2011 AND 2013 ENROLLED STUDENT SURVEYS

Office of Institutional Research
Dartmouth College
The Enrolled Student Survey (ESS) is a broad-based survey of student engagement, learning progress, and satisfaction.

This report includes responses from Dartmouth students surveyed in 2011 and in 2013.

This survey was administered spring 2011 to 3,958 enrolled Dartmouth undergraduate students. In spring 2013 it was administered to 4,018 enrolled Dartmouth undergraduate students.

The response rate in 2011 was 50% and 33% in 2013.
OVERVIEW:  RESPONDENT DEMOGRAPHICS

Class Year

- 2011
- 2013

Gender

- 2011
- 2013
OVERVIEW: RESPONDENT DEMOGRAPHICS

Race/Ethnicity/International Status

- White
- Asian
- Hispanic or Latino
- Black/African American
- International
- Unknown
- American Indian/Alaskan Native
- Other

Comparison of 2011 and 2013 percentages.
**Overview: Respondent Demographics**

**Athlete**

- 2011: [Diagram showing percentage of athletes in 2011]
- 2013: [Diagram showing percentage of athletes in 2013]

**Member of Greek Organization (excluding first-year students)**

- 2011: [Diagram showing percentage of students in Greek organizations in 2011]
- 2013: [Diagram showing percentage of students in Greek organizations in 2013]
Q: Overall, how satisfied have you been with your undergraduate education so far? (2013)
How would you evaluate your entire educational experience at your school? (2011)
(The questions and response items changed in 2013)

2013 Lower than 2011
• Overall Satisfaction with entire educational experience (89% vs. 95% chose “good” or “excellent”)
Q: How satisfied have you been with the following aspects of your experience at your school during the current academic year (“Very Satisfied”)?

2013 Similar to 2011:
- Academic advising
- Administration's responsiveness
- Social life on campus
- Opportunity for class discussion

2013 Lower than 2011:
- Sense of campus community
- Sense of residential community
- Overall quality of instruction
Q: How satisfied have you been with the following aspects of your experience at your school during the current academic year? *(Satisfaction with the social life aspect only)*
Evaluating Dartmouth

Q: If you could start all over again, would you go to Dartmouth?

2013 Lower than 2011

- 87% vs. 90% chose they “probably” or “definitely” would go to Dartmouth again
Q: During the current academic year, how often have you done each of the following (“Very often” + “Often”)?

2013 Lower than 2011

- Reconsidered position after evaluating others’ arguments (54% vs. 61%)
- Attended a lecture, conference, symposium, art event (38% vs. 46%)

![Bar chart showing comparisons between 2011 and 2013 for different activities.](chart.png)
Q: During the current academic year, how often have you done each of the following (“Very often” + “Often”)?

2013 Higher than 2011

- Been prepared for class (93% vs. 85%)
Q: Which of the following have you already done or do you plan to do during your time at your school (“Plan to do” + “Done”)?

2013 Higher than 2011

- Have an internship (91% vs. 87%)

2013 Higher than 2011

- Study abroad
- Conduct research with a faculty member
- Prepare a significant research paper/project
- Participate in a service learning
Q: To what extent do you agree or disagree with the following statements (‘Strongly agree’ + ‘Agree’)?

2013 Higher than 2011

- My pre-major advisor is helpful (56% vs. 42%)
- I can talk with my academic advisor(s) when I need to (79% vs. 71%)
Q: How many faculty members know you well enough to provide a letter of recommendation in support of an application for a job, internship, fellowship, or advanced degree work?

- A higher percentage of 2013 respondents reported having four or more faculty members who could provide a letter of recommendation (23% vs. 16%).
Q: During the current academic year, have you sought advice from your academic advisor(s)? If so, did it help you?

2013 Higher than 2011

- More respondents indicated they had sought advice from their academic advisors (69% vs. 60%)
Q: If you have changed your declared or intended major since starting college, what factors influenced your decision (“Yes”)?

- My major interests me more
- The introductory course(s) turned me off the subject
- My grades were not as good as I would have liked
- I like the students better
- My planned major was too competitive or stressful
- The professors were not approachable
- Other reason
- I can get a better job
- My planned major required too much work

2011 2013
Q: To what extent has your college experience contributed to your knowledge, skills, and personal development in the following areas (“Very much” + “Quite a bit”)?

**Critical Thinking**

### 2013 Lower than 2011

- Evaluating choices between alternative course of action (62% vs. 70%)
Q: To what extent has your college experience contributed to your knowledge, skills, and personal development in the following areas (“Very much” + “Quite a bit”)?

Diverse Perspectives

- Developing an awareness of social problems
- Seeing historical/cultural/philosophical perspective
- Relating well to people of different races, nations, and religions
- Developing global awareness
- Resolving interpersonal conflicts positively

- 2011
- 2013
Q: To what extent has your college experience contributed to your knowledge, skills, and personal development in the following areas (“Very much” + “Quite a bit”)?

2013 Lower than 2011
• Functioning effectively as a member of a team (64% vs. 80%)

2013 Higher than 2011
• Leading and supervising tasks and groups of people (61% vs. 45%)
Q: To what extent has your college experience contributed to your knowledge, skills, and personal development in the following areas (“Very much” + “Quite a bit”)?

