

Southwestern University

Mean Comparisons August 2010



Items that make up the five "Benchmarks of Effective

Interpreting the Mean Comparisons Report

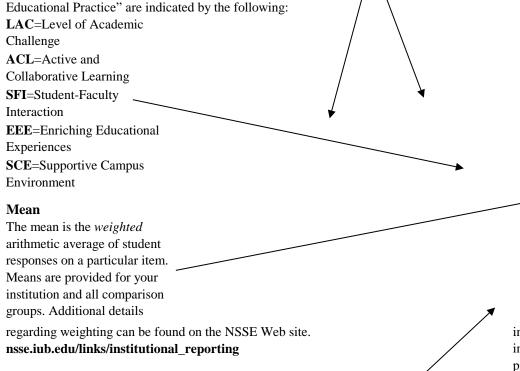
Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included in this report.

Variables

Benchmark

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.



Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels (p<.05, p<.01, and p<.001). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see below) to judge the practical meaning of the results.

Effect Size

Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or

institutional practice represented by the item may warrant attention. An exception to this interpretation is the "coming to class unprepared" item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons Southwestern University

SU (TX) compared with:

					SU (TX)	A (CS Pee	rs		CTCL		Carn	egie P	eers
		Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c
1. <u>A</u>	cademic and Intellectual Experiences				In your experience at you the following? 1=Never,				-	ear, abou	t how ofte	n have you	done eac	h of
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	3.03	3.20	**	21	3.12		11	3.14		13
	discussions			SR	3.56	3.51		.08	3.41	*	.21	3.42		.18
b.	Made a class presentation	CLPRESEN	ACL	FY	2.34	2.41		10	2.40		09	2.29		.06
	-			SR	3.01	3.07		07	2.95		.08	2.89		.16
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.22	2.67	***	46	2.68	***	47	2.59	***	38
				SR	2.55	2.54		.01	2.58		03	2.40		.16
d.	Worked on a paper or project that required integrating ideas or information from	INTEGRAT		FY	3.27	3.31		06	3.25		.04	3.18		.12
	various sources			SR	3.65	3.60		.09	3.57		.14	3.55		.17
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class	DIVCLASS		FY	3.08	3.05		.03	3.02		.06	2.92	*	.18
	discussions or writing assignments			SR	3.17	3.05		.14	3.11		.07	3.02		.17
f.	Come to class without completing readings or	CLUNPREP		FY	1.87	2.00	*	18	1.98		15	1.96		13
	assignments			SR	2.13	2.05		.12	2.01		.17	2.07		.08
g.	Worked with other students on projects during	CLASSGRP	ACL	FY	2.18	2.35	*	19	2.40	**	25	2.27		10
	class			SR	2.27	2.43		17	2.47	*	22	2.33		06
h.	Worked with classmates outside of class to	OCCGRP	ACL	FY	2.68	2.78		12	2.70		03	2.68		.00
	prepare class assignments			SR	3.02	2.99		.04	2.83	*	.24	2.86		.20
i.	Put together ideas or concepts from different courses when completing assignments or during	INTIDEAS		FY	2.97	2.83	*	.18	2.74	***	.27	2.77	**	.25
	class discussions			SR	3.15	3.16		02	3.09		.08	3.12		.04
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.83	1.83		01	1.69	*	.16	1.74		.10
	(paid of voluntary)			SR	2.39	2.23		.16	2.08	**	.31	2.21		.18
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY SR	1.43 1.94	1.72 1.95	***	31 02	1.61 1.86	**	22 .09	1.46 1.66	**	04 .33
				ж	1.74	1.73		02	1.00		.07	1.00	•	.55

^a Weighted by gender and enrollment status (and size for comparisons).

- 1 -

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons Southwestern University

SU (TX) compared with:

Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment Email to communicate with an instructor EMAIL FY 3.61 3.45 ** 2.4 3.44 *** 2.4 3.45 **	SU (TX) ACS Peers CTCL Carne	egie Peers
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment SR 2.69 2.82 -1.3 2.80 -1.1 2.72		Effect Sig ^b Size ^c
Complete an assignment SR 2.69 2.82 -1.13 2.80 -1.11 2.72		.11
SR SR SR SR SR SR SR SR		03
SR 3.64 3.70 11 3.63 .01 3.71	MAIL FY 3.61 3.45 ** .24 3.44 *** .24 3.45	** .24
Talked about career plans with a faculty member or advisor FACPLANS SFI FY 2.31 2.36 05 2.28 .04 2.20	SR 3.64 3.7011 3.63 .01 3.71	13
Talked about career plans with a faculty member or advisor	GRADE SFI	.11
or advisor		.18
Discussed ideas from your readings or classes with faculty members outside of class FACIDEAS FACIDEAS FY 2.10 2.11 .00 2.07 .03 2.08 SR 2.55 2.50 .06 2.40 .16 2.46 Received prompt written or oral feedback from faculty on your academic performance FACFEED FACFEED FY SFI FY SR 3.07 2.96 .14 2.97 .12 2.93 * SR 3.16 3.07 .12 3.12 .06 3.04 Worked harder than you thought you could to meet an instructor's standards or expectations Worked with faculty members on activities other s. than coursework (committees, orientation, student FACOTHER SFI FY 1.86 1.84 .02 1.75 .11 2.72 .27 .21 2.77 .03 2.08 .16 2.46 .297 .11 2.75 .11 2.77 .296 .11 2.75 .13 .275 .276 .296 .11 .275 .286 .287 .01 .276 .11 .275 .286 .287 .08 .289 .18 .278 ** Worked with faculty members on activities other s. than coursework (committees, orientation, student) FACOTHER SFI FY 1.86 1.84 .02 1.75 .13 1.73	PLANS SFI	.13
with faculty members outside of class SFI SR 2.55 2.50 .06 2.40 .16 2.46		* .23
Received prompt written or oral feedback from faculty on your academic performance FACFEED SFI FY 3.07 2.96 .14 2.97 .12 2.93 *	IDEAS SFI	.03
faculty on your academic performance SR 3.16 3.07 .12 3.12 .06 3.04		.10
Worked harder than you thought you could to meet an instructor's standards or expectations Worked with faculty members on activities other s. than coursework (committees, orientation, student FACOTHER SFI FY 1.86 1.84 .02 1.75 .13 1.73	TEED SFI	.10
an instructor's standards or expectations SR 3.04 2.97 .08 2.89 .18 2.78 ** Worked with faculty members on activities other s. than coursework (committees, orientation, student FACOTHER SFI FY 1.86 1.84 .02 1.75 .13 1.73		.15
Worked with faculty members on activities other s. than coursework (committees, orientation, student FACOTHER SFI FY 1.86 1.84 .02 1.75 .13 1.73	KHARD LAC	.12
s. than coursework (committees, orientation, student FACOTHER SFI FY 1.86 1.84 .02 1.75 .13 1.73	SR 3.04 2.97 .08 2.89 .18 2.78	** .31
life politified etc.)	OTHER SFI FY 1.86 1.84 .02 1.75 .13 1.73	.15
life activities, etc.) SR 2.33 2.3401 2.12 * .22 2.24	SR 2.33 2.3401 2.12 * .22 2.24	.09
Discussed ideas from your readings or classes with t. others outside of class (students, family members, OOCIDEAS ACL FY 3.15 2.99 * .19 2.97 * .21 2.97 **	SUDEAS ACL FY 3.15 2.99 * 19 2.97 * 21 2.97	** .22
t. others outside of class (students, family members, OOCIDEAS ACL FY co-workers, etc.) SR 3.12 2.99 1.19 2.97 1.21		.17
Had serious conversations with students of a FY 2.98 2.75 ** .23 2.82 * .16 2.85	Fy 2.98 2.75 ** 23 2.82 * 16 2.85	.14
different race or ethnicity than your own DIVRSTUD EEE SR 3.06 2.78 ** .28 2.85 * .22 2.85 *		* .22
Had serious conversations with students who are v. very different from you in terms of their religious DIFFSTU2 EEE FY 3.05 2.99 .07 2.95 .11 2.98	2 99 07 2 95 11 2 98	.08
v. very different from you in terms of their religious DIFFSTU2 EEE FY 3.05 2.99 .07 2.95 .11 2.98 beliefs, political opinions, or personal values SR 3.23 3.05 .22 2.97 ** .29 3.00 *	LOTO ESE	

- 2 -

^a Weighted by gender and enrollment status (and size for comparisons).

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD



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SU (TX) compared with:

					SU (TX)	AC	S Pee	rs	(CTCL		Carn	egie P	eers
		Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c	Mean ^a	Sig b	Effect Size ^c
2. <u>I</u>	Mental Activities				During the current school 1=Very little, 2=Some, 3				ursework e	mphasize	ed the follo	wing mento	ıl activiti	es?
8	S	MEMORIZE		FY	2.69	2.82		14	2.71		01	2.77		08
	pretty much the same form			SR	2.61	2.68		07	2.49		.12	2.50		.11
ł	particular case or situation in depth and considering	ANALYZE	LAC	FY	3.47 3.41	3.48 3.57	*	.00 27	3.35 3.50	*	.18	3.38 3.54		.13
C	its components Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY SR	3.31 3.50	3.28	<u> </u>	.04	3.15 3.39	*	15 .19 .15	3.16 3.39	*	20 .18 .15
C	Making judgments about the value of info.,	EVALUATE	LAC	FY SR	3.10 3.26	3.17		09 02	3.07		.04	3.03		.08
6	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY SR	3.36 3.30	3.23 3.40	*	.17	3.13 3.34	***	.28	3.15 3.33	**	.26
3.]	Reading and Writing				During the current school 1=None, 2=1-4, 3=5-10,	-			ng and wri	ting have	you done	,		
ε	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY SR	3.76 3.78	3.92 3.62	*	19 .15	3.69 3.67		.08 .11	3.76 3.70		.00 .08
ł	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY SR	2.08 2.20	1.94 2.14	*	.18	2.06		.03	2.02		.08
C	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	FY SR	1.16 1.81	1.25 1.83	*	14 03	1.27	**	18	1.25 1.83	*	14 03
C	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	FY SR	2.65 2.98	2.53 2.88		.14	2.51 2.89	*	.17	2.62		.03
e	Number of written papers or reports of fewer than	WRITESML	LAC	FY SR	3.36 3.44	3.18 3.08	*	.19	3.34 3.28		.02	3.33 3.29		.03

^a Weighted by gender and enrollment status (and size for comparisons).

- 3 -

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD



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SU (TX) compared with:

				SU (TX)	AC	S Peers	(CTCL		Carn	egie P	eers
		Variable	Bench- mark Clas	Mean ^a	Mean ^a	Sig b Size c	Mean ^a	Sig b	Effect Size c	Mean a	Sig b	Effect Size c
4.	Problem Sets			In a typical week, how 1=None, 2=1-2, 3=3	•	•	do you com	plete?				
	Number of problem sets that take you more than an a.	PROBSETA	FY	2.61	2.76	13	2.64		02	2.66		05
	hour to complete		SF	2.38	2.39	.00	2.39		01	2.22		.13
	b. Number of problem sets that take you less than an hour to complete	PROBSETB	FY		2.52	12	2.50		10	2.49		10
			SF		2.08	***37	2.06	***	35	1.91	*	23
5.	Examinations			1=Very little to 7=Ve	ery much							
	Select the circle that best represents the extent to which your examinations during the current school	EXAMS	FY	5.97	5.73	** .24	5.53	***	.38	5.71	***	.26
	year have challenged you to do your best work.		SF	5.97	5.73	* .22	5.56	**	.35	5.57	***	.37
6.	Additional Collegiate Experiences			During the current so 1=Never, 2=Sometime			you done e	ach of th	e following	?		
	Attended an art exhibit, play, dance, music, theater	ATDART07	FY	2.57	2.54	.03	2.52		.05	2.57		.00
	a. or other performance	AIDAKIU/	SF	2.60	2.54	.06	2.50		.11	2.58		.02
	Exercised or participated in physical fitness	EXRCSE05	FY		3.12	06	3.00		.07	3.11		04
	activities		SF	3.18	3.09	.09	2.91	*	.26	3.09		.09
	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY		2.15	07	1.98		.09	1.80	***	.28
	-		SF	2.08	2.13	05	2.04		.03	1.82	*	.26
	d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY		2.85	.10	2.82		.12	2.72	**	.24
			SF	2.96	2.92	.04	2.94		.02	2.84		.13
	Tried to better understand someone else's views by e. imagining how an issue looks from his or her	OTHRVIEW	FY	3.05	2.97	.10	2.97		.09	2.92		.16
	perspective		SF		3.03	.04	3.05		.01	2.98		.10
	f. Learned something that changed the way you	CHNGVIEW	FY		3.06	.00	3.05		.01	3.00		.07
	understand an issue or concept		SF		3.14	04	3.12		01	3.03		.10
7.	Enriching Educational Experiences			Which of the following (Recoded: 0=Have not responding "Done" a	ot decided, Do	not plan to do, Pl						ı
	Practicum, internship, field experience, co-op	INTERN04	EEE FY	.04	.08	*15	.08	*	14	.07		11
	experience, or clinical assignment Weighted by gender and enrollment status (and size for comparisons)		SF	.67	.73	14	.66		.01	.71		10

^a Weighted by gender and enrollment status (and size for comparisons).

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD

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SU (TX) compared with:

					SU (TX)	ACS Peers			(CTCL		Carn	egie P	eers
		Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig b		Mean ^a	Sig b	Effect Size ^c	Mean ^a	Sig b	Effect Size c
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.52	.51		.02	.46		.13	.40	**	.24
				SR	.83	.86		09	.75	*	.19	.76		.16
c.	Participate in a learning community or some other formal program where groups of students take two	LRNCOM04	EEE	FY	.22	.15	*	.20	.12	**	.33	.08	***	.49
	or more classes together			SR	.36	.30		.11	.30		.13	.24	*	.28
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.06	.05		.03	.04		.08	.03		.17
				SR	.34	.41		13	.33		.02	.39		10
e.	Foreign language coursework	FORLNG04	EEE	FY	.57	.45	**	.23	.42	***	.31	.47	*	.20
c.	Toronghi hanguago course work	TOREMOOT	LLL	SR	.89	.86		.10	.73	***	.37	.78	**	.28
f.	Study abroad	STDABR04	EEE	FY	.01	.02		05	.02		04	.02		05
				SR	.49	.48		.03	.38	*	.24	47		.04
g.	Independent study or self-designed major	INDSTD04	EEE	FY	FY .01 .01 .01	.02		08	.03		08			
				SR	.28	.30		05	.41	*	26	.37		19
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01	.02	dede	08	.01	dedede	07	.01	dede	05
	semor project of thesis, comprehensive exam, etc.)			SR	.74	.58	**	.31	.54	***	.39	.59	**	.30
8. <u>Q</u>	uality of Relationships				Select the circle that best 1=Unfriendly, Unsupport								tion.	
a.	Relationships with other students	ENVSTU	SCE	FY	5.80	5.64		.12	5.63		.13	5.67		.10
				SR	5.70	5.69		.01	5.77		05	5.75		04
					1=Unavailable, Unhelpfi	ul, Unsym _į	oathetic t	o 7=Avail	able, Helpf	ul, Sympo	athetic			
b.	Relationships with faculty members	ENVFAC	SCE	FY	5.88	5.62	**	.23	5.71		.15	5.72		.15
				SR	6.12	5.86	*	.23	5.96		.15	5.94		.16
					1=Unhelpful, Inconsider	ate, Rigid	to 7=Hel	pful, Cons	iderate, Fl	exible				
c.	Relationships with administrative personnel and	ENVADM	SCE	FY	5.33	5.05	*	.20	5.13		.14	5.06	*	.19
	offices			SR	5.03	4.76		.16	4.90		.08	4.68	*	.22

^a Weighted by gender and enrollment status (and size for comparisons).

- 5 -

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD

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SU (TX) compared with:

					SU (TX)	AC	S Pee	rs		CTCL		Carn	egie P	eers
		Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c
9. T	ime Usage				About how many hours d 1=0 hrs/wk, 2=1-5 hrs/w 8=More than 30 hrs/wk			-				-	7=26-30	hrs/wk,
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY SR	5.32 5.42	4.79 4.81	***	.33	4.65 4.90	***	.42	4.91 5.04	**	.26
b.	Working for pay on campus	WORKON01		FY SR	1.49 2.50	1.67 2.16	*	15 .23	1.77 2.17	**	23 .22	1.66 2.34		16 .13
c.	Working for pay off campus	WORKOF01		FY SR	1.25 1.84	1.27 1.98		03 08	1.48 2.32	**	16 22	1.15 1.41	*	.13
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY SR	3.19 3.18	2.94 3.16		.14 .01	2.76 2.74	**	.26 .25	3.10 3.28		.05 06
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY SR	3.72 3.48	3.71 3.69		.01 14	3.80 3.63		05 10	3.80 3.84	*	05 23
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY SR	1.09 1.19	1.17 1.30	*	12 10	1.37 1.69	***	23 30	1.13 1.18		07 .01
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY SR	1.66 1.90	1.90 1.99	**	28 10	1.88 1.99	**	26 11	1.81 1.76	*	20 .21
10. <u>I</u>	nstitutional Environment				To what extent does your 1=Very little, 2=Some, 3		_		f the follow	ing?				
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY SR	3.50 3.55	3.43 3.52		.10 .06	3.27 3.36	***	.32 .29	3.37 3.41	*	.19 .21
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY SR	3.49 3.39	3.43 3.32		.09	3.35 3.31	*	.18	3.39		.14
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY SR	2.70 2.66	2.98 2.69	***	31 03	2.98 2.80	***	30 14	2.88 2.73	*	19 08

^a Weighted by gender and enrollment status (and size for comparisons).

