gen

212 Female, 33 Male, 16 Nonbinary / Other (*male students are underrepresented in this survey*)

176 Non-athlete, 22 Athletes, 63 no-response

88 Mostly in-person, 62 Mostly online, 21 Mostly hybrid, 27 "balanced mix"

45 Black (with 64 no-response to the race/ethnicity question)

20 Latinx

125 White

Some caveats for this analysis:

- I don't have access to prior year survey results so I can't judge change over time.
- I have not used weights in my analysis (which would help adjust for over-represented and under-represented categories of students).

How do you rate your experience at MBU?

	Poor	Fair	Good	Excellent	Significantly different x-square (p<0.05)?
Freshmen	5%	38%	43%	14%	Yes, X2=9.53 (p<0.05)
Seniors	6%	23%	40%	31%	Yes
Online (<i>most are seniors</i>)	3%	15%	44%	39%	Nearly X2=14.9 (p<0.10)
Mostly in-person (<i>mix of freshmen and seniors</i>)	7%	35%	42%	16%	Nearly
Freshmen - on campus only	6%	41%	43%	10%	Nearly X2=7.43 (p<0.1)
Seniors - on campus only	6%	28%	38%	28%	Nearly
Female	5%	29%	41%	24%	
Male	8%	24%	36%	32%	
Athlete	5%	27%	68%	0%	Yes, X2=10.8 (p<0.05)
Non-athlete	6%	28%	38%	28%	Yes
First-gen	5%	24%	41%	29%	
Not first-gen	6%	34%	41%	19%	
Black	7%	29%	38%	27%	
Latinx	5%	40%	35%	20%	
White	5%	27%	42%	26%	

There is likely some selection bias here: the seniors who have persisted with us are the ones who are most likely to enjoy and appreciate their MBU experience. Post-pandemic practices are also probably in play: these freshmen arrived in Fall 2021 when we still had masking rules and quarantine practices in place. However, classes were back to full in-person status and social activities were starting to return. Our retention rate is determined in part by academic and financial challenges, but also by students who feel that MBU isn't providing them with the experiences they expected, so the low number of freshmen grading their experience as "excellent" is concerning. The "mostly online" students are also mostly seniors - 89% - and thus comprised of those students who have persisted at MBU. (When restricted to students who are on campus, we still observe a larger proportion of seniors rating us as "excellent" compared to freshmen).

Athletes in this survey are split 50-50 between the freshman and senior classes. Thus we might have expected senior athletes (who have persisted at MBU) to rate us more highly than they did. No athletes rated their experience at MBU as “Excellent.” We are working with small numbers, however, so this serves more as a starting point for asking questions.

Student behaviors

NSSE asks students to report their uses of time and their levels of academic engagement.

How many hours do you spend working off campus per week?

Group	Less than 10 hours	10-20 hours	More than 20 hours	Significantly different x-square?
Freshmen (on campus only)	81%	12%	7%	Yes, X ² = 11.374 (p<0.01)
Seniors (on campus only)	59%	12%	28%	Yes
First Gen	53%	10%	36%	
Not First Gen	67%	11%	22%	
Female	57%	11%	31%	
Male	64%	12%	24%	
Athlete	77%	14%	9%	
Non-athlete	57%	10%	33%	
Mostly in person	76%	11%	12%	Yes, X ² =37.08 (p<0.01)
Mostly online	35%	8%	56%	Yes

No surprise: our online students are also working longer hours each week than our on-campus students. A lot of on-campus seniors have long work weeks. No significant differences in other demographic groups (including differences by race/ethnicity, not reported here).

How many hours do you spend studying per week?

Group	Less than 10 hours	10-20 hours	More than 20 hours	Significantly different x-square?
Freshmen	29%	56%	15%	Yes, X ² =7.91 (p<0.05)
Seniors	35%	37%	28%	Yes
First Gen	34%	41%	26%	
Not First Gen	33%	47%	20%	
Athlete	18%	73%	9%	Nearly, X ² =5.27 (p<0.1)
Non-athlete	35%	39%	26%	Yes

Seniors spend more time studying than freshmen. Athletes spend less time studying than non-athletes. The difference between first-gen and non-first-gen is not significant. There are also no significant differences between male/ female and in-person/online answers. Restricting the analysis to exclude mostly online students doesn't substantially change the results.