**Personal Development**

- Understanding yourself: abilities, interests, limitations, personality
- Functioning independently, without supervision
- Planning and executing complex projects
- Identifying moral and ethical issues
- Developing self-esteem/self-confidence

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Q: To what extent has your college experience contributed to your knowledge, skills, and personal development in the following areas ("Very much" + "Quite a bit")?

2013 Higher than 2011

- Career-or work-related knowledge and skills (71% vs. 54%)
Q: To what extent has your college experience contributed to your knowledge, skills, and personal development in the following areas (“Very much” + “Quite a bit”)?

Cognitive Development

- Synthesizing and integrating ideas and information
- Understanding the process of science and experimentation
- Evaluating the role of science and technology in society
- Understanding the significance of art, music, literature, and drama

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Q: During the current academic year, have you done the following (“Yes”)?

- Worked with others on a group assignment, project, or presentation
- Attended an event on campus related to the arts
- Made a formal presentation in a class
- Written a long research paper that combined information from many sources
- Organized an event
- Studied a language other than English
- Completed a class project that required that you collect and analyze data using statistical methods
Q: Which of the following have you already done or do you plan to do during your time at your school (“Plan to do” + “Done”)?

- Hold a leadership role on- or off-campus
- Volunteer in the community, not as part of a course
- Participate in politics beyond voting
Q: During the current academic year, have you participated (as more than a spectator) in any of the following extracurricular activities (“Yes”)?

- Other student organizations or clubs
- Volunteer service
- Fraternity or sorority
- Intramural athletics
- Club sports
- Religious or spiritual group
- Cultural/ethnic organization
- Student publications
- Intercollegiate athletics (NCAA)
- Music/theater group
- Political group
- Student government
ACTIVITIES

Q: During the current academic year, how often have you had conversations with students who differ from you (“Very often” + “Often”)?

2013 Higher than 2011

Conversations with students of different ...

• race/ethnicity (88% vs. 83%)
• nationality (79% vs. 73%)
• sexual orientation (68% vs. 61%)
**HEALTH AND WELL-BEING**

Q: During the current academic year, how often, if ever, have you (“Very often” + “Often”):

- Felt overwhelmed by all you had to do
- Felt out of place or that you just didn't fit in on campus
- Stayed up all night to finish an academic assignment or prepare for an exam

![Bar chart showing percentages of students reporting various well-being issues in 2011 and 2013.](chart.png)
Q: During the current academic year, how often, if ever, have you (“Very often” + “Often” – 2013 survey only):

- Intervened when a friend’s behavior concerned you
  - 13%

- Felt disrespected or de-valued because of your race, ethnicity, or religious beliefs
  - 8%

- Used someone else’s or your own prescription stimulants (e.g., Ritalin, Adderall, Concerta) in quantities greater than prescribed in order to assist your academic performance
  - 1%
Q: Below are potential sources of stress that you may experience as a student. Please indicate how each has affected you during the current academic year (“Very stressful” + “Moderately stressful”).

Managing the workload for your courses
Balancing multiple commitments (academic, extracurricular, personal)
Concerns about your future plans
Personal difficulties with family, intimate relationships, or friends
Concerns about your finances

2011  2013
HEALTH AND WELL-BEING

Q: On average, how many alcoholic drinks do you consume when you drink (excludes “I don’t drink”)?

2013 Lower than 2011

• Drinking six or more alcoholic drinks at a time (19% vs. 24%).

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Q: Think back over the last two weeks: (For men) On how many occasions, if any, have you had *five* or more alcoholic drinks? (For women) On how many occasions, if any, have you had *four* or more alcoholic drinks (includes “I don’t drink”)?

**2013 Lower than 2011**

- Binge drinking (46% vs. 51%)
- Binge drinking three or more times in the past two weeks (17% vs. 23%)
The 2013 Enrolled Study Survey demonstrates that, compared to the results in 2011, current Dartmouth students:

**Academic Engagement**

- Are more likely to seek advice from their academic advisors and have more favorable experiences and perceptions about pre-major advising
- Are more likely to report they are prepared for class

**Skill Building**

- Have more confidence in their own progress in career- or work-related knowledge and skills
SUMMARY - STRENGTHS

Interacting with Diverse Others

• Are more likely to interact with student of different race/ethnicity, nationality or sexual orientation

Well-being

• Report less drinking of alcohol in high quantity and frequency
The 2013 Enrolled Study Survey also indicates that, compared to the results in 2011, current Dartmouth students:

**Educational Experience**
- Have lower satisfaction with their overall educational experience
- Are less satisfied with the overall quality of instruction

**Personal Growth**
- Have less confidence in their own progress in evaluating choices between alternative course of action and functioning effectively as a member of a team
- Are less likely to reconsider their position after evaluating others’ arguments
SUMMARY - AREAS OF CONCERN

Community Involvement

• Have more concerns about sense of campus community and sense of residential community
• Are less likely to attended a lecture, conference, symposium, or art event