-6-

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD



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	student engagement								SU(TX)	compar	ed with:			
					SU (TX)	A(S Pee	ers	(CTCL		Carn	egie P	eers
		Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c
d.	Helping you cope with your non-academic	ENVNACAD	SCE	FY	2.38	2.52		15	2.43		06	2.34		.04
u.	responsibilities (work, family, etc.)	Ervivierib	BCL	SR	2.11	2.13		03	2.21		12	2.16		06
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.55	2.75	*	21	2.63		09	2.60		05
C.	Troviding the support you need to thrive socially	ENVEGELE	BEL	SR	2.32	2.46		14	2.42		10	2.38		06
	Attending campus events and activities (special								_					
f.	speakers, cultural performances, athletic	ENVEVENT		FY	3.30	3.26		.04	3.13	*	.20	3.15	*	.18
	events, etc.)			SR	3.08	3.10		03	3.03		.06	3.08		01
g.	Using computers in academic work	ENVCOMPT		FY	3.30	3.37		09	3.28		.03	3.28		.03
8.				SR	3.28	3.48	*	27	3.44	*	21	3.42		18
11. E	ducational and Personal Growth				To what extent has your edevelopment in the follow I=Very little, 2=Some, 3:	ving areas	?		contributed	to your l	knowledge,	skills, and	personal	!
a.	Acquiring a broad general education	GNGENLED		FY	3.42	3.51		13	3.38		.05	3.46		05
				SR	3.58	3.62		06	3.57		.02	3.59		02
b.	Acquiring job or work-related knowledge	GNWORK		FY	2.82	2.89		08	2.76		.07	2.74		.09

11. 1	dedicinal and I ersonal Growth			1 = very titte, 2 = some, s	-guile a bu, 1-	very much						
a.	Acquiring a broad general education	GNGENLED	FY	3.42	3.51	13	3.38		.05	3.46		05
и.	Acquiring a broad general education	GNGENLED	SR	3.58	3.62	06	3.57		.02	3.59		02
b.	Acquiring job or work-related knowledge	GNWORK	FY	2.82	2.89	08	2.76		.07	2.74		.09
0.	and skills	OI WORK	SR	2.78	3.00 *	23	2.89		11	2.80		02
c.	Writing clearly and effectively	GNWRITE	FY	3.16	3.32 *	20	3.21		05	3.23		09
С.	witting clearly and effectively	GIVWRITE	SR	3.49	3.46	.05	3.44		.07	3.44		.08
d.	Speaking clearly and effectively	GNSPEAK	FY	2.73	3.05 ***	36	2.92	*	21	2.92	*	21
u.		GIVSI EI IK	SR	3.37	3.32	.06	3.24		.16	3.21		.18
e.	Thinking critically and analytically	GNANALY	FY	3.56	3.53	.04	3.42	*	.20	3.45		.16
C.	Thinking crucally and analytically	GIVAIVALI	SR	3.75	3.69	.11	3.64	*	.19	3.64	*	.20
f.	Analyzing quantitative problems	GNQUANT	FY	2.96	3.14 *	21	2.97		01	3.03		09
1.	Anaryzing quantitative problems	GNQUAINI	SR	3.07	3.19	14	3.07		.00	3.08		01
σ	Using computing and information technology	GNCMPTS	FY	2.71	3.01 ***	33	2.88	*	19	2.89	*	19
g.	and information technology	Green 15	SR	2.94	3.11	19	3.05		12	3.00		06
h.	Working effectively with others	GNOTHERS	FY	3.03	3.20 *	20	3.10		08	3.07		05
11.	working checuvery with others	GNOTHERS	SR	3.27	3.33	08	3.31		05	3.27		.00

^a Weighted by gender and enrollment status (and size for comparisons).

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD

NSSE national survey of student engagement

NSSE 2010 Mean Comparisons Southwestern University

SU (TX) compared with:

										_				
					SU (TX)	A	CS Pee	rs	(CTCL		Carn	egie P	eers
		Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig b	Effect Size ^c	Mean ^a	Sig b	Effect Size ^c	Mean a	Sig b	Effect Size ^c
i.	Voting in local, state, or national elections	GNCITIZN		FY	1.75	2.03	***	29	1.85		10	1.86		12
				SR	2.26	2.46		18	2.25		.01	2.26		.00
i.	Learning effectively on your own	GNINO		FY	3.00	3.08		09	3.01		.00	3.00		.00
J.				SR	3.37	3.28		.11	3.25		.15	3.23		.18
k.	Understanding yourself	GNSELF		FY	2.85	3.02	*	19	2.96		11	2.90		06
				SR	3.19	3.17		.02	3.18		.02	3.09		.12
1.	Understanding people of other racial and ethnic	GNDIVERS		FY	2.45	2.84	***	41	2.83	***	40	2.73	***	30
	backgrounds			SR	2.83	2.76		.07	2.86		03	2.78		.05
m	Solving complex real-world problems	GNPROBSV		FY	2.83	2.87		04	2.77		.07	2.71		.13
		GIVI ROBS (SR	2.88	3.00		13	2.91		03	2.83		.06
n.	Developing a personal code of values and ethics	GNETHICS		FY	2.89	2.96		08	2.85		.04	2.79		.10
•••		ON ETTHOS		SR	3.02	2.98		.04	2.96		.06	2.85		.17
o.	Contributing to the welfare of your community	GNCOMMUN		FY	2.63	2.89	**	27	2.74		11	2.63		.00
0.		GIVEOWNICIV		SR	2.81	2.89		08	2.82		.00	2.66		.16
p.	Developing a deepened sense of spirituality	GNSPIRIT		FY	1.83	2.22	***	36	2.17	***	31	1.89		05
Ρ.		Grisi Itti		SR	1.76	2.07	*	28	2.09	**	30	1.72		.04
A	cademic Advising			1:	=Poor, 2=Fair, 3=Go	od, 4=Exce	ellent							
	Overall, how would you evaluate the quality of				2.21	2.21			2.24		02	2.22		0.1
	academic advising you have received at your institution?	ADVISE		FY	3.21	3.21		.00	3.24		03	3.22		01
				SR	3.30	3.16		.17	3.25		.06	3.30		.01
Sa	tisfaction				=Poor, 2=Fair, 3=Go		ellent							
	How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	3.47	3.49		03	3.40		.10	3.44		.04
	experience at this histitution?			SR	3.52	3.54		02	3.53		01	3.52		.00
	TC 11 / / · · · · · · · · · · · · · · · ·				=Definitely no, 2=Pro		=Probab		-	ves				
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL		FY	3.38	3.38		.00	3.30		.10	3.31		.09
	same institution you are now attending?			SR	3.21	3.34		15	3.36		19	3.30	IPEDS:	11
													ILEDS:	440343

^a Weighted by gender and enrollment status (and size for comparisons).

- 8 -

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by pooled SD



Southwestern University First-Year Students

	N	Mean				Standa	rd Erro	r of the	Mean ^b	St	andard i	Deviation	n ^c	Degre	es of Free	dom ^d	Siş	gnificano	ee e	Eff	ect Size	f
					s				s				so.			90	C	SU (TX) ompared with	· ·		SU (TX) pared with:	
	SU (TX)	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peer	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peers
CLQUEST	169	3.03	3.20	3.12	3.14	.06	.02	.01	.02	.83	.81	.81	.82	1,818	3,902	2,668	.010	.150	.097	21	11	13
CLPRESEN	170	2.34	2.41	2.40	2.29	.05	.02	.01	.01	.64	.73	.74	.68	217	190	2,672	.161	.187	.436	10	09	.06
REWROPAP	167	2.22	2.67	2.68	2.59	.07	.02	.02	.02	.89	.97	.97	.96	208	184	193	.000	.000	.000	46	47	38
INTEGRAT	169	3.27	3.31	3.25	3.18	.06	.02	.01	.02	.75	.71	.74	.76	1,815	3,911	2,673	.493	.651	.132	06	.04	.12
DIVCLASS	170	3.08	3.05	3.02	2.92	.06	.02	.01	.02	.82	.81	.84	.85	1,816	3,901	2,669	.698	.431	.020	.03	.06	.18
CLUNPREP	167	1.87	2.00	1.98	1.96	.05	.02	.01	.01	.64	.76	.75	.75	1,807	3,906	2,668	.026	.061	.103	18	15	13
CLASSGRP	168	2.18	2.35	2.40	2.27	.06	.02	.01	.02	.83	.89	.87	.83	208	184	2,670	.015	.001	.191	19	25	10
OCCGRP	170	2.68	2.78	2.70	2.68	.06	.02	.01	.02	.78	.83	.83	.81	1,825	3,914	2,669	.128	.690	.987	12	03	.00
INTIDEAS	162	2.97	2.83	2.74	2.77	.07	.02	.01	.02	.84	.83	.85	.82	1,749	3,731	2,535	.034	.001	.002	.18	.27	.25
TUTOR	163	1.83	1.83	1.69	1.74	.07	.02	.01	.02	.87	.88	.84	.85	1,750	3,746	2,541	.943	.047	.225	01	.16	.10
COMMPROJ	161	1.43	1.72	1.61	1.46	.06	.02	.01	.02	.79	.92	.84	.77	206	176	2,529	.000	.005	.636	31	22	04
ITACADEM	163	2.74	2.71	2.64	2.63	.08	.03	.02	.02	1.04	1.03	1.04	1.02	1,757	3,744	2,544	.656	.229	.189	.04	.10	.11
EMAIL	163	3.61	3.45	3.44	3.45	.05	.02	.01	.01	.61	.68	.70	.68	205	181	190	.002	.001	.002	.24	.24	.24
FACGRADE	162	2.84	2.83	2.79	2.75	.07	.02	.01	.02	.87	.86	.86	.87	1,754	3,741	2,534	.942	.501	.194	.01	.05	.11
FACPLANS	163	2.31	2.36	2.28	2.20	.07	.02	.02	.02	.87	.93	.92	.91	1,749	3,745	2,549	.556	.629	.122	05	.04	.13
FACIDEAS	163	2.10	2.11	2.07	2.08	.07	.02	.02	.02	.88	.92	.91	.88	1,755	3,744	2,547	.956	.664	.736	.00	.03	.03
FACFEED	160	3.07	2.96	2.97	2.93	.06	.02	.01	.02	.75	.79	.78	.79	1,732	3,684	2,511	.083	.125	.029	.14	.12	.18
WORKHARD	161	2.86	2.87	2.76	2.75	.07	.02	.01	.02	.89	.86	.87	.85	1,732	3,678	2,506	.881	.169	.137	01	.11	.12
FACOTHER	160	1.86	1.84	1.75	1.73	.08	.02	.01	.02	.95	.92	.87	.86	1,724	3,656	2,496	.781	.107	.065	.02	.13	.15
OOCIDEAS	161	3.15	2.99	2.97	2.97	.06	.02	.01	.02	.78	.84	.85	.82	1,737	3,672	2,517	.022	.011	.008	.19	.21	.22
DIVRSTUD	161	2.98	2.75	2.82	2.85	.08	.03	.02	.02	.95	1.00	.98	.97	1,733	3,688	2,518	.006	.048	.094	.23	.16	.14
DIFFSTU2	161	3.05	2.99	2.95	2.98	.07	.02	.02	.02	.94	.94	.94	.94	1,736	3,689	2,519	.425	.166	.324	.07	.11	.08
MEMORIZE	158	2.69	2.82	2.71	2.77	.07	.02	.02	.02	.93	.89	.93	.87	1,717	3,649	2,488	.094	.858	.318	14	01	08
ANALYZE	157	3.47	3.48	3.35	3.38	.05	.02	.01	.01	.63	.65	.72	.70	1,720	175	2,474	.995	.015	.113	.00	.18	.13
SYNTHESZ	159	3.31	3.28	3.15	3.16	.06	.02	.01	.02	.73	.76	.80	.79	1,712	3,646	2,482	.602	.017	.025	.04	.19	.18
EVALUATE	157	3.10	3.17	3.07	3.03	.07	.02	.01	.02	.82	.82	.83	.83	1,716	3,639	2,477	.296	.628	.326	09	.04	.08
APPLYING	159	3.36	3.23	3.13	3.15	.06	.02	.01	.02	.79	.79	.82	.80	1,724	3,648	2,489	.041	.001	.001	.17	.28	.26
READASGN	155	3.76	3.92	3.69	3.76	.07	.02	.02	.02	.89	.88	.90	.90	1,715	3,618	2,473	.028	.352	.953	19	.08	.00

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

^c A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

f Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.



Southwestern University First-Year Students

	N	Mean				Standa	rd Erro	r of the	Mean b	St	andard l	Deviation	n ^c	Degre	es of Free	dom ^d	Siş	gnificano	ee e	Eff	ect Size	f
					s				s				s			×	C	SU (TX) ompared with	h ·		SU (TX) pared with:	
	SU (TX)	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peers	ACS Peers		r Carnegie Peers	ACS Peers		Carnegie Peers
READOWN	157	2.08	1.94	2.06	2.02	.07	.02	.01	.02	.94	.81	.85	.83	1,719	3,627	2,477	.034	.693	.340	.18	.03	.08
WRITEMOR	157	1.16	1.25	1.27	1.25	.03	.02	.01	.01	.43	.65	.66	.65	232	189	207	.019	.002	.015	14	18	14
WRITEMID	157	2.65	2.53	2.51	2.62	.07	.02	.01	.02	.85	.77	.80	.81	1,719	3,617	2,474	.084	.034	.707	.14	.17	.03
WRITESML	157	3.36	3.18	3.34	3.33	.08	.03	.02	.02	1.00	.99	1.04	1.00	1,718	3,631	2,482	.027	.786	.692	.19	.02	.03
PROBSETA	155	2.61	2.76	2.64	2.66	.09	.03	.02	.02	1.10	1.14	1.13	1.12	1,713	3,613	2,464	.121	.780	.579	13	02	05
PROBSETB	155	2.38	2.52	2.50	2.49	.10	.03	.02	.02	1.19	1.18	1.18	1.17	1,710	3,609	2,463	.148	.212	.238	12	10	10
EXAMS	157	5.97	5.73	5.53	5.71	.07	.03	.02	.02	.92	1.00	1.17	1.01	196	180	183	.002	.000	.001	.24	.38	.26
ATDART07	157	2.57	2.54	2.52	2.57	.08	.02	.02	.02	.94	.89	.93	.90	1,710	3,604	2,452	.738	.526	.991	.03	.05	.00
EXRCSE05	157	3.07	3.12	3.00	3.11	.08	.02	.02	.02	.97	.93	1.01	.99	1,709	3,605	2,453	.478	.420	.639	06	.07	04
WORSHP05	156	2.08	2.15	1.98	1.80	.09	.03	.02	.02	1.07	1.08	1.07	.99	1,703	3,598	2,449	.416	.287	.001	07	.09	.28
OWNVIEW	157	2.93	2.85	2.82	2.72	.07	.02	.01	.02	.85	.86	.86	.88	1,698	3,595	2,448	.239	.131	.004	.10	.12	.24
OTHRVIEW	155	3.05	2.97	2.97	2.92	.07	.02	.01	.02	.86	.82	.83	.85	1,708	3,603	2,449	.223	.253	.055	.10	.09	.16
CHNGVIEW	157	3.06	3.06	3.05	3.00	.07	.02	.01	.02	.82	.82	.82	.81	1,711	3,609	2,459	.963	.926	.384	.00	.01	.07
INTERN04	157	.04	.08	.08	.07	.02	.01	.00	.01	.20	.27	.27	.25	221	183	192	.023	.024	.098	15	14	11
VOLNTR04	157	.52	.51	.46	.40	.04	.01	.01	.01	.50	.50	.50	.49	1,689	3,560	177	.804	.121	.005	.02	.13	.24
LRNCOM04	154	.22	.15	.12	.08	.03	.01	.01	.01	.42	.36	.32	.28	176	161	162	.036	.002	.000	.20	.33	.49
RESRCH04	157	.06	.05	.04	.03	.02	.01	.00	.00	.23	.22	.20	.17	1,688	166	167	.764	.381	.128	.03	.08	.17
FORLNG04	157	.57	.45	.42	.47	.04	.01	.01	.01	.50	.50	.49	.50	1,695	3,581	178	.006	.000	.016	.23	.31	.20
STDABR04	155	.01	.02	.02	.02	.01	.00	.00	.00	.11	.14	.13	.14	1,684	3,561	2,419	.543	.655	.564	05	04	05
INDSTD04	156	.01	.01	.02	.03	.01	.00	.00	.00	.11	.11	.16	.16	1,677	3,559	199	.864	.359	.175	.01	08	08
SNRX04	157	.01	.02	.01	.01	.01	.00	.00	.00	.08	.12	.12	.11	1,692	3,571	2,431	.333	.394	.531	08	07	05
ENVSTU	157	5.80	5.64	5.63	5.67	.10	.03	.02	.03	1.24	1.30	1.36	1.31	192	173	2,427	.125	.088	.231	.12	.13	.10
ENVFAC	157	5.88	5.62	5.71	5.72	.08	.03	.02	.02	1.06	1.15	1.14	1.08	195	173	2,427	.004	.053	.068	.23	.15	.15
ENVADM	156	5.33	5.05	5.13	5.06	.11	.04	.02	.03	1.31	1.42	1.40	1.38	1,689	3,565	2,426	.018	.091	.021	.20	.14	.19
ACADPR01	157	5.32	4.79	4.65	4.91	.13	.04	.03	.03	1.63	1.64	1.61	1.63	1,686	3,545	2,420	.000	.000	.002	.33	.42	.26
WORKON01	157	1.49	1.67	1.77	1.66	.09	.03	.02	.02	1.09	1.16	1.20	1.05	193	173	176	.058	.002	.064	15	23	16
WORKOF01	154	1.25	1.27	1.48	1.15	.08	.02	.02	.01	1.04	.95	1.42	.70	1,677	179	162	.732	.009	.267	03	16	.13
COCURR01	155	3.19	2.94	2.76	3.10	.16	.04	.03	.04	1.97	1.69	1.67	1.67	178	165	170	.132	.007	.581	.14	.26	.05

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Southwestern University First-Year Students

	N	Mean				Standa	rd Erro	r of the	Mean b	St	andard l	Deviation	n ^c	Degre	es of Freed	lom ^d	Siş	gnificano	ee e	Eff	ect Size	f
					şs				90				şs	·		×	CC	SU (TX) ompared with	· ·		SU (TX) pared with:	
	SU (TX)	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peer	SU (TX)	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peer	ACS Peers		: Carnegie Peers	ACS Peers	CTCL	Carnegie Peers
SOCIAL05	157	3.72	3.71	3.80	3.80	.12	.04	.03	.03	1.55	1.51	1.56	1.53	1,687	3,542	2,410	.910	.532	.528	.01	05	05
CAREDE01	157	1.09	1.17	1.37	1.13	.03	.02	.02	.01	.41	.69	1.19	.60	260	302	2,405	.035	.000	.426	12	23	07
COMMUTE	157	1.66	1.90	1.88	1.81	.04	.02	.01	.02	.54	.91	.86	.76	1,688	3,544	2,409	.001	.002	.015	28	26	20
ENVSCHOL	157	3.50	3.43	3.27	3.37	.05	.02	.01	.01	.66	.66	.73	.69	1,670	3,500	2,401	.256	.000	.021	.10	.32	.19
ENVSUPRT	157	3.49	3.43	3.35	3.39	.05	.02	.01	.01	.65	.70	.72	.69	1,662	3,487	2,392	.310	.026	.094	.09	.18	.14
ENVDIVRS	157	2.70	2.98	2.98	2.88	.08	.02	.02	.02	.96	.92	.92	.95	187	169	2,389	.000	.000	.021	31	30	19
ENVNACAD	156	2.38	2.52	2.43	2.34	.07	.02	.02	.02	.92	.96	.92	.91	1,671	3,490	2,391	.081	.478	.627	15	06	.04
ENVSOCAL	156	2.55	2.75	2.63	2.60	.07	.02	.02	.02	.86	.93	.92	.94	1,659	3,484	182	.012	.294	.507	21	09	05
ENVEVENT	157	3.30	3.26	3.13	3.15	.06	.02	.01	.02	.80	.81	.85	.82	1,662	3,487	2,391	.602	.013	.026	.04	.20	.18
ENVCOMPT	157	3.30	3.37	3.28	3.28	.06	.02	.01	.02	.74	.76	.78	.80	1,672	3,502	2,399	.310	.711	.679	09	.03	.03
GNGENLED	155	3.42	3.51	3.38	3.46	.05	.02	.01	.01	.68	.68	.74	.67	1,644	3,465	2,375	.135	.551	.524	13	.05	05
GNWORK	155	2.82	2.89	2.76	2.74	.08	.02	.02	.02	.94	.93	.94	.92	1,646	3,457	2,370	.358	.418	.285	08	.07	.09
GNWRITE	155	3.16	3.32	3.21	3.23	.07	.02	.01	.02	.87	.79	.83	.80	1,648	3,466	2,367	.016	.506	.278	20	05	09
GNSPEAK	155	2.73	3.05	2.92	2.92	.08	.02	.02	.02	.94	.89	.92	.92	185	3,448	2,366	.000	.010	.011	36	21	21
GNANALY	154	3.56	3.53	3.42	3.45	.05	.02	.01	.01	.68	.68	.73	.70	1,645	170	2,365	.645	.012	.059	.04	.20	.16
GNQUANT	154	2.96	3.14	2.97	3.03	.07	.02	.02	.02	.88	.87	.91	.88	1,644	3,448	2,354	.012	.920	.293	21	01	09
GNCMPTS	155	2.71	3.01	2.88	2.89	.08	.02	.02	.02	.99	.90	.92	.93	182	167	2,369	.000	.030	.021	33	19	19
GNOTHERS	155	3.03	3.20	3.10	3.07	.07	.02	.01	.02	.86	.82	.84	.83	1,649	3,461	2,367	.018	.329	.534	20	08	05
GNCITIZN	153	1.75	2.03	1.85	1.86	.07	.03	.02	.02	.90	1.01	.97	.96	1,633	3,400	2,340	.001	.221	.156	29	10	12
GNINQ	154	3.00	3.08	3.01	3.00	.07	.02	.01	.02	.90	.82	.83	.84	1,634	3,404	2,342	.276	.961	.988	09	.00	.00
GNSELF	154	2.85	3.02	2.96	2.90	.07	.02	.02	.02	.90	.89	.91	.91	1,635	3,399	2,338	.024	.170	.492	19	11	06
GNDIVERS	154	2.45	2.84	2.83	2.73	.08	.02	.02	.02	.96	.96	.95	.94	1,638	3,416	2,342	.000	.000	.000	41	40	30
GNPROBSV	154	2.83	2.87	2.77	2.71	.07	.02	.02	.02	.89	.89	.90	.88	1,637	3,413	2,342	.639	.398	.108	04	.07	.13
GNETHICS	151	2.89	2.96	2.85	2.79	.08	.02	.02	.02	1.00	.94	.96	.96	178	3,405	2,335	.375	.609	.221	08	.04	.10
GNCOMMUN	153	2.63	2.89	2.74	2.63	.08	.02	.02	.02	.95	.95	.96	.96	1,638	3,411	2,342	.001	.186	.959	27	11	.00
GNSPIRIT	153	1.83	2.22	2.17	1.89	.07	.03	.02	.02	.92	1.09	1.10	1.02	199	173	2,346	.000	.000	.514	36	31	05
ADVISE	154	3.21	3.21	3.24	3.22	.06	.02	.01	.02	.76	.82	.78	.79	1,644	3,448	2,362	.988	.731	.946	.00	03	01
ENTIREXP	155	3.47	3.49	3.40	3.44	.05	.02	.01	.01	.65	.65	.71	.67	1,644	3,447	2,360	.717	.247	.650	03	.10	.04
SAMECOLL	154	3.38	3.38	3.30	3.31	.05	.02	.01	.02	.68	.78	.83	.82	1,645	175	186	.967	.130	.194	.00	.10	.09