During the current year, how often have you....

- Prepared for exams by discussing or working through course material with other students

Group	Never	Sometimes	Often	Very Often	Significantly different x-square?
Freshmen	24%	37%	28%	11%	Yes, X ² =11.75 (p<0.01)
Seniors	43%	30%	16%	11%	Yes
Freshmen (on campus)	26%	37%	25%	12%	
Seniors (on campus)	26%	38%	21%	15%	
Mostly in person	26%	38%	20%	16%	Yes, X ² =32.93 (p<0.01)
Mostly online	66%	21%	8%	5%	Yes

No surprise: mostly online students are much less likely to work with other students on course materials. But I found it surprising that seniors are less likely to work through course materials with others. I re-ran the question to exclude the "mostly online" students and it appears their behavior is driving these results. Note: there were no significant differences between first-gen / non-first gen, athletes / non-athletes, male/female students. No significant differences by race/ethnicity.

During the current year, how often have you....

- Asked questions or contributed to course discussions in other ways?

Group	Never	Sometimes	Often	Very Often	Significantly different x-square?
Freshmen	3%	40%	34%	23%	Yes, X ² =19.80 (p<0.01)
Seniors	3%	19%	30%	47%	Yes
Freshmen (on campus)	1%	43%	34%	22%	Yes, X ² =16.29 (p<0.01)
Seniors (on campus)	3%	22%	21%	54%	Yes

Seniors are more comfortable and confident asking questions in class. There are no significant differences between first-gen / non-first gen, athletes / non-athletes, male/female students. No significant differences by race/ethnicity.

Evaluating academic and professional development at MBU – Differences between freshmen and seniors

In this section, I focus solely on differences between freshmen and senior responses to the survey questions. I'm providing the tables from the R output directly (rather than my typed summaries) so that you can view both the numbers and the percentages. (This is important because not all students answered every question). I have looked for differences by gender, first-gen status, race/ethnicity, athlete status, and modality for these questions and, for the most part, the differences are not statistically significant. I'm happy to provide these additional breakdowns if needed.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Writing clearly and effectively

firstgen Variable	Not first gen		First gen		Test
	N	Percent	N	Percent	
pgwrite	83		116		X ² =4.56
... Very little	12	14%	8	7%	
... Some	20	24%	26	22%	
... Quite a bit	31	37%	42	36%	
... Very much	20	24%	40	34%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

We offer ENG 102: Intermediate Composition to most incoming freshmen and students take additional Writing Emphasis courses to complete their Gen Ed requirements. Most students agree that we help them improve their writing.

Speaking clearly and effectively

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
pgspeak	78		125		$\chi^2=7.643^*$
... Very little	14	18%	11	9%	
... Some	27	35%	36	29%	
... Quite a bit	27	35%	46	37%	
... Very much	10	13%	32	26%	
Statistical significance markers: * $p<0.1$; ** $p<0.05$; *** $p<0.01$					

We do offer Oral Communication Competency courses to our online students. Most of our seniors rate us highly in this area.

Analyzing numerical and statistical information

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
pganalyze	78		125		$\chi^2=10.298^{**}$
... Very little	21	27%	19	15%	
... Some	27	35%	38	30%	
... Quite a bit	22	28%	34	27%	
... Very much	8	10%	34	27%	
Statistical significance markers: * $p<0.1$; ** $p<0.05$; *** $p<0.01$					

Seniors are much more likely than freshmen to answer “Very much,” despite the fact that many freshmen are placed in a quantitative reasoning or math course. Non-athletes are more likely to answer quite a bit or very much (50%) compared to athletes (32%).

Developing or clarifying a personal code of values and ethics

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
pgvalues	78		125		$\chi^2=6.283^*$
... Very little	13	17%	16	13%	
... Some	26	33%	28	22%	
... Quite a bit	26	33%	43	34%	
... Very much	13	17%	38	30%	
Statistical significance markers: * $p<0.1$; ** $p<0.05$; *** $p<0.01$					

64% of seniors answer “quite a bit” or “very much” (compared to 50% of freshmen).

Acquiring job- or work-related knowledge and skills

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
pgwork	77		125		$\chi^2=7.634^*$
... Very little	14	18%	12	10%	
... Some	28	36%	37	30%	
... Quite a bit	23	30%	38	30%	
... Very much	12	16%	38	30%	
Statistical significance markers: * $p<0.1$; ** $p<0.05$; *** $p<0.01$					

60% of our seniors answer “quite a bit” or “very much.”

[Other questions in this survey section:](#)

There is no significant difference between freshmen and seniors in response to “working effectively with others”, “understanding people of other backgrounds”, or “being an active and informed citizen.” Seniors are more likely to say that they learned how to solve complex, real-world problems (34% “very much” vs 13% of freshmen) and to think critically and analytically ((45% “very much” vs. 27% of freshmen).

During the current school year, about how often have you done the following?

- **Discussed course topics, ideas or concepts with a faculty member outside of class**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sfdiscuss	92		146		X2=1.64
... Never	32	35%	56	38%	
... Sometimes	34	37%	47	32%	
... Often	16	17%	21	14%	
... Very Often	10	11%	22	15%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Only 29% of seniors and 28% of freshmen say “often” or “very often”

- **Talked about career plans with a faculty member**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sfcareer	94		149		X2=3.765
... Never	17	18%	20	13%	
... Sometimes	33	35%	55	37%	
... Often	29	31%	37	25%	
... Very Often	15	16%	37	25%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Seniors are slightly more likely to answer “very often”; just under half of freshmen and half of seniors answer “often” or “very often.”

- **Connected your learning to societal problems or issues?**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
risocietal	102		157		X2=15.998***
... Never	8	8%	15	10%	
... Sometimes	42	41%	35	22%	
... Often	33	32%	46	29%	
... Very Often	19	19%	61	39%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Our gen ed requirements to complete a community engagement course + diversity course and the social justice focus of much Spencer Center programming should pay off in this area. 68% of seniors responded “often” or “very often” compared to 51% of freshmen.

- Included diverse perspectives (political, religious, racial/ethnic, gender) in course discussions or assignments?

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
ridiverse	99		156		X ² =11.114**
... Never	6	6%	9	6%	
... Sometimes	33	33%	43	28%	
... Often	41	41%	44	28%	
... Very Often	19	19%	60	38%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

66% of seniors say “often” or “very often” compared to 60% of freshmen.

- Combined ideas from different courses when completing assignments

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
riintegrate	102		158		X ² =8.986**
... Never	13	13%	11	7%	
... Sometimes	37	36%	45	28%	
... Often	38	37%	58	37%	
... Very Often	14	14%	44	28%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Seniors report a high degree of integration of ideas (65% “often” or “very often”) but freshmen are exposed to this as well (51% often or very often).

During the current year, how often have you....

- Given a course presentation

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
present	102		157		X ² =22.982***
... Never	36	35%	20	13%	
... Sometimes	40	39%	62	39%	
... Often	18	18%	45	29%	
... Very Often	8	8%	30	19%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

48% of seniors vs. 26% of freshmen answer “often” or “very often”

This strikes me as a bit low for seniors given their senior seminar requirements.

There also appears to be room to increase the exposure of freshmen to classroom presentations.

During the current school year, how much has your coursework emphasized the following?

- **Memorizing course materials**

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
memorize	91		145		X2=2.911
... Very little	4	4%	14	10%	
... Some	30	33%	48	33%	
... Quite a bit	37	41%	59	41%	
... Very much	20	22%	24	17%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Lecture classes are more likely to emphasize memorization, so it is no surprise that 63% of freshmen answer “quite a bit” or “very much”. However, 58% of seniors also report a lot of memorization.

- **Applying facts, theories or methods to practical problems or new situations**

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
hoapply	91		141		X2=11.939***
... Very little	3	3%	4	3%	
... Some	30	33%	22	16%	
... Quite a bit	42	46%	70	50%	
... Very much	16	18%	45	32%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

I'd expect the amount of application of ideas to increase with experience. At MBU, 64% of freshmen and 82% of seniors answer “quite a bit” or “very much”, and the increase between freshmen and senior year is significant.

During the current school year, to what extent have your instructors done the following...