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

IPEDS: 228343

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

^c A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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¹ Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.



Southwestern University Seniors

	N		Me	ean		Standa	rd Erro	r of the	Mean ^b	St	andard l	Deviation	n ^c	Degre	es of Free	dom ^d	Sig	gnificanc	e e	Eff	ect Size	f
					90				90				s			×	CC	SU (TX) ompared with	'n·		SU (TX) pared with:	
	SU (TX)	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CLCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peers
CLQUEST	95	3.56	3.51	3.41	3.42	.07	.02	.01	.02	.67	.70	.75	.76	1,122	102	107	.470	.031	.054	.08	.21	.18
CLPRESEN	94	3.01	3.07	2.95	2.89	.08	.03	.01	.02	.76	.81	.78	.77	1,117	2,859	1,859	.510	.465	.141	07	.08	.16
REWROPAP	95	2.55	2.54	2.58	2.40	.10	.03	.02	.02	.98	.95	.96	.93	1,115	2,873	1,857	.930	.767	.131	.01	03	.16
INTEGRAT	95	3.65	3.60	3.57	3.55	.06	.02	.01	.02	.57	.61	.62	.63	1,118	102	107	.407	.159	.073	.09	.14	.17
DIVCLASS	94	3.17	3.05	3.11	3.02	.09	.03	.02	.02	.89	.84	.85	.88	1,125	2,872	1,862	.209	.526	.113	.14	.07	.17
CLUNPREP	94	2.13	2.05	2.01	2.07	.07	.02	.01	.02	.72	.74	.72	.75	1,122	2,869	1,860	.285	.097	.440	.12	.17	.08
CLASSGRP	94	2.27	2.43	2.47	2.33	.10	.03	.02	.02	.95	.88	.86	.81	1,121	2,872	100	.109	.032	.607	17	22	06
OCCGRP	95	3.02	2.99	2.83	2.86	.08	.03	.02	.02	.81	.83	.83	.81	1,124	2,881	1,868	.707	.024	.058	.04	.24	.20
INTIDEAS	89	3.15	3.16	3.09	3.12	.08	.02	.02	.02	.77	.73	.79	.77	1,096	2,779	1,799	.864	.475	.728	02	.08	.04
TUTOR	93	2.39	2.23	2.08	2.21	.12	.03	.02	.03	1.12	1.04	1.02	1.05	1,102	98	1,805	.146	.008	.095	.16	.31	.18
COMMPROJ	91	1.94	1.95	1.86	1.66	.10	.03	.02	.02	.96	.94	.91	.82	1,089	2,783	1,799	.887	.419	.002	02	.09	.33
ITACADEM	93	2.69	2.82	2.80	2.72	.12	.03	.02	.02	1.11	1.03	1.01	1.01	1,103	97	1,803	.234	.348	.745	13	11	03
EMAIL	92	3.64	3.70	3.63	3.71	.06	.02	.01	.01	.60	.55	.60	.54	1,098	2,788	1,801	.296	.905	.208	11	.01	13
FACGRADE	93	3.06	3.07	2.98	2.90	.09	.03	.02	.02	.89	.84	.84	.87	1,101	2,788	1,805	.865	.373	.088	02	.09	.18
FACPLANS	92	2.97	2.82	2.72	2.77	.10	.03	.02	.02	.95	.92	.93	.90	1,100	2,785	1,802	.127	.011	.035	.17	.27	.23
FACIDEAS	93	2.55	2.50	2.40	2.46	.11	.03	.02	.02	1.04	.91	.91	.91	105	97	100	.648	.174	.410	.06	.16	.10
FACFEED	91	3.16	3.07	3.12	3.04	.08	.02	.01	.02	.72	.74	.74	.75	1,092	2,770	1,780	.275	.587	.151	.12	.06	.15
WORKHARD	90	3.04	2.97	2.89	2.78	.10	.03	.02	.02	.92	.86	.84	.87	1,094	2,771	1,781	.440	.085	.005	.08	.18	.31
FACOTHER	90	2.33	2.34	2.12	2.24	.11	.03	.02	.02	1.00	1.00	.98	.98	1,090	2,755	1,773	.910	.042	.409	01	.22	.09
OOCIDEAS	90	3.22	3.17	3.15	3.08	.09	.02	.02	.02	.85	.78	.80	.79	1,090	2,766	98	.543	.405	.137	.07	.09	.17
DIVRSTUD	90	3.06	2.78	2.85	2.85	.09	.03	.02	.02	.90	.98	.96	.94	109	2,769	1,781	.007	.043	.040	.28	.22	.22
DIFFSTU2	90	3.23	3.05	2.97	3.00	.09	.03	.02	.02	.86	.85	.90	.88	1,095	2,775	1,782	.050	.007	.013	.22	.29	.27
MEMORIZE	92	2.61	2.68	2.49	2.50	.11	.03	.02	.02	1.06	.94	.96	.93	105	2,752	99	.553	.241	.341	07	.12	.11
ANALYZE	92	3.41	3.57	3.50	3.54	.07	.02	.01	.02	.71	.61	.64	.63	104	2,754	1,761	.032	.155	.057	27	15	20
SYNTHESZ	91	3.50	3.42	3.39	3.39	.07	.02	.01	.02	.71	.73	.73	.74	1,081	2,751	1,766	.326	.161	.161	.11	.15	.15
EVALUATE	92	3.26	3.27	3.20	3.20	.09	.02	.02	.02	.83	.77	.81	.82	1,084	2,754	1,771	.868	.515	.485	02	.07	.07
APPLYING	90	3.30	3.40	3.34	3.33	.08	.02	.01	.02	.81	.74	.76	.77	1,086	2,757	1,768	.223	.589	.693	13	06	04
READASGN	91	3.78	3.62	3.67	3.70	.10	.03	.02	.02	.98	1.02	1.00	1.02	1,083	2,757	1,766	.163	.282	.473	.15	.11	.08

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Southwestern University Seniors

	N		Mean Sta		Standa	rd Erro	r of the	Mean ^b	St	andard l	Deviation	n ^c	Degre	es of Free	dom ^d	Si	gnificano	e e	Eff	ect Size	f	
					ş				ş				ş				C	SU (TX) ompared with	·		SU (TX) pared with:	
	SU (TX)	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peers	ACS Peers		r Carnegie Peers	ACS Peers	CTCL	Carnegie Peers
READOWN	91	2.20	2.14	2.23	2.13	.10	.03	.02	.02	.96	.91	.93	.90	1,085	2,751	1,768	.558	.780	.419	.06	03	.09
WRITEMOR	91	1.81	1.83	1.76	1.83	.07	.02	.01	.02	.69	.73	.76	.69	1,076	2,748	1,763	.756	.543	.796	03	.06	03
WRITEMID	91	2.98	2.88	2.89	2.97	.10	.03	.02	.02	.94	.93	.93	.89	1,083	2,747	1,765	.331	.365	.908	.11	.10	.01
WRITESML	91	3.44	3.08	3.28	3.29	.11	.04	.02	.03	1.09	1.12	1.18	1.11	1,084	2,753	1,765	.004	.205	.209	.32	.14	.14
PROBSETA	90	2.38	2.39	2.39	2.22	.14	.04	.02	.03	1.28	1.24	1.22	1.22	1,082	2,733	1,756	.968	.913	.240	.00	01	.13
PROBSETB	90	1.66	2.08	2.06	1.91	.10	.04	.02	.03	.92	1.17	1.16	1.10	117	99	1,750	.000	.000	.036	37	35	23
EXAMS	91	5.97	5.73	5.56	5.57	.12	.03	.02	.03	1.15	1.09	1.19	1.10	1,086	2,741	1,765	.040	.001	.001	.22	.35	.37
ATDART07	91	2.60	2.54	2.50	2.58	.10	.03	.02	.02	.94	.92	.93	.93	1,076	2,731	1,758	.563	.314	.836	.06	.11	.02
EXRCSE05	90	3.18	3.09	2.91	3.09	.10	.03	.02	.02	.99	.96	1.01	.98	1,077	2,726	1,757	.414	.014	.423	.09	.26	.09
WORSHP05	90	2.08	2.13	2.04	1.82	.12	.04	.02	.02	1.10	1.11	1.08	1.00	1,076	2,726	1,757	.664	.778	.018	05	.03	.26
OWNVIEW	90	2.96	2.92	2.94	2.84	.10	.03	.02	.02	.91	.84	.84	.86	1,077	2,728	1,755	.693	.831	.218	.04	.02	.13
OTHRVIEW	91	3.06	3.03	3.05	2.98	.09	.03	.02	.02	.89	.81	.81	.82	1,079	2,726	1,755	.692	.944	.341	.04	.01	.10
CHNGVIEW	90	3.11	3.14	3.12	3.03	.10	.02	.02	.02	.90	.77	.79	.80	1,078	2,730	97	.695	.917	.413	04	01	.10
INTERN04	89	.67	.73	.66	.71	.05	.01	.01	.01	.47	.44	.47	.45	103	2,714	1,748	.239	.936	.347	14	.01	10
VOLNTR04	90	.83	.86	.75	.76	.04	.01	.01	.01	.38	.35	.43	.43	1,069	98	102	.420	.046	.096	09	.19	.16
LRNCOM04	90	.36	.30	.30	.24	.05	.01	.01	.01	.48	.46	.46	.43	1,062	95	97	.300	.267	.021	.11	.13	.28
RESRCH04	90	.34	.41	.33	.39	.05	.02	.01	.01	.48	.49	.47	.49	107	2,711	100	.222	.844	.323	13	.02	10
FORLNG04	90	.89	.86	.73	.78	.03	.01	.01	.01	.31	.35	.44	.41	1,076	102	107	.382	.000	.001	.10	.37	.28
STDABR04	90	.49	.48	.38	.47	.05	.02	.01	.01	.50	.50	.48	.50	1,073	95	1,749	.804	.032	.723	.03	.24	.04
INDSTD04	90	.28	.30	.41	.37	.05	.01	.01	.01	.45	.46	.49	.48	1,070	97	101	.640	.010	.059	05	26	19
SNRX04	90	.74	.58	.54	.59	.05	.02	.01	.01	.44	.49	.50	.49	110	97	102	.003	.000	.003	.31	.39	.30
ENVSTU	91	5.70	5.69	5.77	5.75	.14	.04	.02	.03	1.31	1.30	1.24	1.22	1,074	2,722	1,748	.942	.610	.734	.01	05	04
ENVFAC	90	6.12	5.86	5.96	5.94	.13	.04	.02	.03	1.22	1.15	1.10	1.07	1,074	2,721	1,745	.040	.165	.131	.23	.15	.16
ENVADM	91	5.03	4.76	4.90	4.68	.17	.05	.03	.04	1.67	1.63	1.60	1.59	1,075	2,724	1,746	.134	.478	.046	.16	.08	.22
ACADPR01	91	5.42	4.81	4.90	5.04	.18	.05	.03	.04	1.70	1.71	1.74	1.75	1,070	2,702	1,739	.001	.005	.044	.36	.30	.22
WORKON01	90	2.50	2.16	2.17	2.34	.15	.05	.03	.03	1.46	1.52	1.50	1.31	1,067	2,706	97	.037	.039	.292	.23	.22	.13
WORKOF01	88	1.84	1.98	2.32	1.41	.16	.06	.04	.03	1.51	1.81	2.25	1.16	1,063	101	93	.466	.004	.011	08	22	.36
COCURR01	90	3.18	3.16	2.74	3.28	.17	.06	.03	.04	1.66	1.80	1.78	1.78	1,069	2,707	1,739	.897	.019	.609	.01	.25	06

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Southwestern University Seniors

	N		Me	ean		Standa	andard Error of the Mean ^b Stan			andard l	Deviation	n ^c	Degre	es of Free	dom ^d	Siş	gnificano	ee e	Eff	ect Size	f	
					99				ys.				90			8	CC	SU (TX) ompared with	h·		SU (TX) pared with:	
	SU (TX)	SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peer	SU (TX)	ACS Peers	CTCL	Carnegie Peers	ACS Peers	CTCL	Carnegie Peer	ACS Peers		Carnegie Peers	ACS Peers	CTCL	Carnegie Peers
SOCIAL05	91	3.48	3.69	3.63	3.84	.15	.05	.03	.04	1.42	1.49	1.51	1.56	1,064	2,705	1,732	.194	.362	.035	14	10	23
CAREDE01	90	1.19	1.30	1.69	1.18	.09	.03	.03	.02	.86	1.09	1.73	.81	1,065	116	1,729	.343	.000	.962	10	30	.01
COMMUTE	90	1.90	1.99	1.99	1.76	.10	.03	.02	.02	.92	.90	.85	.63	1,067	2,708	1,733	.366	.314	.050	10	11	.21
ENVSCHOL	90	3.55	3.52	3.36	3.41	.07	.02	.01	.02	.68	.67	.69	.69	1,063	2,690	1,725	.610	.008	.058	.06	.29	.21
ENVSUPRT	88	3.39	3.32	3.31	3.32	.08	.02	.01	.02	.73	.75	.74	.73	1,059	2,685	1,718	.423	.304	.394	.09	.11	.09
ENVDIVRS	90	2.66	2.69	2.80	2.73	.11	.03	.02	.02	1.08	1.01	.97	.93	1,064	94	97	.809	.228	.544	03	14	08
ENVNACAD	91	2.11	2.13	2.21	2.16	.09	.03	.02	.02	.87	.94	.93	.87	1,061	2,688	1,720	.782	.275	.598	03	12	06
ENVSOCAL	90	2.32	2.46	2.42	2.38	.10	.03	.02	.02	.96	.97	.93	.89	1,063	2,679	1,720	.219	.355	.572	14	10	06
ENVEVENT	90	3.08	3.10	3.03	3.08	.09	.03	.02	.02	.89	.84	.87	.81	1,063	2,680	1,718	.782	.588	.938	03	.06	01
ENVCOMPT	91	3.28	3.48	3.44	3.42	.09	.02	.01	.02	.86	.72	.73	.74	102	2,683	1,729	.033	.046	.093	27	21	18
GNGENLED	90	3.58	3.62	3.57	3.59	.07	.02	.01	.02	.63	.61	.65	.63	1,063	2,668	1,718	.572	.849	.871	06	.02	02
GNWORK	90	2.78	3.00	2.89	2.80	.09	.03	.02	.02	.90	.92	.94	.95	1,060	2,668	1,712	.033	.305	.881	23	11	02
GNWRITE	89	3.49	3.46	3.44	3.44	.08	.02	.01	.02	.72	.73	.73	.73	1,058	2,672	1,713	.664	.489	.451	.05	.07	.08
GNSPEAK	90	3.37	3.32	3.24	3.21	.08	.03	.02	.02	.78	.79	.80	.83	1,057	2,669	1,708	.616	.145	.090	.06	.16	.18
GNANALY	90	3.75	3.69	3.64	3.64	.05	.02	.01	.01	.50	.57	.59	.60	1,059	98	104	.325	.037	.034	.11	.19	.20
GNQUANT	89	3.07	3.19	3.07	3.08	.11	.03	.02	.02	.99	.89	.92	.91	1,055	2,660	1,705	.205	.999	.925	14	.00	01
GNCMPTS	90	2.94	3.11	3.05	3.00	.10	.03	.02	.02	.96	.88	.88	.88	1,063	2,671	98	.082	.276	.614	19	12	06
GNOTHERS	89	3.27	3.33	3.31	3.27	.09	.03	.01	.02	.85	.79	.76	.77	1,061	2,672	1,711	.492	.657	.975	08	05	.00
GNCITIZN	89	2.26	2.46	2.25	2.26	.12	.03	.02	.03	1.14	1.07	1.03	1.02	1,056	94	96	.103	.918	.989	18	.01	.00
GNINQ	89	3.37	3.28	3.25	3.23	.07	.03	.02	.02	.69	.79	.79	.79	1,054	2,644	1,693	.314	.170	.093	.11	.15	.18
GNSELF	89	3.19	3.17	3.18	3.09	.09	.03	.02	.02	.83	.91	.88	.91	1,054	2,643	1,695	.832	.862	.279	.02	.02	.12
GNDIVERS	88	2.83	2.76	2.86	2.78	.11	.03	.02	.02	1.00	.98	.94	.92	1,051	2,638	1,694	.540	.775	.622	.07	03	.05
GNPROBSV	86	2.88	3.00	2.91	2.83	.10	.03	.02	.02	.90	.91	.92	.90	1,052	2,645	1,697	.234	.769	.617	13	03	.06
GNETHICS	89	3.02	2.98	2.96	2.85	.10	.03	.02	.02	.96	.96	.96	.98	1,053	2,645	1,699	.720	.586	.111	.04	.06	.17
GNCOMMUN	89	2.81	2.89	2.82	2.66	.11	.03	.02	.02	1.05	.97	.97	.96	1,054	2,640	1,698	.488	.984	.142	08	.00	.16
GNSPIRIT	89	1.76	2.07	2.09	1.72	.11	.04	.02	.02	1.08	1.11	1.11	.98	1,055	2,646	1,699	.011	.006	.688	28	30	.04
ADVISE	90	3.30	3.16	3.25	3.30	.09	.03	.02	.02	.84	.87	.84	.78	1,060	2,670	1,712	.122	.544	.951	.17	.06	.01
ENTIREXP	90	3.52	3.54	3.53	3.52	.07	.02	.01	.02	.63	.65	.63	.66	1,060	2,665	1,713	.824	.923	.995	02	01	.00
SAMECOLL	90	3.21	3.34	3.36	3.30	.09	.03	.02	.02	.87	.83	.81	.83	1,061	2,667	1,714	.159	.078	.292	15	19	11

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

IPEDS: 228343

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

^c A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

¹ Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

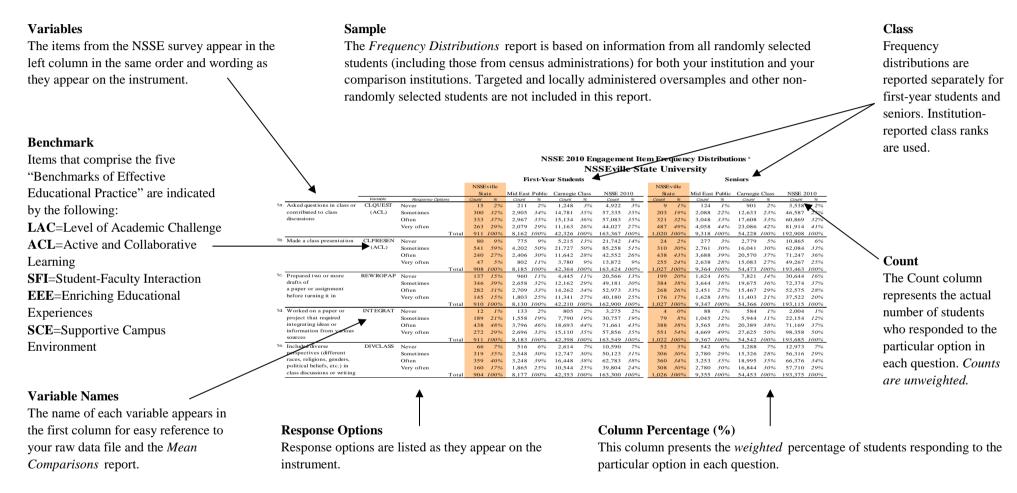


Southwestern University

Frequency Distributions August 2010



Interpreting the Frequency Distributions Report



Weighting

Weights adjusting for gender and enrollment status (and by institutional size for comparison groups) are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* Additional details about weighting can be found on the NSSE Web site. **nsse.iub.edu/links/institutional_reporting**



First-Year Students

	00												
	_			SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)		ACS Peers	CTCL	Carnegie Peers
		Variable	Response Options	Count	%	Count %	Count %	Count %	Count %		Count %	Count %	Count %
1a.	Asked questions in class or	CLQUEST	Never	3	2%	11 1%	29 1%	21 1%		0%	5 0%	18 1%	15 1%
	contributed to class discussions	(ACL)	Sometimes	47	27%	408 23%	965 25%	610 25%		0%	146 11%	512 <i>15%</i>	283 14%
	discussions		Often	62	37%	584 <i>33%</i>	1,294 35%	790 34%	22 23	3%	335 26%	963 28%	529 27%
			Very often	57	34%	766 44%	1,455 39%	966 41%	63 60	5%	831 63%	1,929 57%	1,136 58%
			Total	169	100%	1,769 100%	3,743 100%	2,387 100%	95 100	0%	1,317 100%	3,422 100%	1,963 100%
1b.	Made a class presentation	CLPRESEN	Never	6	3%	102 6%	243 7%	170 7%	1 .	1%	17 2%	53 2%	26 1%
		(ACL)	Sometimes	111	66%	957 55%	2,095 55%	1,461 62%	23 23	5%	316 24%	971 28%	613 32%
			Often	43	25%	547 30%	1,095 30%	625 26%	44 40	5%	514 40%	1,512 43%	863 43%
			Very often	10	6%	161 8%	315 9%	131 5%	26 28	8%	466 34%	885 27%	461 24%
			Total	170	100%	1,767 100%	3,748 100%	2,387 100%	94 100	0%	1,313 100%	3,421 100%	1,963 100%
1c.	Prepared two or more drafts of	REWROPAP	Never	36	21%	204 12%	417 12%	304 13%	13 14	1%	163 <i>13%</i>	438 13%	294 15%
	a paper or assignment before		Sometimes	74	45%	570 33%	1,206 33%	870 <i>36%</i>	38 40	0%	531 40%	1,370 38%	872 44%
	turning it in		Often	40	24%	540 31%	1,175 31%	710 30%	23 23	5%	351 27%	942 28%	485 25%
			Very often	17	10%	450 24%	938 24%	492 21%	21 22	2%	266 20%	680 21%	308 16%
			Total	167	100%	1,764 100%	3,736 100%	2,376 100%	95 100	0%	1,311 100%	3,430 100%	1,959 100%
1d.	Worked on a paper or project	INTEGRAT	Never	0	0%	10 1%	37 1%	27 1%	1 .	1%	4 0%	7 0%	7 0%
	that required integrating ideas		Sometimes	30	18%	221 13%	551 <i>15%</i>	431 18%	2	2%	81 6%	216 6%	132 7%
	or information from various		Often	63	37%	714 41%	1,583 42%	1,019 42%	26 28	8%	342 27%	1,050 30%	605 31%
	sources		Very often	76	45%	822 45%	1,576 42%	913 39%	66 69	0%	883 67%	2,155 64%	1,218 62%
			Total	169	100%	1,767 100%	3,747 100%	2,390 100%	95 100	0%	1,310 100%	3,428 100%	1,962 100%
1e.	Included diverse perspectives	DIVCLASS	Never	4	2%	42 2%	124 3%	92 4%	4 4	1%	31 2%	81 3%	71 4%
	(different races, religions,		Sometimes	39	23%	429 24%	935 24%	672 28%	18 19	9%	332 26%	788 22%	508 26%
	genders, political beliefs, etc.)		Often	68	40%	710 40%	1,482 39%	954 40%	31 3.	3%	453 35%	1,250 36%	681 <i>35%</i>
	in class discussions or writing		Very often	59	35%	586 <i>33%</i>	1,198 33%	666 28%	41 44	1%	504 36%	1,316 39%	706 35%
	assignments		Total	170	100%	1,767 100%	3,739 100%	2,384 100%	94 100	0%	1,320 100%	3,435 100%	1,966 100%
1f.	Come to class without	CLUNPREP	Never	43	25%	406 23%	918 24%	611 25%	15 16	5%	254 19%	682 21%	369 18%
	completing readings or		Sometimes	110	66%	1,072 60%	2,258 60%	1,415 60%	55 59	0%	835 62%	2,164 62%	1,225 62%
	assignments		Often	9	6%	186 11%	382 11%	247 11%	20 2.	1%	158 <i>13%</i>	416 12%	247 13%
			Very often	5	3%	97 6%	188 5%	113 5%	4 4	1%	71 6%	167 5%	123 6%
			Total	167	100%	1,761 100%	3,746 100%	2,386 100%	94 100	0%	1,318 100%	3,429 100%	1,964 100%
1g.	Worked with other students	CLASSGRP	Never	34	20%	293 16%	525 14%	375 16%		0%	162 12%	357 10%	235 12%
	on projects during class	(ACL)	Sometimes	82	49%	772 44%	1,731 45%	1,180 49%		7%	613 47%	1,695 47%	1,042 53%
			Often	41	25%	493 28%	1,078 30%	643 27%		8%	341 27%	940 28%	496 25%
			Very often	11	7%	212 12%	410 12%	190 8%		5%	201 14%	442 15%	195 10%
			Total	168	100%	1,770 100%	3,744 100%	2,388 100%	94 100		1,317 100%	3,434 100%	1,968 100%
			10111	100	200,0	-,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	5,7 10070	2,000 10070	, 100		-,017 10070	-, 100/0	1,200 10070

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

	_			SU (ΓΧ)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers
		Variable	Response Options	Count	%	Count %	Count %		Count %	Count %	Count %	Count %
1h.	Worked with classmates	OCCGRP	Never	5	3%	61 4%	213 69	% 112 5%	2 2%	28 2%	127 4%	47 3%
	outside of class to prepare	(ACL)	Sometimes	72	42%	619 <i>37%</i>	1,374 379	% 954 <i>40</i> %	24 26%	354 28%	1,140 32%	647 33%
	class assignments		Often	65	38%	683 <i>38%</i>	1,475 399	% 910 <i>38</i> %	39 41%	507 39%	1,396 40%	797 40%
			Very often	28	16%	413 22%	689 189	% 409 17%	30 32%	428 31%	779 23%	480 24%
			Total	170	100%	1,776 100%	3,751 1009	% 2,385 100%	95 100%	1,317 100%	3,442 100%	1,971 100%
1i.	Put together ideas or concepts	INTIDEAS	Never	5	3%	58 3%	190 69	93 4%	1 1%	8 1%	53 2%	23 1%
	from different courses when		Sometimes	45	27%	575 34%	1,246 349	% 811 <i>35</i> %	18 20%	222 18%	723 22%	384 20%
	completing assignments or		Often	62	39%	672 39%	1,420 399	% 908 40%	37 43%	581 46%	1,427 42%	836 44%
	during class discussions		Very often	50	31%	409 24%	725 219	% 458 20%	33 37%	481 35%	1,131 34%	661 35%
			Total	162	100%	1,714 100%	3,581 1009	% 2,270 100%	89 100%	1,292 100%	3,334 100%	1,904 100%
1j.	Tutored or taught other	TUTOR	Never	68	42%	707 42%	1,801 519	% 1,088 48%	24 26%	357 28%	1,150 35%	568 30%
	students (paid or voluntary)	(ACL)	Sometimes	64	39%	686 40%	1,237 349	% 815 <i>36</i> %	31 33%	514 40%	1,199 35%	706 37%
			Often	21	13%	197 11%	377 109	% 259 12%	16 17%	188 <i>15%</i>	530 16%	316 17%
			Very often	10	6%	126 7%	178 59	% 114 5%	22 24%	235 18%	461 14%	316 17%
			Total	163	100%	1.716 100%	3.593 1009	% 2.276 100%	93 100%	1,294 100%	3.340 100%	1.906 100%
1k.	Participated in a community-	COMMPROJ	Never	116	72%	927 53%	2,042 579	% 1,523 68%	35 38%	495 37%	1,442 42%	980 52%
	based project (e.g. service	(ACL)	Sometimes	25	16%	473 29%	1,020 289	% 505 22%	38 42%	478 40%	1,218 37%	655 34%
	learning) as part of a regular		Often	15	9%	188 11%	352 109		8 9%	165 13%	441 14%	179 9%
	course		Very often	5	3%	123 7%	164 49		10 11%	144 10%	234 7%	88 4%
			Total	161	100%	1,711 100%	3,578 1009	% 2,267 100%	91 100%	1,282 100%	3,335 100%	1,902 100%
11.	Used an electronic medium	ITACADEM	Never	24	15%	243 15%	577 169		17 18%	151 12%	381 11%	229 12%
	(listsery, chat group, Internet,	(EEE)	Sometimes	42	26%	490 28%	1,069 309		25 27%	354 28%	996 29%	616 32%
	instant messaging, etc.) to	(===)	Often	49	30%	506 29%	998 289		21 23%	331 26%	928 28%	511 27%
	discuss or complete an		Very often	48	30%	481 28%	946 269		30 32%	460 34%	1.043 31%	549 29%
	assignment		Total	163	100%	1,720 100%	3,590 1009		93 100%	1,296 100%	3,348 100%	1,905 100%
1m.	Used e-mail to communicate	EMAIL	Never	0	0%	2 0%	10 09		1 1%	1 0%	3 0%	3 0%
	with an instructor		Sometimes	11	7%	190 11%	341 119		3 3%	54 4%	177 6%	70 4%
			Often	42	26%	574 34%	1,162 339		25 27%	269 21%	770 24%	394 21%
			Very often	110	67%	955 56%	2,079 569		63 69%	967 74%	2,388 69%	1,437 75%
			Total	163	100%	1,721 100%	3,592 1009	*	92 100%	1,291 100%	3,338 100%	1,904 100%
1n	Discussed grades or	FACGRADE	Never	7	4%	63 4%	143 49		5 5%	27 2%	73 2%	68 4%
111.	assignments with an instructor	(SFI)	Sometimes	54	34%	618 36%	1,328 389		21 22%	314 25%	966 30%	630 33%
		(511)	Often				*					
				58	36%	580 34%	1,199 339		32 35%	460 36%	1,218 36%	638 33%
			Very often	43	26%	460 26%	920 259		35 38%	491 37%	1,081 32%	570 30%
			Total	162	100%	1,721 100%	3,590 1009	2,271 100%	93 100%	1,292 100%	3,338 100%	1,906 100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

				SU (ГХ)	ACS Peers	CTCI	L	Carnegie Pee	ers	SU (T	X)	ACS Pe	eers	CTCL	,	Carnegie	Peers
		Variable	Response Options	Count	%	Count %	6 Count	%	Count 9	%	Count	%	Count	%	Count	%	Count	
10.	Talked about career plans	FACPLANS	Never	23	14%	269 17	7% 678	20%	506 22	2%	5	5%	71	6%	245	8%	118	6%
	with a faculty member or	(SFI)	Sometimes	85	52%	799 <i>46</i>	5% 1,652	46%	1,061 40	6%	29	31%	439	35%	1,170	36%	693	36%
	advisor		Often	35	22%	398 22	2% 807	22%	473 2	1%	24	27%	400	31%	1,067	31%	608	32%
			Very often	20	12%	248 15	5% 454	13%	243 1	1%	34	38%	384	29%	854	25%	485	25%
			Total	163	100%	1,714 100	3,591	100%	2,283 100	0%	92	100%	1,294	100%	3,336	100%	1,904	100%
1p.	Discussed ideas from your	FACIDEAS	Never	44	26%	491 28	3% 1,044	29%	629 27	7%	17	18%	149	11%	482	15%	247	13%
	readings or classes with	(SFI)	Sometimes	72	44%	756 <i>44</i>	1,594	44%	1,050 40	6%	30	33%	585	46%	1,520	45%	864	45%
	faculty members outside of		Often	35	22%	299 18	8% 625	18%	425 19	9%	24	26%	328	26%	848	25%	497	27%
	class		Very often	12	7%	172 10	0% 328	9%	177 8	8%	22	24%	232	18%	496	15%	299	16%
			Total	163	100%	1,718 100	3,591	100%	2,281 100	0%	93	100%	1,294	100%	3,346	100%	1,907	100%
1q.	Received prompt written or	FACFEED	Never	2	1%	43 3	3% 70	2%	69 .	3%	2	2%	21	2%	39	1%	32	2%
	oral feedback from faculty on	(SFI)	Sometimes	32	20%	444 26	5% 880	25%	575 23	5%	12	13%	241	19%	587	18%	389	20%
	your academic performance		Often	77	48%	754 <i>45</i>	5% 1,621	45%	1,041 40	6%	47	52%	623	50%	1,610	48%	927	49%
			Very often	49	30%	458 27	7% 968	27%	565 23	5%	30	33%	400	29%	1,084	32%	534	28%
			Total	160	100%	1,699 100	3,539	100%	2,250 100	0%	91	100%	1,285	100%	3,320	100%	1,882	100%
1r.	Worked harder than you	WORKHARD	Never	9	6%	80 5	5% 191	6%	134	6%	5	5%	42	4%	134	4%	106	6%
	thought you could to meet an	(LAC)	Sometimes	48	30%	470 29	0% 1,155	34%	750 34	4%	21	24%	342	28%	973	29%	612	33%
	instructor's standards or		Often	59	37%	681 40	1,376	38%	878 39	9%	30	33%	474	36%	1,339	40%	718	38%
	expectations		Very often	45	27%	466 26	5% 807	22%	480 2	1%	34	38%	430	32%	876	26%	447	23%
			Total	161	100%	1,697 100	3,529	100%	2,242 100	0%	90	100%	1,288	100%	3,322	100%	1,883	100%
1s.	Worked with faculty members	FACOTHER	Never	69	44%	748 <i>43</i>	3% 1,631	48%	1,096 49	9%	22	24%	273	21%	938	31%	459	24%
	on activities other than	(SFI)	Sometimes	58	36%	597 <i>37</i>	7% 1,261	36%	777 35	5%	29	33%	513	40%	1,297	39%	770	41%
	coursework (committees,		Often	19	12%	215 12		11%	253 12	2%	26	29%	267	21%	650	19%	379	20%
	orientation, student life		Very often	14	9%	128 8	3% 200	6%	110	5%	13	14%	230	17%	421	12%	268	14%
	activities, etc.)		Total	160	100%	1,688 100	3,509	100%	2,236 100	0%	90	100%	1,283	100%	3,306	100%	1,876	100%
1t.	Discussed ideas from your	OOCIDEAS	Never	1	1%	48 3	3% 113	3%	62 .	3%	2	2%	12	1%	47	2%	28	2%
	readings or classes with others	(ACL)	Sometimes	36	22%	460 27	7% 984	28%	614 22	7%	19	21%	264	21%	699	21%	429	23%
	outside of class (students,		Often	63	40%	636 <i>38</i>	3% 1,336	37%	904 4	1%	27	30%	487	38%	1,277	38%	772	41%
	family members, co-workers,		Very often	61	38%	557 32	2% 1,095	32%	674 30	0%	42	47%	519	40%	1,292	39%	654	34%
	etc.)		Total	161	100%	1,701 100	3,528	100%	2,254 100	0%	90	100%	1,282	100%	3,315	100%	1,883	100%
1u.	Had serious conversations	DIVRSTUD	Never	8	5%	207 11	325	9%	193	9%	5	5%	131	9%	243	8%	128	7%
	with students of a different	(EEE)	Sometimes	50	31%	543 32	2% 1,124	31%	698 <i>3</i> 0	0%	20	22%	449	34%	1,070	32%	625	33%
	race or ethnicity than your		Often	40	25%	466 28	3% 997	28%	650 29	9%	31	35%	337	27%	951	29%	554	30%
	own		Very often	63	39%	481 29	1,094	31%	714 32	2%	34	38%	372	30%	1,054	32%	576	31%
			Total	161	100%	1,697 100	3,540	100%	2,255 100	0%	90	100%	1,289	100%	3,318	100%	1,883	100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