- **Clearly explained course goals and requirements**

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
etgoals	89		139		X2=6.045
... Very little	3	3%	4	3%	
... Some	24	27%	20	14%	
... Quite a bit	38	43%	65	47%	
... Very much	24	27%	50	36%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

70% of freshmen and 83% of seniors say “quite a bit” or “very much.” Some of the increase is likely due to experience, since seniors don't need as much explanation. It does seem like we have room for improvement for clear communication in freshman courses.

- **Taught course sessions in an organized way**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
etorganize	70		86		X ² =5.477
... Very little	7	10%	5	6%	
... Some	13	19%	20	23%	
... Quite a bit	35	50%	31	36%	
... Very much	15	21%	30	35%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

71% of freshmen and 71% of seniors agree that courses are organized.

- **Used examples or illustrations to explain difficult points**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
etexample	88		138		X ² =3.706
... Very little	4	5%	3	2%	
... Some	26	30%	31	22%	
... Quite a bit	36	41%	56	41%	
... Very much	22	25%	48	35%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

66% of freshmen and 76% of seniors agree

- **Provided prompt and detailed feedback on tests or completed assignments**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
etfeedback	88		134		X ² =7.147*
... Very little	10	11%	7	5%	
... Some	28	32%	33	25%	
... Quite a bit	33	38%	50	37%	
... Very much	17	19%	44	33%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

57% of freshmen and 70% of seniors agree. There seems to be room for improvement in providing feedback in freshman courses.

Quantitative reasoning questions:

During the current school year, about how often have you done the following?

- Reached conclusions based on your own analysis of numerical information?

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
qrconclude	83		133		X2=5.806
... Never	14	17%	12	9%	
... Sometimes	37	45%	50	38%	
... Often	21	25%	43	32%	
... Very Often	11	13%	28	21%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

38% of freshmen vs. 53% of seniors answer "often" or "very often"

- Used numerical information to examine a real-world problem or issue?

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
qrproblem	84		133		X2=8.209**
... Never	20	24%	22	17%	
... Sometimes	40	48%	47	35%	
... Often	15	18%	39	29%	
... Very Often	9	11%	25	19%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

29% of freshmen vs. 48% of seniors answer "often" or "very often"

- Evaluated what others have concluded from numerical information?

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
qrevaluate	83		132		X2=7.032*
... Never	20	24%	28	21%	
... Sometimes	41	49%	46	35%	
... Often	14	17%	36	27%	
... Very Often	8	10%	22	17%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

27% of freshmen vs. 44% of seniors answer "often" or "very often"

How much does your institution emphasize the following?

- Spending significant amounts of time studying and on academic work

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
empstudy	79		125		X2=8.162**
... Very little	2	3%	8	6%	
... Some	16	20%	29	23%	
... Quite a bit	49	62%	54	43%	
... Very much	12	15%	34	27%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

firstgen Variable	Not first gen		First gen		Test
	N	Percent	N	Percent	
empstudy	83		116		X2=8.892**
... Very little	6	7%	4	3%	
... Some	21	25%	21	18%	
... Quite a bit	45	54%	56	48%	
... Very much	11	13%	35	30%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

82% of freshmen say “quite a bit” or “very much” compared to 70% of seniors. First generation students are more likely to agree (78% say “quite a bit” or “very much” compared to 67% of non-first-gen).

- **Providing support to help students succeed academically**

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
seacademic	79		125		X2=4.878
... Very little	6	8%	9	7%	
... Some	29	37%	29	23%	
... Quite a bit	31	39%	57	46%	
... Very much	13	16%	30	24%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

54% of freshmen vs. 70% of seniors answer “quite a bit” or “very much”

- **Using learning support services (tutoring, writing center, etc.)**

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
selearnsup	79		125		X2=2.463
... Very little	6	8%	17	14%	
... Some	24	30%	37	30%	
... Quite a bit	26	33%	43	34%	
... Very much	23	29%	28	22%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

MBU 101 provides lots of information about learning support services. Thus, more freshmen answer “quite a bit” or “very much” than seniors.