student en	igagement											
			SU (T	ГХ)	ACS Peers	CTCL	Carnegie Peers	SU	(TX)	ACS Peers	CTCL	Carnegie Peers
	Variable	Response Options	Count	%	Count %	Count %		Count		Count %	Count %	Count %
 Had serious conversatio 		Never	9	5%	93 6%	222 6	134 6%	3	3%	48 4%	145 5%	60 3%
with students who are v	, (BBB)	Sometimes	39	25%	465 27%	1,018 29	% 614 27%	17	18%	311 24%	941 28%	542 29%
different from you in ter		Often	46	29%	498 29%	1,058 30	% 686 <i>30%</i>	27	31%	468 <i>38%</i>	1,089 33%	628 <i>33%</i>
their religious beliefs, p		Very often	67	41%	644 38%	1,245 36	823 37%	43	48%	463 35%	1,151 34%	655 35%
opinions, or personal va	iues	Total	161	100%	1,700 100%	3,543 100	2,257 100%	90	100%	1,290 100%	3,326 100%	1,885 100%
2a. Coursework emphasizes	:: MEMORIZE	Very little	16	10%	122 7%	329 11	% 147 <i>7%</i>	16	18%	140 11%	488 16%	266 14%
Memorizing facts, idea	s, or	Some	53	33%	485 30%	1,060 30	% 712 32%	27	29%	416 33%	1,197 37%	705 38%
methods from your cour	rses	Quite a bit	54	35%	624 38%	1,315 37	% 875 <i>39%</i>	25	27%	425 33%	1,006 30%	576 31%
and readings		Very much	35	22%	458 26%	805 22	% 496 22%	24	26%	300 23%	606 18%	317 17%
		Total	158	100%	1,689 100%	3,509 100	% 2,230 100%	92	100%	1,281 100%	3,297 100%	1,864 100%
2b. Coursework emphasizes	: ANALYZE	Very little	0	0%	6 0%	32 1	% 17 <i>1</i> %	2	2%	1 0%	16 1%	12 1%
Analyzing the basic ele	ments (LAC)	Some	12	8%	136 8%	409 12	% 234 10%	ϵ	6%	66 6%	217 7%	106 6%
of an idea, experience, of	or	Quite a bit	59	37%	597 36%	1,351 39	% 854 39%	37	40%	393 31%	1,142 35%	616 33%
theory		Very much	87	55%	950 56%	1,711 49	% 1,111 50%	47	52%	820 63%	1,922 58%	1,126 61%
		Total	158	100%	1,689 100%	3,503 100	% 2,216 100%	92	100%	1,280 100%	3,297 100%	1,860 100%
2c. Coursework emphasizes	: SYNTHESZ	Very little	3	2%	21 1%	71 2	% 55 2%	1	1%	16 1%	43 1%	25 1%
Synthesizing and organ	izing (LAC)	Some	16	10%	254 16%	645 19	% 389 17%	9	10%	128 10%	353 10%	210 11%
ideas, information, or		Quite a bit	69	43%	628 38%	1,432 40	916 42%	26	28%	419 33%	1,205 36%	645 35%
experiences		Very much	71	45%	781 <i>46%</i>	1,356 39	% 861 <i>39%</i>	55	62%	713 55%	1,695 52%	985 53%
		Total	159	100%	1,684 100%	3,504 100	2,221 100%	91	100%	1,276 100%	3,296 100%	1,865 100%
2d. Coursework emphasizes	: EVALUATE	Very little	6	4%	45 3%	116 4	% 85 4%	3	3%	26 2%	92 3%	54 3%
Making judgments abo	out the (LAC)	Some	28	17%	301 18%	724 21	% 478 22%	14	15%	171 13%	529 16%	329 17%
value of information,		Quite a bit	68	43%	631 38%	1,445 <i>41</i>	% 928 42%	32	34%	497 40%	1,313 39%	701 38%
arguments, or methods		Very much	56	35%	709 41%	1,214 35	728 33%	43	47%	585 <i>45%</i>	1,363 42%	786 42%
		Total	158	100%	1,686 100%	3,499 100	% 2,219 100%	92	100%	1,279 100%	3,297 100%	1,870 100%
2e. Coursework emphasizes	: APPLYING	Very little	3	2%	34 2%	92 3	% 49 2%	3	3%	19 2%	55 2%	33 2%
Applying theories or co	1 ()	Some	22	14%	272 17%	661 <i>19</i>	% 423 19%	11	12%	126 10%	392 12%	233 13%
to practical problems or	in	Quite a bit	48	30%	644 38%	1,411 40	904 40%	33	36%	427 34%	1,183 36%	660 36%
new situations		Very much	86	54%	743 <i>43%</i>	1,342 38	852 38%	43	49%	712 54%	1,675 50%	943 50%
		Total	159	100%	1,693 100%	3,506 100	% 2,228 100%	90	100%	1,284 100%	3,305 100%	1,869 100%
3a. Number of assigned	READASGN	None	1	1%	7 0%	18 0	% 16 <i>1%</i>	1	1%	7 1%	20 1%	13 1%
textbooks, books, or boo	ok- (LAC)	1-4	7	4%	83 5%	298 9	% 145 7%	8	9%	179 13%	392 12%	220 12%
length packs of course		5-10	58	38%	422 25%	1,095 31	% 662 31%	27	30%	417 35%	1,058 32%	558 30%
readings		11-20	52	33%	684 41%	1,384 40	% 894 40%	30	33%	337 26%	1,018 31%	570 30%
		More than 20	38	24%	492 29%	689 20	% 500 22%	25	28%	338 26%	812 24%	504 27%
		Total	156	100%	1,688 100%	3,484 100	% 2,217 100%	91	100%	1,278 100%	3,300 100%	1,865 100%

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First-Year Students

	-			SU (ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers
3h	Number of books read on	Variable READOWN	Response Options None	Count 38	24%	Count % 464 28%	Count % 816 23%	Count % 531 24%	Count % 15 16%	Count % 256 20%	Count % 575 17%	Count % 376 20%
50.	your own (not assigned) for	READOWN	1-4	30 89	56%							
	personal enjoyment or		5-10				1,956 56%	1,281 58%		733 57%	1,848 56%	1,067 58% 278 15%
	academic enrichment		3-10 11-20	20	13%	189 11%	502 15%	289 13%	11 12%	187 15%	581 18%	
				4	3%	48 3%	132 4%	66 3%	3 4%	60 5%	170 5%	78 4%
			More than 20	7	5%	28 2%	83 2%	52 2%	5 6%	45 4%	121 4%	68 4%
2-	N 1 6 10	WD MEN (OD	Total	158	100%	1,690 100%	3,489 100%	2,219 100%	91 100%	1,281 100%	3,295 100%	1,867 100%
SC.	Number of written papers or	WRITEMOR	None	136	87%	1,422 83%	2,833 80%	1,845 83%	28 31%	413 31%	1,212 38%	564 30%
	reports of 20 pages or more	(LAC)	1-4	17	11%	172 11%	492 15%	279 13%	56 62%	749 60%	1,800 54%	1,115 60%
			5-10	4	3%	47 3%	83 3%	44 2%	5 6%	74 7%	197 6%	147 8%
			11-20	0	0%	31 2%	41 1%	24 1%	1 1%	21 1%	33 1%	17 1%
			More than 20	0	0%	12 1%	33 1%	23 1%	1 1%	18 1%	48 2%	18 <i>1%</i>
			Total	157	100%	1,684 100%	3,482 100%	2,215 100%	91 100%	1,275 100%	3,290 100%	1,861 100%
3d.	Number of written papers or	WRITEMID	None	8	5%	87 5%	199 6%	81 4%	3 3%	49 4%	104 4%	48 3%
	reports between 5 and 19	(LAC)	1-4	68	43%	830 48%	1,684 49%	1,031 46%	26 28%	420 32%	1,045 32%	508 27%
	pages		5-10	57	36%	614 37%	1,207 34%	811 37%	38 42%	524 41%	1,385 42%	864 46%
			11-20	22	14%	141 9%	338 9%	255 12%	18 20%	214 17%	563 17%	336 18%
			More than 20	3	2%	17 1%	54 1%	38 2%	6 7%	74 6%	194 6%	109 6%
			Total	158	100%	1,689 100%	3,482 100%	2,216 100%	91 100%	1,281 100%	3,291 100%	1,865 100%
3e.	Number of written papers or	WRITESML	None	2	1%	20 1%	44 1%	28 1%	2 2%	58 5%	155 5%	48 2%
	reports of fewer than 5 pages	(LAC)	1-4	31	19%	471 26%	764 22%	455 20%	16 18%	399 31%	793 24%	480 25%
			5-10	59	38%	687 40%	1,201 34%	844 37%	33 36%	407 31%	937 28%	593 32%
			11-20	41	26%	328 21%	918 26%	580 27%	20 22%	247 19%	750 23%	394 21%
			More than 20	25	16%	183 <i>13%</i>	568 17%	316 15%	20 22%	170 15%	663 20%	349 19%
			Total	158	100%	1,689 100%	3,495 100%	2,223 100%	91 100%	1,281 100%	3,298 100%	1,864 100%
4a.	Number of problem sets that	PROBSETA	None	24	16%	222 13%	537 16%	329 15%	29 33%	392 29%	971 29%	662 35%
	take you more than an hour to		1-2	52	33%	509 31%	1,101 32%	714 32%	21 24%	371 29%	935 29%	530 29%
	complete		3-4	51	33%	566 <i>33%</i>	1,143 33%	727 33%	23 26%	296 24%	831 26%	389 21%
			5-6	17	11%	220 13%	388 11%	248 11%	8 9%	107 9%	279 9%	125 7%
			More than 6	11	7%	169 <i>10%</i>	308 9%	190 9%	9 9%	112 9%	264 8%	149 8%
			Total	155	100%	1,686 100%	3,477 100%	2,208 100%	90 100%	1,278 100%	3,280 100%	1,855 100%
4b.	Number of problem sets that	PROBSETB	None	38	25%	322 19%	714 21%	463 21%	48 54%	509 40%	1,323 41%	858 46%
	take you less than an hour to		1-2	59	38%	639 37%	1,250 36%	795 <i>36%</i>	31 34%	394 31%	981 29%	570 31%
	complete		3-4	32	20%	404 24%	850 24%	550 25%	6 7%	226 18%	580 17%	253 13%
			5-6	13	8%	165 10%	369 10%	215 10%	2 2%	63 5%	194 6%	83 5%
			More than 6	13	8%	155 9%	289 8%	184 8%	3 3%	79 <i>7%</i>	185 6%	84 5%
			Total	155	100%	1,685 100%	3,472 100%	2,207 100%	90 100%	1,271 100%	3,263 100%	1,848 100%
								-				-

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First-Year Students

	_			SU (ГХ)	ACS Pe	ers	CTCL	_	Carnegie I	Peers	SU (T	ГХ)	ACS Pe	eers	CTCL	_	Carnegie	Peers
_		Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5.	Select the circle that best	EXAMS	1 Very little	0	0%	5	0%	35	1%	10	0%	2	2%	2	0%	25	1%	9	1%
	represents the extent to which		2	1	1%	8	0%	36	1%	10	0%	0	0%	12	1%	49	2%	21	1%
	your examinations during the		3	2	1%	21	1%	85	3%	44	2%	0	0%	29	3%	91	3%	54	3%
	current school year have challenged you to do your best		4	4	3%	124	7%	295	9%	140	7%	7	8%	76	6%	288	9%	144	8%
	work		5	34	21%	441	27%	989	29%	571	26%	14	15%	334	26%	900	27%	512	28%
	WOIK		6	69	44%	704	42%	1,386	39%	986	44%	35	38%	491	38%	1,260	38%	782	42%
			7 Very much	48	30%	390	22%	670	19%	461	21%	33	37%	338	25%	674	21%	341	18%
			Total	158	100%	1,693	100%	3,496	100%	2,222	100%	91	100%	1,282	100%	3,287	100%	1,863	100%
6a.	Attended an art exhibit, play,	ATDART07	Never	16	10%	152	9%	396	12%	184	10%	7	7%	141	11%	385	12%	176	10%
	dance, music, theater, or other		Sometimes	70	45%	744	46%	1,464	43%	922	43%	45	50%	552	44%	1,466	45%	788	43%
	performance		Often	37	23%	482	28%	936	26%	636	28%	17	19%	330	26%	800	24%	484	25%
			Very often	34	22%	305	18%	672	19%	455	19%	22	24%	245	19%	617	19%	406	21%
			Total	157	100%	1,683	100%	3,468	100%	2,197	100%	91	100%	1,268	100%	3,268	100%	1,854	100%
6b.	Exercised or participated in	EXRCSE05	Never	7	5%	79	5%	277	8%	149	7%	7	8%	66	5%	263	9%	119	6%
	physical fitness activities		Sometimes	47	30%	410	24%	883	26%	546	24%	15	17%	339	26%	968	30%	463	25%
			Often	32	20%	439	25%	813	23%	455	21%	22	24%	312	23%	734	23%	413	
			Very often	71	46%	754	46%	1.497	43%	1.048	48%	46	51%	556	45%	1,302	39%	860	
			Total	157	100%	1,682		3,470		2,198		90	100%		100%	· ·	100%		
6c.	Participated in activities to	WORSHP05	Never	59	38%	545	35%	1,422	43%	1,109	51%	37	40%	463	38%	1,316	41%	914	
	enhance your spirituality		Sometimes	51	32%	531	32%	1,056	30%	631	28%	24	27%	364	29%	971	30%	565	
	(worship, meditation, prayer,		Often	22	14%	282	16%	434	12%	226	10%	15	17%	201	16%	448	13%	169	
	etc.)		Very often	24	16%	318	17%	553	15%	229	10%	14	16%	245	18%	535	16%	208	
			Total	156	100%	1.676		3,465			100%	90	100%		100%		100%		
6d.	Examined the strengths and	OWNVIEW	Never	4	2%	80	5%	183	5%	154	7%	5	5%	40	3%	122	4%	1,830	
	weaknesses of your own views	OWITTE	Sometimes	51	32%	508	30%	1.117	31%	802	36%	25	28%	385	31%	906	27%	598	
	on a topic or issue		Often	55	35%	659	40%	1,117	39%	774	36%	29	33%	468	37%	1,328	41%	697	38%
	r			33 47				,											
			Very often Total		30%	425	25%	817 3.459	24%	463	22% 100%	31	34%	377	29% 100%	912	28% 100%	468	
6e	Tried to better understand	OTHRVIEW	Never	157	100%	1,672		-,		,		90	100%	,		-,			
oc.	someone else's views by	OTHKVIEW		5	3%	35	2%	99	3%	70	3%	5	5%	23	2%	73	2%	53	
	imagining how an issue looks		Sometimes	38	24%	461	28%	952	27%	665	30%	19	21%	326	26%	758	23%	482	
	from his or her perspective		Often	57	37%	673	40%	1,383	39%	836	38%	33	37%	496	40%	1,369	42%	781	
	The second secon		Very often	56	36%	513	29%	1,036	30%	626	29%	34	37%	428	32%	1,066	33%	536	
<i>c</i> c	Y 1 (1 ' 1 '	CIDICITE	Total	156	100%		100%		100%		100%	91	100%		100%		100%		
61.	Learned something that	CHNGVIEW	Never	4	2%	36	2%	70	2%	48	2%	6	6%	10	1%	45	1%	32	
	changed the way you understand an issue or		Sometimes	37	24%	396	24%	833	24%	572	26%	16	18%	260	21%	700	22%	457	25%
			Often	62	39%	650	39%	1,395	40%	897	41%	32	36%	515	42%	1,336	40%	771	
	concept		Very often	54	35%	602	35%	1,175	34%	686	31%	36	41%	489	37%	1,193	36%	595	32%
			Total	157	100%	1,684	100%	3,473	100%	2,203	100%	90	100%	1,274	100%	3,274	100%	1,855	100%

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First-Year Students

Variable Response Options Count % Coun	% Count % 6% 64 4% 15% 280 16% 12% 171 9% 66% 1,331 71%
experience, co-op experience, (EEE) Do not plan to do 2 1% 22 2% 75 3% 61 3% 22 24% 147 12% 472	15% 280 16% 12% 171 9% 66% 1,331 71%
	12% 171 9% 66% 1,331 71%
	66% 1,331 71%
or clinical assignment Plan to do 129 82% 1,367 81% 2,637 76% 1,709 78% 7 8% 127 11% 386	,
Done 6 4% 131 8% 280 8% 144 7% 59 67% 953 73% 2,231	000/ 1.046 1000/
Total 157 100% 1,666 100% 3,442 100% 2,183 100% 89 100% 1,270 100% 3,255 1	00% 1,846 100%
7b. Community service or VOLNTR04 Have not decided 10 7% 78 5% 327 11% 214 10% 2 2% 29 2% 173	6% 96 6%
volunteer work (EEE) Do not plan to do 3 2% 37 3% 114 4% 79 4% 6 6% 70 6% 321	11% 197 11%
Plan to do 61 39% 708 41% 1,365 40% 972 45% 8 9% 64 6% 267	9% 127 7%
Done 83 52% 841 51% 1,622 46% 907 40% 74 83% 1,100 86% 2,487	75% 1,422 76%
Total 157 100% 1,664 100% 3,428 100% 2,172 100% 90 100% 1,263 100% 3,248 1	00% 1,842 100%
7c. Participate in a learning LRNCOM04 Have not decided 46 30% 556 33% 1,438 41% 969 44% 5 5% 95 7% 362	12% 197 11%
	53% 1,123 61%
formal program where groups Plan to do 38 25% 555 32% 883 26% 561 26% 2 2% 55 5% 156	5% 84 5%
of students take two or more Done 35 22% 225 15% 379 12% 170 8% 32 36% 381 30% 944	30% 429 24%
classes together Total 154 100% 1,656 100% 3,424 100% 2,174 100% 90 100% 1,257 100% 3,239 1	00% 1,833 100%
7d. Work on a research project RESRCH04 Have not decided 63 40% 533 33% 1,344 39% 805 36% 10 11% 99 8% 332	11% 127 7%
with a faculty member outside (SFI) Do not plan to do 8 5% 216 14% 476 14% 252 12% 39 42% 536 44% 1,522	47% 859 46%
of course or program Plan to do 77 50% 818 48% 1,483 43% 1,060 49% 11 12% 105 8% 290	10% 135 8%
requirements Done 9 6% 95 5% 132 4% 58 3% 30 34% 523 41% 1,104	33% 721 39%
Total 157 100% 1,662 100% 3,435 100% 2,175 100% 90 100% 1,263 100% 3,248 1	00% 1,842 100%
7e. Foreign language coursework FORLNG04 Have not decided 11 7% 124 8% 339 11% 211 10% 0 0% 17 2% 83	<i>3</i> % 35 2%
(EEE) Do not plan to do 9 6% 105 7% 298 9% 237 11% 8 9% 116 9% 540	19% 328 18%
Plan to do 47 30% 616 40% 1,252 38% 681 32% 2 2% 32 3% 125	5% 38 2%
Done 90 57% 825 45% 1,557 42% 1,055 47% 80 89% 1,106 86% 2,503	73% 1,446 78%
Total 157 100% 1,670 100% 3,446 100% 2,184 100% 90 100% 1,271 100% 3,251 1	00% 1,847 100%
7f. Study abroad STDABR04 Have not decided 34 22% 278 18% 674 20% 387 18% 2 2% 53 4% 185	7% 51 3%
(EEE) Do not plan to do 18 12% 115 8% 413 13% 153 8% 41 45% 475 39% 1,527	49% 799 45%
Plan to do 102 65% 1,238 73% 2,284 65% 1,588 72% 3 3% 119 9% 199	7% 85 5%
Done 2 1% 30 2% 55 2% 42 2% 44 49% 621 48% 1,343	38% 913 47%
Total 156 100% 1,661 100% 3,426 100% 2,170 100% 90 100% 1,268 100% 3,254 1	00% 1,848 100%
7g. Independent study or self- INDSTD04 Have not decided 48 31% 621 38% 1,329 38% 879 40% 3 4% 70 6% 204	7% 78 4%
designed major (EEE) Do not plan to do 83 53% 729 44% 1,195 33% 771 35% 57 63% 775 60% 1,614	46% 1,031 55%
Plan to do 23 15% 280 16% 827 26% 462 22% 5 6% 52 4% 174	6% 56 3%
Done 2 1% 21 1% 74 2% 57 3% 25 28% 365 30% 1,252	41% 669 37%
Total 156 100% 1,651 100% 3,425 100% 2,169 100% 90 100% 1,262 100% 3,244 1	00% 1,834 100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

				SU (ГХ)	ACS P	eers	CTCI	L	Carnegie	Peers	SU (ГХ)	ACS Po	eers	CTCI		Carnegie 1	Peers
		Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Culminating senior	SNRX04	Have not decided	18	11%	458	28%	1,054	31%	724	33%	0	0%	28	2%	152	6%	48	3%
	xperience (capstone course,	(EEE)	Do not plan to do	1	1%	59	4%	175	5%	83	4%	1	1%	154	13%	477	15%	302	17%
	enior project or thesis,		Plan to do	137	87%	1,121	67%	2,159	63%	1,349	62%	23	25%	342	27%	800	25%	434	22%
C	omprehensive exam, etc.)		Done	1	1%	29	2%	50	1%	23	1%	66	74%	746	58%	1,832	54%	1,066	59%
			Total	157	100%	1,667	100%	3,438	100%	2,179	100%	90	100%	1,270	100%	3,261	100%	1,850	100%
8a. Q	Quality of relationships with	ENVSTU	1 Unfriendly,																
0	ther students	(SCE)	Unsupportive, Sense																
			of alienation	1	1%	10	1%	36	1%	24	1%	0	0%	11	1%	22	1%	18	1%
			2	5	3%	35	2%	92	3%	55	3%	3	3%	22	2%	47	1%	21	1%
			3	4	3%	71	4%	146	4%	81	4%	4	4%	42	4%	111	3%	55	3%
			4	8	5%	174	10%	320	9%	181	8%	10	11%	115	10%	273	9%	160	9%
			5	29	18%	337	21%	666	20%	413	19%	14	16%	237	19%	590	19%	373	20%
			6	61	39%	519	32%	1,116	32%	776	36%	31	34%	412	32%	1,122	34%	656	36%
			7 Friendly, Supportive,	49	32%	520	30%	1,065	31%	648	29%	29	32%	431	32%	1,095	33%	562	30%
			Sense of belonging																
			Total	157	100%	1,666	100%	3,441	100%	2,178	100%	91	100%	1,270	100%	3,260	100%	1,845	100%
8b. Q	Quality of relationships with	ENVFAC	1 Unavailable, Unhelpful,																
fa	aculty members	(SCE)	Unsympathetic	0	0%	5	0%	16	0%	7	0%	1	1%	4	0%	13	0%	6	0%
			2	1	1%	15	1%	32	1%	16	1%	2	2%	9	1%	30	1%	17	1%
			3	6	4%	65	4%	99	3%	54	2%	2	2%	33	3%	53	2%	35	2%
			4	7	4%	211	11%	302	9%	187	9%	3	3%	92	7%	201	6%	108	6%
			5	31	20%	387	23%	747	22%	508	23%	10	11%	237	19%	538	17%	317	17%
			6	64	41%	600	37%	1,352	39%	874	40%	29	32%	476	36%	1,229	37%	739	40%
			7 Available, Helpful,	48	31%		24%	891	26%	531	24%	43	49%	420	34%	1,196	36%	621	34%
			Sympathetic	40	31/0	360	24/0	671	2070	331	24/0	43	49/0	420	34/0	1,190	3070	021	3470
			Total	157	100%	1,669	100%	3,439	100%	2,177	100%	90	100%	1,271	100%	3,260	100%	1.843	100%
8c. O	Quality of relationships with	ENVADM	1 Unhelpful,		/-	-,		-,,		_,-,-				-,-,-		-,	,-	-,	
	dministrative personnel	(SCE)	Inconsiderate, Rigid	1	1%	17	1%	46	1%	31	1%	5	5%	58	5%	107	4%	68	4%
a	nd offices		2	3	2%	66	4%	115	3%	72	3%	5	5%	70	6%	190	6%	128	7%
			3	10	7%	157	9%	233	7%	160	7%	4	5%	112	9%	300	9%	188	10%
			4				19%		19%								19%		20%
			·	26	17%	321		644		434	20%	16	17%	231	18%	606		369	
			5	36	23%	408	25%	828	24%	559	25%	21	23%	326	25%	751	22%	469	25%
			6	49	31%	432	26%	986	28%	594	27%	21	23%	297	23%	749	23%	369	20%
			7 Helpful, Considerate, Flexible	31	20%	267	16%	585	17%	327	15%	19	21%	177	14%	559	18%	252	13%
			Total	156	100%	1,668	100%	3,437	100%	2,177	100%	91	100%	1,271	100%	3,262	100%	1,843	100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

	otalaent engag														
	=			SU (ACS Peers			Carnegie Peers	SU (/	ACS P		CTCL	Carnegie Peers
Qa	Preparing for class (studying,	Variable ACADPR01	Response Options 0 hrs/wk	Count	0%	Count %		% 0%	Count % 4 0%	Count 0	%	Count 1	% 0%	Count % 4 0	Count % 2 0%
Ju.	reading, writing, doing	(LAC)	1-5 hrs/wk	0 7							0%	-			
	homework or lab work,	(LAC)		•	4%		7% 244	8%	111 5%	4	4%	98	7%		
	analyzing data, rehearsing,		6-10 hrs/wk	11	7%		8% 592	18%	348 17%	8	8%	224	18%	557 17	
	and other academic activities)		11-15 hrs/wk	34	22%		2% 774	23%	437 20%	17	18%	259	21%	718 22	
			16-20 hrs/wk	40	26%		1% 748	22%	487 23%	20	23%	266	22%	662 21	
			21-25 hrs/wk	23	15%		546	15%	377 17%	18	20%	170	13%	444 13	
			26-30 hrs/wk	21	14%		294	8%	237 10%	8	9%	129	10%	295 9	
			30+ hrs/wk	21	13%		7% 206	6%	169 8%	16	17%	116	9%	340 11	
01			Total	157	100%	1,662 100		100%	2,170 100%	91	100%	,	100%	3,239 100	
96.	Working for pay on campus	WORKON01	0 hrs/wk	117	74%	, , , , , , , , , , , , , , , , , , ,	2,141	64%	1,393 65%	35	39%	646	52%	1,555 51	
			1-5 hrs/wk	18	12%		9% 371	10%	258 12%	9	10%	158	13%	401 12	
			6-10 hrs/wk	16	11%		4% 606	17%	403 18%	25	28%	250	18%	744 21	
			11-15 hrs/wk	2	1%		5% 197	6%	75 3%	10	11%	115	10%	289 9	
			16-20 hrs/wk	2	1%		2% 69	2%	28 1%	9	10%	54	5%		% 66 4%
			21-25 hrs/wk	0	0%		1% 18	1%	5 0%	2	2%	15	1%		% 15 1%
			26-30 hrs/wk	0	0%		9%	0%	1 0%	0	0%	9	1%		% 5 0%
			30+ hrs/wk	2	1%	4 (9%	0%	5 0%	0	0%	13	1%	36 1	
			Total	157	100%	1,663 100	.,		2,168 100%	90	100%	,	100%	3,241 100	***************************************
9c.	Working for pay off campus	WORKOF01	0 hrs/wk	139	91%	,	9% 2,923	86%	2,012 94%	62	70%	870	69%	2,154 66	· · · · · · · · · · · · · · · · · · ·
			1-5 hrs/wk	7	5%		139	4%	62 3%	5	6%	88	7%		% 102 5%
			6-10 hrs/wk	3	2%		3% 93	3%	30 1%	9	10%	86	7%	201 6	
			11-15 hrs/wk	2	1%	28 2	2% 78	2%	25 1%	5	6%	67	5%	165 5	
			16-20 hrs/wk	0	0%	20 1	1% 55	2%	16 <i>1%</i>	4	5%	61	5%	136 4	% 35 2%
			21-25 hrs/wk	0	0%	9 1	1% 25	1%	7 0%	1	1%	32	3%	85 <i>3</i>	% 19 <i>1</i> %
			26-30 hrs/wk	0	0%	5 0	0% 17	1%	0 0%	2	2%	24	2%	49 2	% 6 0%
			30+ hrs/wk	3	2%	6 (0% 80	2%	5 0%	0	0%	31	3%	211 8	% 18 1%
			Total	154	100%	1,654 100		100%	2,157 100%	88	100%	1,259	100%	3,236 100	% 1,831 <i>100%</i>
9d.	Participating in co-curricular	COCURR01	0 hrs/wk	24	15%	273 17	7% 746	24%	281 13%	9	10%	161	13%	771 28	% 208 11%
	activities (organizations,	(EEE)	1-5 hrs/wk	52	33%	616 35	5% 1,181	33%	708 31%	30	34%	408	32%	1,003 29	% 558 30%
	campus publications, student		6-10 hrs/wk	33	21%	337 21	1% 601	17%	525 25%	20	23%	307	24%	605 18	% 439 24%
	government, fraternity or sorority, intercollegiate or		11-15 hrs/wk	15	10%	174 11	1% 368	11%	266 12%	11	12%	153	12%	333 109	% 235 <i>13%</i>
	intramural sports, etc.)		16-20 hrs/wk	11	7%	124 8	8% 236	7%	194 9%	10	10%	92	7%	239 7	% 184 <i>10%</i>
	maranarar sports, etc.)		21-25 hrs/wk	6	4%	69 5	5% 157	5%	100 5%	6	7%	61	5%	125 4	% 91 5%
			26-30 hrs/wk	5	3%	32 2	2% 67	2%	37 2%	1	1%	24	2%	68 2	% 47 3%
			30+ hrs/wk	10	7%	37 3	3% 61	2%	58 <i>3%</i>	3	3%	58	5%	101 3	% 74 4%
			Total	156	100%	1,662 100	0% 3,417	100%	2,169 100%	90	100%	1,264	100%	3,245 100	% 1,836 100%

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First-Year Students

			SU (ΓΧ)	ACS Pe	eers	CTCI		Carnegie l	Peers	SU (ΓΧ)	ACS Pe	eers	CTCL	_	Carnegie	Peers
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
9e. Relaxing and socializing	SOCIAL05	0 hrs/wk	1	1%	8	1%	26	1%	13	1%	1	1%	8	1%	16	0%	9	09
(watching TV, partying, etc.)		1-5 hrs/wk	38	24%	355	21%	718	20%	401	18%	21	24%	266	21%	759	24%	340	199
		6-10 hrs/wk	40	25%	545	32%	1,020	29%	690	32%	33	36%	401	32%	1,013	31%	571	319
		11-15 hrs/wk	41	27%	364	23%	763	23%	481	22%	18	19%	287	22%	704	21%	405	229
		16-20 hrs/wk	16	10%	191	11%	467	14%	292	14%	10	11%	155	13%	388	12%	269	159
		21-25 hrs/wk	9	6%	99	6%	206	6%	151	7%	4	4%	77	7%	179	6%	110	69
		26-30 hrs/wk	8	5%	48	3%	92	3%	59	3%	1	1%	18	1%	66	2%	47	39
		30+ hrs/wk	4	3%	52	3%	121	4%	75	4%	3	3%	45	4%	114	4%	77	59
		Total	157	100%	1,662	100%	3,413	100%	2,162	100%	91	100%	1,257	100%	3,239	100%	1,828	1009
9f. Providing care for dependents	CAREDE01	0 hrs/wk	148	94%	1,504	91%	2,937	86%	1,994	92%	83	92%	1,120	88%	2,626	79%	1,675	929
living with you (parents,		1-5 hrs/wk	5	3%	97	6%	232	6%	113	5%	4	5%	74	6%	238	8%	84	59
children, spouse, etc.)		6-10 hrs/wk	3	2%	23	2%	79	3%	22	1%	1	1%	25	2%	108	4%	26	19
		11-15 hrs/wk	1	1%	15	1%	47	1%	10	1%	1	1%	8	1%	48	2%	12	19
		16-20 hrs/wk	0	0%	6	0%	29	1%	10	0%	0	0%	4	0%	41	2%	6	09
		21-25 hrs/wk	0	0%	2	0%	17	0%	0	0%	0	0%	5	0%	24	1%	4	
		26-30 hrs/wk	0	0%	2	0%	10	0%	3	0%	0	0%	2	0%	17	1%	3	
		30+ hrs/wk	0	0%	5	0%	55	2%	5	0%	1	1%	20	2%	134	5%	15	
		Total	157	100%	1,654		3,406		2,157	100%	90	100%		100%	3,236		1,825	
9g. Commuting to class (driving,	COMMUTE	0 hrs/wk	58	37%	469	28%	966	28%	635	29%	25	28%	279	22%	713	21%	546	
walking, etc.)		1-5 hrs/wk	96	61%	1,027	62%	2,156	63%	1,413	65%	57	63%	822	66%	2,171	66%	1.202	
		6-10 hrs/wk	2	1%	96	5%	166	5%	64	3%	5	6%	112	9%	246	8%	60	
		11-15 hrs/wk	1	1%	34	2%	67	2%	23	1%	2.	2%	26	2%	67	2%	15	
		16-20 hrs/wk	0	0%	17	1%	22	1%	8	0%	0	0%	6	0%	19	1%	4	09
		21-25 hrs/wk	0	0%	8	0%	15	0%	10	0%	0	0%	3	0%	10	0%	0	
		26-30 hrs/wk	0	0%	2	0%	6	0%	4	0%	0	0%	2	0%	4	0%	1	09
		30+ hrs/wk	0	0%	10	1%	16	0%	5	0%	1	1%	11	1%	15	1%	2.	
		Total	_	100%	1,663		3,414		2,162	100%	90	100%		100%		100%	1,830	
10a. Spending significant amounts	ENVSCHOL	Very little	137	1%	7	0%	35	1%	18	1%	2	2%	11	1%	26	1%	11	
of time studying and on	(LAC)	Some	12	8%	114	8%	388	13%	199	9%	3	3%	71	7%	310	10%	168	
academic work	(Elic)	Ouite a bit	51	33%	613	39%	1.450	44%	880	42%	28	31%	381	32%	1,322	42%	675	
		Very much	93	59%	913	52%	1,430	42%	1.055	48%	57	63%	792	60%	1,522	47%	967	
		Total					,		,						,			
10b. Providing the support you	ENVSUPRT	Very little	157	100%	1,047	100%	3,372	1%	2,152	100%	90	100%	1,255	100% 2%	3,224	100%	1,821	
need to help you succeed		•	10															
academically	(SCE)	Some	10	6%	150	10%	367	12%	223	10%	8	9%	145	12%	392	13%	200	
		Quite a bit	57	37%	578	36%	1,285	39%	809	38%	33	38%	463	39%	1,274	40%	740	
		Very much	89	56%	895	54%	1,682	49%	1,098	51%	45	52%	626	48%	1,514	46%	849	
		Total	157	100%	1,637	100%	3,358	100%	2,144	100%	88	100%	1,252	100%	3,220	100%	1,817	1009

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First-Year Students

			SU (ΓΧ)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers
	Variable	Response Options	Count	%	Count %	Count %	Count %	Count %	Count %	Count %	Count %
10c. Encouraging contact among	ENVDIVRS	Very little	16	10%	106 6%	214 7%	6 179 9%	16 17%	151 <i>13%</i>	318 10%	176 <i>10%</i>
students from different	(EEE)	Some	55	35%	389 24%	808 24%	564 26%	26 29%	414 33%	975 29%	565 31%
economic, social, and racial or		Quite a bit	46	29%	551 <i>34%</i>	1,160 35%	724 34%	22 24%	342 27%	1,035 32%	646 <i>36%</i>
ethnic backgrounds		Very much	40	25%	590 <i>35%</i>	1,174 35%	673 31%	26 29%	349 27%	886 29%	429 24%
		Total	157	100%	1,636 100%	3,356 100%	2,140 100%	90 100%	1,256 100%	3,214 100%	1,816 100%
10d. Helping you cope with your	ENVNACAD	Very little	28	18%	260 16%	513 16%	385 18%	23 25%	331 28%	750 24%	428 23%
non-academic responsibilities	(SCE)	Some	60	39%	562 34%	1,328 40%	892 42%	42 46%	521 <i>41%</i>	1,344 41%	827 45%
(work, family, etc.)		Quite a bit	49	31%	520 32%	1,012 30%	604 28%	19 21%	257 20%	788 24%	424 23%
		Very much	19	12%	308 18%	511 14%	6 262 12%	7 7%	140 11%	338 11%	137 8%
		Total	156	100%	1,650 100%	3,364 100%	2,143 100%	91 100%	1,249 100%	3,220 100%	1,816 100%
10e. Providing the support you	ENVSOCAL	Very little	18	12%	156 10%	374 12%	279 13%	19 20%	209 18%	519 17%	294 16%
need to thrive socially	(SCE)	Some	53	33%	470 28%	1,105 33%	716 33%	37 41%	446 37%	1,222 38%	741 <i>41%</i>
		Quite a bit	66	43%	604 37%	1,226 36%	733 35%	21 24%	371 29%	1,010 30%	567 31%
		Very much	19	12%	408 24%	650 19%	6 407 19%	13 15%	228 17%	458 14%	214 12%
		Total	156	100%	1,638 100%	3,355 100%	6 2,135 100%	90 100%	1,254 100%	3,209 100%	1,816 100%
10f. Attending campus events and	ENVEVENT	Very little	3	2%	34 3%	134 4%	68 3%	5 5%	41 4%	143 5%	60 4%
activities (special speakers,		Some	24	15%	233 15%	578 18%	375 18%	19 21%	217 19%	629 20%	319 18%
cultural performances, athletic		Quite a bit	52	33%	585 <i>36%</i>	1,299 38%	842 40%	32 36%	501 40%	1,316 40%	802 45%
events, etc.)		Very much	78	49%	786 <i>47%</i>	1,352 39%	858 39%	34 39%	497 <i>37%</i>	1,127 34%	634 34%
		Total	157	100%	1,638 100%	3,363 100%	6 2,143 100%	90 100%	1,256 100%	3,215 100%	1,815 100%
10g. Using computers in academic	ENVCOMPT	Very little	1	1%	29 2%	64 2%	6 39 2%	5 5%	13 1%	44 2%	28 2%
work		Some	23	14%	198 12%	478 15%	350 16%	10 11%	113 10%	308 10%	182 10%
		Quite a bit	61	39%	547 <i>34%</i>	1,225 37%	6 737 <i>34</i> %	31 34%	358 28%	1,033 32%	605 33%
		Very much	72	46%	876 52%	1,609 47%	1,024 47%	45 49%	773 60%	1,831 57%	1,009 55%
		Total	157	100%	1,650 100%	3,376 100%	2,150 100%	91 100%	1,257 100%	3,216 100%	1,824 100%
11a. Acquiring a broad general	GNGENLED	Very little	0	0%	10 1%	43 2%	6 18 1%	0 0%	6 0%	29 1%	15 1%
education		Some	17	11%	132 8%	308 10%	6 162 8%	7 8%	65 6%	163 6%	91 5%
		Quite a bit	56	37%	496 31%	1,215 36%	6 761 37%	24 27%	309 26%	912 28%	518 28%
		Very much	83	53%	990 60%	1,772 52%	1,189 55%	59 66%	875 68%	2,096 65%	1,191 66%
		Total	156	100%	1,628 100%	3,338 100%	2,130 100%	90 100%	1,255 100%	3,200 100%	1,815 100%
11b. Acquiring job or work-related	GNWORK	Very little	12	8%	110 7%	295 10%		7 8%	· · · · · · · · · · · · · · · · · · ·	228 7%	170 10%
knowledge and skills		Some	49	31%	423 27%	1,007 30%		28 31%		912 28%	529 29%
		Quite a bit	50	32%	579 35%	1,153 34%	6 747 35%	34 38%		1,026 33%	613 34%
		Very much	45	29%	515 31%	874 26%		21 24%		1,033 32%	496 28%
		Total	156	100%	1.627 100%	3,329 100%		90 100%		3,199 100%	1,808 100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