- **Providing opportunities to be involved socially**

irclass Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sesocial	69		85		X2=5.688
... Very little	8	12%	5	6%	
... Some	26	38%	23	27%	
... Quite a bit	26	38%	36	42%	
... Very much	9	13%	21	25%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

53% of freshmen vs. 67% of seniors answer “quite a bit” or “very much”

- **Providing support for overall well-being (recreation, health care, counseling)**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sewellness	79		124		X ² =1.05
... Very little	14	18%	19	15%	
... Some	30	38%	42	34%	
... Quite a bit	25	32%	42	34%	
... Very much	10	13%	21	17%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

45% of freshmen and only a slightly higher percentage of seniors (51%) say “quite a bit” or “very much”, and written comments suggest there is room for improvement.

- **Attending campus activities and events (performing arts, athletic events, etc)**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
seactivities	79		123		X ² =2.734
... Very little	7	9%	19	15%	
... Some	29	37%	39	32%	
... Quite a bit	33	42%	45	37%	
... Very much	10	13%	20	16%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Variable	Non athlete		Athlete		Test
	N	Percent	N	Percent	
seactivities	174		22		X ² =2.371
... Very little	23	13%	3	14%	
... Some	56	32%	9	41%	
... Quite a bit	66	38%	9	41%	
... Very much	29	17%	1	5%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

Written comments suggest much room for improvement here. Athletes are less likely to feel there is “very much” support for attending events.

- **I feel comfortable being myself at this institution**

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sbmyself	79		125		X ² =10.206**
... Strongly disagree	2	3%	2	2%	
... Disagree	17	22%	13	10%	
... Agree	42	53%	57	46%	
... Strongly agree	18	23%	53	42%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

76% of freshmen vs. 88% of seniors agree or strongly agree.

- I feel valued by this institution

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sbvalued	79		124		X2=8.135**
... Strongly disagree	7	9%	6	5%	
... Disagree	25	32%	33	27%	
... Agree	39	49%	53	43%	
... Strongly agree	8	10%	32	26%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

59% of freshmen vs. 69% of seniors agree or strongly agree

- I feel like part of the community at this institution

Variable	Freshman		Senior		Test
	N	Percent	N	Percent	
sbcommunity	79		124		X2=7.359*
... Strongly disagree	6	8%	10	8%	
... Disagree	26	33%	33	27%	
... Agree	41	52%	54	44%	
... Strongly agree	6	8%	27	22%	
Statistical significance markers: * p<0.1; ** p<0.05; *** p<0.01					

60% of freshmen vs. 66% of seniors agree or strongly agree

Indicate the quality of your interactions with faculty and with student services staff

Scale: 1 = Poor to 7=Excellent

Quality of interactions with faculty:

Median freshman response: 5 out of 7

Median senior response: 6 out of 7

```

qifacultyr
irclass   1  2  3  4  5  6  7
Freshman  1  0  9 12 23 13 12
Senior    2  5  3 12 13 20 31
  
```

Difference is not statistically significant; means for each class = 5

Quality of interactions with staff:

Median freshman response: 5 out of 7

Median senior response: 5 out of 7

```

irclass   1  2  3  4  5  6  7
Freshman  3  3  9  7 17 18 13
Senior    10  4 10 15 14  9 24
  
```

Qualitative analysis

This isn't my area of expertise, but I made a rough count of the number of times students mentioned a particular issue in answer to the free response question.

What has been most satisfying about your experience so far at this institution and what has been most disappointing?			
Number	Positive mentions	Number	Negative mentions
11	Advisors	4	Students at MBU don't take academics seriously enough
7	Online degree options / flexibility	9	Racism (was there an incident with an RA in 2021-22?)
2	Office of Inclusive Excellence	2	Lack of community / network for online students
37	Faculty	7	Advising errors
11	Friends	7	Food / dining hall
3	Diversity of students	9	Not enough social activities / not enough student participation in activities / more sports options
5	Small size	5	Dorm problems – mold, etc.
3	Sports	3	Availability of needed online courses in major
3	Back to school party / outdoor activity / Living learning community (1 each)	3	Mental health support
1	VWIL	9	Complaints about faculty: poor organization, poor Canvas skills, faculty didn't help
2	Internships	2	Parking for commuter students / Accessibility
3	Resources for support (incl. writing center, tutoring, etc)	2	Move from 14-week to 7 week online courses
2	Doing independent research	4	Too easy
1	Level of academic challenge	4	Too much work
		8	Understaffing (counseling, housing, student engagement, registrar) or other problems with student services
		2	Pandemic policy concerns

			2	Challenging to get credit for transfer coursework
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