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	******	n 0:	SU (ACS Peers	CTCL	Carnegie Peers	SU (T	- /	ACS Peers	CTCL	Carnegie Peers
11c. Writing clearly and	Variable GNWRITE	Response Options Very little	Count 5	3%	Count % 37 3%	Count % 100 4%	Count % 52 2%	Count 2	2%	Count %	Count % 40 2%	Count % 21 1%
effectively	or wranz	Some	33	22%	194 12%	480 15%	327 15%	6	6%	113 10%	303 9%	189 10%
•		Ouite a bit	49	31%	572 36%	1,266 38%	812 38%	28	31%	361 30%	1.044 33%	583 32%
		Very much	69	44%	827 50%	1,493 43%	931 44%	53	60%	765 59%	1,818 57%	1,017 56%
		Total	156	100%	1.630 100%	3,339 100%	2,122 100%	89	100%	1,251 100%	3,205 100%	1,810 100%
11d. Speaking clearly and	GNSPEAK	Very little	150	9%	80 5%	212 7%	134 7%	1	1%	19 2%	68 2%	51 3%
effectively		Some	50	33%	339 21%	836 25%	574 27%	13	15%	166 14%	519 16%	302 17%
•		Ouite a bit	52	33%	577 36%	1.208 36%	743 35%	28	31%	406 34%	1.188 37%	655 36%
		Very much	39	25%	631 37%	1,069 31%	672 32%	48	54%	659 50%	1,425 45%	796 44%
		Total	156	100%	1,627 100%	3,325 100%	2,123 100%	90	100%	1,250 100%	3,200 100%	1,804 100%
11e. Thinking critically and	GNANALY	Very little	1	1%	14 1%	39 1%	23 1%	0	0%	3 0%	14 1%	9 1%
analytically		Some	13	8%	118 7%	326 10%	186 9%	3	3%	47 4%	147 4%	85 5%
		Ouite a bit	38	25%	456 28%	1,106 34%	720 34%	17	19%	257 22%	807 26%	463 25%
		Very much	103	66%	1,040 63%	1,857 55%	1,192 56%	70	78%	943 74%	2,231 69%	1,253 69%
		Total	155	100%	1,628 100%	3,328 100%	2,121 100%	90	100%	1,250 100%	3,199 100%	1,810 100%
11f. Analyzing quantitative	GNQUANT	Very little	10	7%	57 4%	208 7%	108 5%	8	9%	46 4%	182 6%	97 5%
problems		Some	33	21%	308 20%	755 23%	469 22%	17	19%	227 19%	721 22%	390 22%
		Quite a bit	64	42%	553 34%	1,229 37%	782 37%	26	29%	373 30%	1,025 32%	602 33%
		Very much	48	30%	707 42%	1,130 33%	752 36%	38	43%	599 47%	1,261 40%	714 40%
		Total	155	100%	1,625 100%	3,322 100%	2,111 100%	89	100%	1,245 100%	3,189 100%	1,803 100%
11g. Using computing and	GNCMPTS	Very little	19	12%	82 6%	236 8%	155 7%	6	7%	46 4%	146 5%	94 5%
information technology		Some	47	30%	383 24%	853 26%	581 27%	26	29%	258 22%	741 23%	427 23%
		Quite a bit	50	32%	566 35%	1,222 37%	737 34%	25	28%	416 33%	1,164 36%	684 <i>38%</i>
		Very much	40	25%	598 36%	1,020 30%	652 31%	33	37%	536 41%	1,153 37%	609 34%
		Total	156	100%	1,629 100%	3,331 100%	2,125 100%	90	100%	1,256 100%	3,204 100%	1,814 100%
11h. Working effectively with	GNOTHERS	Very little	3	2%	38 3%	115 4%	64 3%	2	2%	24 2%	40 1%	26 1%
others		Some	45	29%	278 18%	652 20%	452 22%	18	20%	156 14%	456 <i>14%</i>	270 15%
		Quite a bit	52	33%	588 <i>37%</i>	1,314 39%	851 40%	25	28%	407 33%	1,206 37%	692 38%
		Very much	56	36%	727 42%	1,255 37%	756 <i>35%</i>	44	50%	667 51%	1,504 48%	821 45%
		Total	156	100%	1,631 100%	3,336 100%	2,123 100%	89	100%	1,254 100%	3,206 100%	1,809 100%
11i. Voting in local, state, or	GNCITIZN	Very little	79	51%	597 38%	1,543 47%	974 46%	30	33%	254 22%	880 28%	474 26%
national elections		Some	43	28%	499 30%	1,004 30%	636 30%	26	29%	398 33%	1,157 <i>36%</i>	682 37%
		Quite a bit	25	17%	326 20%	451 <i>14%</i>	322 16%	14	16%	283 22%	651 21%	374 21%
		Very much	7	5%	193 11%	283 9%	166 8%	19	22%	315 23%	487 16%	268 16%
		Total	154	100%	1,615 100%	3,281 100%	2,098 100%	89	100%	1,250 100%	3,175 100%	1,798 100%

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First-Year Students

		CII (TV)	ACC Danne	CTCI	Camaria Bassa	CII (7	EW)	ACC Danie	CTCI	Camaria Barra	
	Variable	Response Options	SU (1A) %	ACS Peers	CTCL Count %	Carnegie Peers Count %	SU (T	(A)	ACS Peers	CTCL Count %	Carnegie Peers
11j. Learning effectively on your	GNINQ	Very little	9	6%	47 4%	126 4%	94 5%	0	0%	27 3%	77 3%	45 3%
own		Some	35	23%	301 19%	703 22%	449 21%	11	12%	160 13%	437 14%	268 15%
		Quite a bit	57	37%	697 44%	1,448 43%	913 43%	35	40%	441 38%	1,260 39%	719 40%
		Very much	54	35%	570 34%	1,003 31%	641 31%	43	49%	619 47%	1,398 44%	758 <i>43%</i>
		Total	155	100%	1,615 100%	3,280 100%	2,097 100%	89	100%	1,247 100%	3,172 100%	1,790 100%
11k. Understanding yourself	GNSELF	Very little	7	5%	93 6%	222 7%	150 7%	3	4%	72 6%	150 5%	101 6%
		Some	55	35%	315 21%	750 22%	515 24%	14	15%	197 <i>17%</i>	530 17%	364 20%
		Quite a bit	48	31%	614 38%	1,251 38%	820 39%	35	40%	390 32%	1,081 34%	607 34%
		Very much	45	29%	592 35%	1,055 32%	609 29%	37	42%	586 46%	1,409 44%	720 40%
		Total	155	100%	1,614 100%	3,278 100%	2,094 100%	89	100%	1,245 100%	3,170 100%	1,792 100%
111. Understanding people of	GNDIVERS	Very little	27	18%	135 9%	279 9%	209 11%	9	10%	127 11%	251 8%	148 8%
other racial and ethnic		Some	55	36%	439 27%	901 27%	625 30%	27	31%	380 30%	923 29%	562 31%
backgrounds		Quite a bit	48	31%	550 34%	1,174 35%	756 <i>36%</i>	23	27%	381 31%	1,076 34%	621 35%
		Very much	25	16%	494 30%	940 29%	509 24%	29	33%	358 28%	918 30%	461 26%
		Total	155	100%	1,618 100%	3,294 100%	2,099 100%	88	100%	1,246 100%	3,168 100%	1,792 100%
11m Solving complex real-world	GNPROBSV	Very little	10	6%	111 7%	259 8%	171 8%	7	7%	73 6%	225 7%	129 7%
problems		Some	46	30%	418 26%	996 30%	690 32%	21	24%	272 23%	823 25%	523 29%
		Quite a bit	59	38%	631 40%	1,284 39%	813 39%	35	41%	446 36%	1,184 37%	684 <i>38%</i>
		Very much	40	26%	459 27%	752 <i>23%</i>	425 20%	23	27%	456 35%	943 31%	462 26%
		Total	155	100%	1,619 <i>100%</i>	3,291 100%	2,099 100%	86	100%	1,247 100%	3,175 100%	1,798 100%
11n. Developing a personal code	GNETHICS	Very little	14	10%	115 8%	298 10%	232 11%	8	9%	91 8%	249 8%	178 <i>10%</i>
of values and ethics		Some	41	26%	343 22%	801 24%	529 25%	16	19%	267 23%	743 24%	485 27%
		Quite a bit	44	29%	570 <i>35%</i>	1,211 36%	777 37%	31	35%	394 32%	1,040 32%	577 32%
		Very much	53	35%	586 <i>34%</i>	976 29%	556 27%	33	38%	493 37%	1,142 36%	557 31%
		Total	152	100%	1,614 100%	3,286 100%	2,094 100%	88	100%	1,245 100%	3,174 100%	1,797 100%
110. Contributing to the welfare	GNCOMMUN	Very little	17	11%	135 9%	340 11%	260 13%	13	14%	103 9%	312 10%	194 <i>11%</i>
of your community		Some	56	36%	378 24%	983 30%	700 33%	21	23%	308 26%	870 28%	613 35%
		Quite a bit	47	30%	555 <i>35%</i>	1,129 <i>34%</i>	680 32%	26	30%	384 32%	1,072 33%	566 31%
		Very much	34	22%	552 31%	839 26%	461 22%	29	33%	452 33%	918 30%	422 23%
		Total	154	100%	1,620 100%	3,291 100%	2,101 100%	89	100%	1,247 100%	3,172 100%	1,795 100%
11p. Developing a deepened sense	GNSPIRIT	Very little	70	45%	498 <i>33%</i>	1,150 36%	996 48%	52	59%	480 41%	1,263 41%	1,008 56%
of spirituality		Some	51	33%	466 29%	897 27%	571 26%	18	20%	330 26%	844 27%	444 25%
		Quite a bit	23	15%	338 20%	674 20%	324 16%	7	8%	201 15%	523 16%	181 <i>10%</i>
		Very much	10	7%	320 17%	572 17%	212 10%	12	14%	238 17%	545 17%	164 9%
		Total	154	100%	1,622 100%	3,293 100%	2,103 100%	89	100%	1,249 100%	3,175 100%	1,797 100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

Seniors

				SU (ΓΧ)	ACS Po	eers	CTCI	L	Carnegie F	Peers	SU (ΓΧ)	ACS Po	eers	CTCI		Carnegie I	Peers
		Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12.	Overall, how would you	ADVISE	Poor	3	2%	66	4%	94	3%	72	3%	5	5%	59	5%	127	4%	46	3%
	evaluate the quality of		Fair	22	14%	222	13%	397	12%	266	13%	8	9%	204	16%	378	13%	222	13%
	academic advising you have		Good	69	45%	669	41%	1,430	43%	911	43%	33	36%	480	38%	1,182	36%	675	37%
	received at your institution?		Excellent	61	39%	669	42%	1,405	42%	869	41%	44	50%	511	42%	1,516	47%	865	48%
			Total	155	100%	1,626	100%	3,326	100%	2,118	100%	90	100%	1,254	100%	3,203	100%	1,808	100%
13.	How would you evaluate your	ENTIREXP	Poor	2	1%	12	1%	54	2%	25	1%	1	1%	14	1%	24	1%	24	1%
	entire educational experience		Fair	8	5%	101	6%	223	7%	136	7%	4	4%	56	5%	142	5%	84	5%
	at this institution?		Good	61	39%	596	36%	1,313	39%	823	39%	33	37%	412	33%	1,139	35%	618	34%
			Excellent	85	55%	918	57%	1,734	52%	1,132	53%	52	58%	773	61%	1,894	59%	1,084	60%
			Total	156	100%	1,627	100%	3,324	100%	2,116	100%	90	100%	1,255	100%	3,199	100%	1,810	100%
14.	If you could start over again,	SAMECOLL	Definitely no	2	1%	50	3%	133	5%	94	5%	6	6%	48	4%	126	4%	71	4%
	would you go to the same		Probably no	12	8%	138	8%	351	10%	200	9%	10	11%	118	10%	297	9%	200	12%
	institution you are now		Probably yes	66	43%	558	35%	1,187	36%	767	36%	35	39%	393	33%	1,082	33%	625	34%
	attending?		Definitely yes	75	48%	882	53%	1,653	49%	1,057	49%	39	44%	697	53%	1,695	54%	915	50%
			Total	155	100%	1,628	100%	3,324	100%	2,118	100%	90	100%	1,256	100%	3,200	100%	1,811	100%

IPEDS: 228343

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

Note		Variable Response Opt			CII (TV)	ACS Peers	CTCL		Carnegie Peers	CII (FV)	ACC Door	•0	CTCI		Composio 1	Daama
15. Age AGE 19 or younger 155 8996 1.590 9786 30.07 9786 2.071 9786 2.071 9786 2.023 2.023 2.023 2.023 2.023 2.023 2.023 2.023 2.023 2.023 2.025 2.026 2			Vaviable	Pagnanga Ontions														
20-23	15.	Age																
Part							-,	-,		,	_		1 208				1 749	
SEX Male 50 30%					0								· · ·		,		,	
1					0						1							
Over 55					Ŭ						1	- / -						
Total Tota							,-				0		1				13	
SEX Male SO SO SO SO SO SO SO S													1 254 1				1 813	
Female Female 106 64% 1,219 66% 2,125 55% 1,291 53% 56 66% 912 65% 2,073 59% 1,093 53% 7	16.	Your sex:	SEX				,			,			, -					
Total Tota			~															
Neg							*	,		*					,		,	
Student or foreign national? Yes	17.	Are you an international	INTERNAT				· · · · · · · · · · · · · · · · · · ·											
Mat is your racial or ethnic identification? (Select only one.) RACE05 American Indian or other identification? (Select only one.) American Asian, Asian American, Asian American, Asian, Asian American, Asian Asian (Sala) American Asian, Asian American, Asian (Sala) American American, Asian (Sala) American American, American American American American Mexican or Mexican American		•						,					· · ·				,	
Mat is your racial or ethnic identification? (Select only one.) RACE05		C			_						_							
identification? (Select only one.) Native American Asian, Asian American, or Pacific Islander OF Pacific	18.	What is your racial or ethnic	RACE05		150	10070	1,021 10070	3,311 1	.0070	2,121 10070	07	10070	1,233 1	0070	3,170	10070	1,000	10070
One.) Asian, Asian American, or Pacific Islander OF Pacific Islan		•			0	0%	4 0%	23	1%	18 1%	0	0%	3	0%	15	0%	9	0%
or Pacific Islander Black or African American American American American American I I I I I I I I I I I I I I I I I I I		one.)			Ü	0,0	. 0,0	20	1,0	10 170		0,0		0,0		0,0		0,0
American 4 3% 495 24% 235 7% 89 4% 3 3% 336 22% 162 5% 45 3% White (non-Hispanic) 105 67% 878 60% 2,359 70% 1,564 72% 64 71% 757 64% 2,474 77% 1,425 78% Mexican or Mexican or Mexican American American 16 10% 11 1% 52 2% 28 1% 8 9% 6 0% 30 1% 19 1% 1% 1% 0ther Hispanic or Latino Other Hispanic or Latino Multiracial 6 4% 49 3% 110 3% 65 3% 5 6% 29 2% 89 3% 53 3% 53 3% 10% 10% 13 1% 13 1% 15 10% 11 1% 10% 11 1% 10% 11 1% 10% 11 1% 10% 11 1% 11% 1					7	4%	76 5%	178	5%	158 7%	0	0%	27	2%	103	3%	76	4%
White (non-Hispanic)				Black or African														
Mexican or Mexican American American 16 10% 11 1% 52 2% 28 1% 8 9% 6 0% 30 1% 19 1% Puerto Rican Other Hispanic or Latino Multiracial 6 4% 49 3% 110 3% 65 3% 5 6% 29 2% 89 3% 53 3% Other 1 17% 17% 17% 17% 47 2% 36 2% 1 1% 11% 11% 17% 17% 17% 17% 17% 17% 1				American	4	3%	495 24%	235	7%	89 4%	3	3%	336	22%	162	5%	45	3%
American 16 10% 11 1% 52 2% 28 1% 8 9% 6 0% 30 1% 19 1% Puerto Rican 0 0% 7 1% 14 0% 10 0% 0 0% 4 1% 10 0% 11 1% 23 1% Other Hispanic or Latino 6 4% 49 3% 110 3% 65 3% 5 6% 29 2% 89 3% 53 3% Other 1 1 1% 17 1% 47 2% 36 2% 11 1% 11 1% 11 1% 43 1% 13 1% I prefer not to respond 12 8% 67 4% 238 8% 117 6% 6 7% 67 5% 241 8% 132 8% 19 What is your current CLASS Freshman/first year 149 95% 1,572 96% 3,110 92% 2,070 97% 0 0% 0 0% 3 0% 3 0% 0 0%				White (non-Hispanic)	105	67%	878 60%	2,359	70%	1,564 72%	64	71%	757	64%	2,474	77%	1,425	78%
Puerto Rican O 0% 7 1% 14 0% 10 0% Other Hispanic or Latino Other Hispanic or Latino Multiracial Other				Mexican or Mexican														
Other Hispanic or Latino Multiracial 6 4% 49 38 110 3% 65 3% 5 6% 29 2% 89 3% 53 3% 17 2% 89 3% 53 3% 53 3% 18 29 2% 89 3% 53 3% 53 3% 65 3% 65 3% 65 3% 65 3% 66 29 2% 89 3% 67 3 3% 67 4% 68 2% 68				American	16	10%	11 1%	52	2%	28 1%	8	9%	6	0%	30	1%	19	1%
Multiracial 6 4% 49 3% 110 3% 65 3% 5 6% 29 2% 89 3% 53 3% Other 1 1% 11% 17 1% 47 2% 36 2% 1 1% 11 1% 11 1% 43 1% 13 1% I prefer not to respond 12 8% 67 4% 238 8% 117 6% 6 7% 67 5% 241 8% 132 8% Total 157 100% 1,627 100% 3,324 100% 2,133 100% 90 100% 1,257 100% 3,201 100% 1,806 100% 19. What is your current CLASS Freshman/first year 149 95% 1,572 96% 3,110 92% 2,070 97% 0 0% 0 0% 3 0% 0 0%				Puerto Rican	0	0%	7 1%	14	0%	10 0%	0	0%	4	1%	10	0%	11	1%
Other 1 1% 17 1% 47 2% 36 2% 1 1% 11 1% 43 1% 13 1% I prefer not to respond 12 8% 67 4% 238 8% 117 6% 6 7% 67 5% 241 8% 132 8% Total 157 100% 1,627 100% 3,324 100% 2,133 100% 90 100% 1,257 100% 3,201 100% 1,806 100% 19. What is your current CLASS Freshman/first year 149 95% 1,572 96% 3,110 92% 2,070 97% 0 0% 0 0% 3 0% 0 0%				Other Hispanic or Latino	6	4%	23 2%	68	2%	48 2%	3	3%	17	2%	34	1%	23	1%
I prefer not to respond 12 8% 67 4% 238 8% 117 6% 6 7% 67 5% 241 8% 132 8% 19. What is your current CLASS Freshman/first year 149 95% 1,572 96% 3,110 92% 2,070 97% 0 0% 0 0% 3 0% 0 0% 0 0% 0 0% 0 0				Multiracial	6	4%	49 3%	110	3%	65 3%	5	6%	29	2%	89	3%	53	3%
Total 157 100% 1,627 100% 3,324 100% 2,133 100% 90 100% 1,257 100% 3,201 100% 1,806 100% 19. What is your current CLASS Freshman/first year 149 95% 1,572 96% 3,110 92% 2,070 97% 0 0% 0 0% 3 0% 0 0%				Other	1	1%	17 1%	47	2%	36 2%	1	1%	11	1%	43	1%	13	1%
19. What is your current CLASS Freshman/first year 149 95% 1,572 96% 3,110 92% 2,070 97% 0 0% 3 0% 0 0%				I prefer not to respond	12	8%	67 4%	238	8%	117 6%	6	7%	67	5%	241	8%	132	8%
· · · · · · · · · · · · · · · · · · ·				Total	157	100%	1,627 100%	3,324 1	100%	2,133 100%	90	100%	1,257 1	00%	3,201	100%	1,806	100%
classification in college? Sophomore 6 4% 58 3% 182 6% 49 2% 0 0% 1 0% 1 0% 1 0%	19.	•	CLASS	•	149	95%	1,572 96%	3,110	92%	2,070 97%	0	0%	0	0%	3	0%	0	0%
		classification in college?		Sophomore	6	4%	58 <i>3%</i>	182	6%	49 2%	0	0%	1	0%	1	0%	1	0%
Junior 1 1% 2 0% 21 1% 7 0% 6 7% 64 6% 103 3% 59 3%				Junior	1	1%	2 0%	21	1%	7 0%	6	7%	64	6%	103	3%	59	3%
Senior 0 0% 0 0% 9 0% 1 0% 83 93% 1,188 93% 3,080 96% 1,736 96%				Senior	0	0%	0 0%	9	0%	1 0%	83	93%	1,188	93%	3,080	96%	1,736	96%
Unclassified 0 0% 1 0% 11 0% 3 0% 0 0% 4 0% 20 1% 14 1%				Unclassified	0	0%	1 0%	11	0%	3 0%	0	0%	4	0%	20	1%	14	1%
Total 156 100% 1,633 100% 3,333 100% 2,130 100% 89 100% 1,257 100% 3,207 100% 1,810 100%				Total	156	100%	1,633 100%	3,333 1	100%	2,130 100%	89	100%	1,257 1	00%	3,207	100%	1,810	100%
20. Did you begin college at your ENTER Started here 151 97% 1,596 98% 3,137 93% 2,078 98% 82 91% 1,152 90% 2,568 75% 1,672 93%	20.	Did you begin college at your	ENTER	Started here	151	97%	1,596 98%	3,137	93%	2,078 98%	82	91%	1,152	90%	2,568	75%	1,672	93%
current institution or Started elsewhere 5 3% 37 2% 193 7% 48 2% 8 9% 102 10% 635 25% 135 7%				Started elsewhere	5	3%	37 2%	193	7%	48 2%	8	9%	102	10%	635	25%	135	7%
elsewhere? Total 156 100% 1,633 100% 3,330 100% 2,126 100% 90 100% 1,254 100% 3,203 100% 1,807 100%		elsewhere?		Total	156	100%	1,633 100%	3,330 1	100%	2,126 100%	90	100%	1,254 1	00%	3,203	100%	1,807	100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

				SU (TX)	ACS Peers	CTCL	Carnegie Peers	SU (TX)	ACS Peers	CTCL	Carnegie Peers
	-	Variable	Response Options	Count	%	Count %	Count %	Count %	Count	%	Count %	Count %	Count %
21.	Since graduating from high school, which of the following	VOTECH05	Vocational or technical school	0	0%	11 1%	63 2%	14 1%	0	0%	10 1%	130 6%	18 1%
	types of schools have you attended other than the one	COMCOL05	Community or junior college	21	14%	42 3%	190 7%	33 2%	31	35%	97 9%	614 23%	146 8%
	you are attending now? (Select all that apply.)	FOURYR05	4-year college other than this one	2	1%	80 4%	215 7%	94 5%	15	17%	163 15%	525 18%	187 11%
	_	NONE05	None	134	86%	1,471 92%	2,819 85%	1,925 92%	51	56%	977 77%	2,103 62%	1,430 81%
	-	OCOL1_05	Other	1	1%	26 2%	98 3%	57 3%	2	2%	40 3%	129 4%	54 3%
_	Are you a current or former	VETERAN	No	156	100%	1,604 99%	3,265 99%	2,111 100%	90	100%	1,223 98%	2,839 98%	1,793 100%
	member of the U.S. Armed		Yes	0	0%	10 1%	24 1%	3 0%	0	0%	14 2%	44 2%	8 0%
	Forces, Reserves, or National Guard? (Item appeared only in the online instrument.)		Total	156	100%	1,614 100%	3,289 100%	2,114 100%	90	100%	1,237 100%	2,883 100%	1,801 100%
_	If yes: As part of your military	VETPAY	No	0	0%	8 84%	17 67%	3 100%	0	0%	8 52%	22 45%	7 88%
	experience, did you receive		Yes	0	0%	1 16%	7 33%	0 0%	0	0%	6 48%	22 55%	1 12%
	combat pay, hostile fire pay, or imminent danger pay? (Item appeared only in the online instrument.)		Total	0	0%	9 100%	24 100%	3 100%	0	0%	14 100%	44 100%	8 100%
22.	Thinking about this current	ENRLMENT	Less than full-time	1	1%	12 1%	63 2%	9 0%	8	9%	46 4%	179 6%	48 2%
	academic termHow would		Full-time	155	99%	1.621 99%	3,264 98%	2.117 100%	82	91%	1,207 96%	3,028 94%	1,763 98%
	you characterize your enrollment?		Total	156	100%	1,633 100%	3,327 100%	2,126 100%	90	100%	1,253 100%	3,207 100%	1,811 100%
_	Thinking about this current	DISTED	No	156	100%	1,615 100%	3,281 100%	2,105 100%	90	100%	1,234 100%	2,864 99%	1,794 100%
	academic termAre you		Yes	0	0%	2 0%	11 0%	9 0%	0	0%	2 0%	15 1%	2 0%
	taking all courses entirely on- line? (Item appeared only in the online instrument.)		Total	156	100%	1,617 100%	3,292 100%	2,114 100%	90	100%	1,236 100%	2,879 100%	1,796 100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

				SU (ΓΧ)	ACS Pe	eers	CTCl	L	Carnegie	Peers	SU (T	ГХ)	ACS Pe	ers	CTC	L	Carnegie	Peers
	_	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
-	Do you have any disabilities or impairments? (Select all	DISNONE	No, I do not have any disabilities or	128	82%	1,355	84%	2,570	79%	1,731	83%	78	89%	1,066	85%	2,309	81%	1,478	83%
	that apply.) (Item appeared		impairments																
	only in the online instrument and was preceded by the statement "Your institution	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	6	4%	52	3%	113	4%	81	4%	1	1%	21	2%	79	3%	37	2%
	will not receive your identified response to the	DISMOBIL	Yes, I have a mobility impairment	0	0%	5	0%	14	0%	6	0%	1	1%	8	1%	20	1%	7	0%
	following question. Only an overall summary of responses	DISLEARN	Yes, I have a learning disability	3	2%	25	2%	137	4%	45	2%	2	2%	28	3%	125	4%	54	3%
	will be provided." Accordingly, this item does not appear in the NSSE10 data file or codebook.)	DISDEVLP	Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	8	5%	36	2%	165	5%	75	4%	3	4%	40	4%	124	4%	70	4%
	-	DISMENT	Yes, I have a mental health disorder	4	3%	33	2%	128	4%	59	3%	3	4%	27	2%	123	4%	81	4%
	-	DISMED	Yes, I have a medical disability not listed above	3	2%	32	2%	55	2%	31	1%	2	2%	18	2%	48	2%	22	1%
	-	DISOTHER	Yes, I have another disability	2	1%	8	0%	15	0%	7	0%	0	0%	4	0%	13	0%	8	0%
	_	DISREFUS	I choose not to answer	6	4%	86	6%	191	6%	108	5%	3	3%	47	4%	130	5%	78	5%
23.	Are you member of a social	FRATSORO	No	111	72%	1,301	77%	2,809	85%	1,682	79%	55	62%	862	68%	2,506	80%	1,257	70%
	fraternity or sorority?		Yes	45	28%	326	23%	513	15%	435	21%	34	38%	390	32%	697	20%	549	30%
			Total	156	100%	1,627	100%	3,322	100%	2,117	100%	89	100%	1,252	100%	3,203	100%	1,806	100%
24.	Are you a student-athlete on a	ATHLETE	No	122	78%	1,341	81%	2,567	78%	1,592	75%	72	82%	1,054	84%	2,667	84%	1,430	79%
	team sponsored by your		Yes	34	22%	287	19%	754	22%	528	25%	17	18%	196	16%	530	16%	376	21%
	institution's athletics department?		Total	156	100%	1,628		3,321		2,120		89	100%	1,250		3,197			100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



First-Year Students

				SU (TX)	ACS Pe	ers	CTCI	L	Carnegie P	eers	SU (ΓΧ)	ACS Pe	ers	CTCI	_	Carnegie 1	Peers
		Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25.	What have most of your	GRADES04	C- or lower	2	1%	30	2%	37	1%	21	1%	0	0%	0	0%	1	0%	1	0%
	grades been up to now at this		C	3	2%	43	3%	97	3%	41	2%	0	0%	16	1%	51	2%	18	1%
	institution?		C+	5	3%	71	4%	153	5%	100	5%	0	0%	34	3%	95	3%	36	2%
			B-	10	7%	140	8%	233	7%	139	7%	5	6%	77	6%	168	5%	100	6%
			В	24	16%	368	22%	666	20%	457	22%	10	10%	253	21%	549	17%	314	18%
			B+	33	21%	367	22%	687	21%	458	22%	21	23%	329	26%	729	23%	475	26%
			A-	35	22%	333	21%	732	21%	544	26%	30	34%	316	26%	817	25%	538	30%
			A	43	27%	274	18%	690	21%	357	16%	24	27%	226	18%	756	26%	325	18%
			Total	155	100%	1,626	100%	3,295	100%	2,117 <i>1</i>	00%	90	100%	1,251	100%	3,166	100%	1,807	100%
26.	Which of the following best	LIVENOW	Dormitory or other			,		-,		,				, -		-,		,	
	describes where you are living		campus housing	150	97%	1,532	93%	2,838	84%	1,990	94%	41	47%	674	53%	1,266	38%	980	54%
	now while attending college?		Residence, walking																
			distance	4	3%	29	2%	129	4%	92	4%	16	17%	233	18%	994	28%	535	30%
			Residence, driving																
			distance	0	0%	45	3%	223	8%	26	1%	25	28%	291	23%	718	27%	109	6%
			Fraternity or sorority																
			house	0	0%	12	1%	76	2%	5	0%	8	8%	43	5%	150	5%	163	9%
			None of the above	0	0%	5	0%	40	1%	3	0%	0	0%	9	1%	65	2%	16	1%
			Total	154	100%	1,623	100%	3,306	100%	2,116 <i>1</i>	00%	90	100%	1,250	100%	3,193	100%	1,803	100%
27a.	\mathcal{E}	FATHREDU	Did not finish HS	11	7%	78	5%	148	5%	74	4%	8	9%	36	3%	167	6%	52	3%
	education that your father		Graduated from HS	16	10%	252	15%	527	16%	270	13%	5	6%	169	13%	501	17%	223	12%
	completed?		Attended, no degree	23	15%	225	14%	384	12%	209	10%	14	15%	144	11%	346	11%	159	9%
			Completed Associate's	6	4%	107	7%	209	6%	113	5%	4	4%	73	6%	184	6%	98	5%
			Completed Bachelor's	56	37%	417	26%	933	28%	679	32%	27	30%	350	29%	873	27%	554	31%
			Completed Master's	27	17%	332	21%	643	19%	467	22%	17	19%	246	20%	633	19%	397	22%
			Completed Doctorate	17	11%	197	13%	439	13%	291	14%	15	16%	220	18%	473	15%	314	18%
			Total	156	100%	1,608	100%	3,283	100%	2,103 <i>1</i>	00%	90	100%	1,238	100%	3,177	100%	1,797	100%
27b.	What is the highest level of	MOTHREDU	Did not finish HS	3	2%	37	2%	128	4%	52	3%	7	8%	21	2%	108	4%	37	2%
	education that your mother		Graduated from HS	20	13%	185	12%	431	13%	228	11%	6	6%	139	10%	477	16%	206	11%
	completed?		Attended, no degree	21	13%	231	14%	413	13%	211	10%	11	12%	146	12%	388	12%	151	8%
			Completed Associate's	9	6%	181	11%	317	9%	207	10%	3	4%	99	8%	310	10%	185	10%
			Completed Bachelor's	60	39%	559	35%	1,119	33%	774	36%	30	33%	429	35%	956	29%	637	35%
			Completed Master's	36	23%	323	20%	682	21%	491	24%	24	26%	304	25%	743	23%	452	25%
			Completed Doctorate	7	5%	104	6%	215	7%	145	7%	9	10%	110	8%	206	6%	133	8%
			Total	156	100%	1,620		3,305		2,108 <i>1</i>		90	100%	1,248		3,188		1,801	
						-,0		-,		-,				-,- /0		-,0		-,	

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



NSSE 2010 Background Item Frequency Distributions ^a Southwestern University

First-Year Students

Seniors

				SU (ΓΧ)	ACS Peers	C	ГCL		Carnegie I	Peers	SU (ΓΧ)	ACS Pe	eers	CTCL	_	Carnegie	Peers
		Variable	Response Options	Count	%	Count %			%	Count	%	Count	%	Count	%	Count	%	Count	%
28.	Primary major or expected	MAJRPCOL	Arts and Humanities	29	19%				22%	465	23%	25	28%	316	25%	902	28%	530	29%
	primary major, in collapsed		Biological Science	24	15%	314 19	9% 4	90 1	6%	389	19%	15	18%	189	15%	399	13%	287	16%
	categories		Business	12	8%	151 11	1% 2	03	7%	46	2%	10	11%	155	14%	242	9%	49	3%
			Education	10	6%	45 3	3% 2	25	6%	72	3%	3	4%	20	2%	134	4%	60	3%
			Engineering	1	1%	15	1%	38	1%	66	4%	0	0%	0	0%	14	0%	51	3%
			Physical Science	8	5%	129 8	8% 2	31	7%	149	8%	10	11%	79	7%	198	6%	138	8%
			Professional	0	0%	14	1% 1	12 .	3%	23	1%	0	0%	4	0%	84	3%	13	1%
			Social Science	42	28%	466 29	9% 6	90 2	21%	530	27%	16	18%	427	34%	844	25%	543	31%
			Other	20	13%	76	5% 2	92 1	0%	133	7%	10	11%	52	4%	345	11%	110	6%
			Undecided	8	5%	89 (6% 1	72	6%	122	6%	0	0%	1	0%	1	0%	0	0%
			Total	154	100%	1,563 100	0% 3,1	41 10	00%	1,995	100%	89	100%	1,243	100%	3,163	100%	1,781	100%
29.	Second major or expected	MAJRSCOL	Arts and Humanities	25	39%	197 33	5% 5	09 3	37%	343	38%	10	42%	121	39%	406	37%	283	46%
	second major (not minor,		Biological Science	9	14%	26	5%	93	7%	59	7%	2	9%	6	2%	68	7%	32	5%
	concentration, etc.) if		Business	6	10%	34	6%	58 .	5%	15	2%	3	12%	30	11%	66	7%	4	1%
	applicable, in collapsed		Education	1	1%	15 3	3%	47 .	3%	23	2%	0	0%	13	4%	67	6%	33	5%
	categories		Engineering	1	1%		2%		0%	2	0%	0	0%	0	0%	3	0%	1	0%
			Physical Science	5	8%				7%	89	10%	2	8%	15	5%	52	5%	36	6%
			Professional	1	2%				4%	29	3%	1	4%	19	5%	31	2%	11	2%
			Social Science	6	10%				25%	267	30%	4	16%	88	27%	278	25%	179	29%
			Other	6	10%				9%	41	4%	2	8%	13	5%	108	10%	31	5%
			Undecided	3	5%				3%	21	3%	0	0%	7	2%	5	0%	1	0%
			Total	63	100%	566 100		56 <i>10</i> 6			100%	24	100%	,	100%	-	100%	611	100%
_	Institution reported: Gender	GENDER	Male	57	38%		5% 1,3		15%	953	47%	38	35%	372	36%	1,228	42%	780	47%
	institution reported. Gender	GENDER	Female	113	62%		5% 1,3 5% 2,4		55%	1,448	53%	58	65%	952	64%	2,224	58%	1,194	53%
			Total	170	100%	1,780 100			00%		100%	96	100%		100%		100%		100%
	Institution reported: Race or	ETHNICIT	African American/Black	0	0%				8%	98	5%	0	0%	38	5%	161	6%	40	3%
_	ethnicity	EIIINICII	Am. Ind./Alaska Native	0	0%				1%	34	1%	0	0%	2	0%	13	1%	22	370 1%
	cumienty		Asian/Pacific Islander	0	0%				3%	3 4 77	1 /0 4%	0	0%	26	3%	55	2%	43	3%
			Caucasian/White	0	0%		6% 2,3		3% 3%	1,482	4% 74%	0	0%	692	83%	2.134	80%	1,214	80%
				0			,-				7470 4%	0	0%		3%	, -	3%	,	
			Hispanic Other	· ·	0%				4%	78	4% 0%		- / -	25		67	3% 0%	43	3% 0%
				0	0%				0%	2		0	0%	3	0%	14		0	
			Foreign	0	0%				4%	115	6%	0	0%	13	2%	55	2%	46	3%
			Multi-racial	0	0%				2%	46	2%	0	0%	4	0%	29	1%	25	2%
			Unknown	0	0%				6%	60	3%	0	0%	30	4%	135	5%	67	5%
			Total	0	0%	1,048 100			00%		100%	0	0%		100%		100%		100%
-	Institution reported:	ENROLLMT	Part-time	0	0%				3%	4	0%	0	0%	17	2%	131	4%	20	1%
	Enrollment status		Full-time	170	100%	,	9% 3,6		97%	2,397		96	100%	1,307	98%	3,321	96%	1,954	99%
			Total	170	100%	1,780 100	0% 3,7	75 10	00%	2,401	100%	96	100%	1,324	100%	3,452	100%	1,974	100%

IPEDS: 228343

a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.



Southwestern University

Benchmark Comparisons August 2010



Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. They also provide more insight into how the student experience varies on your campus and in comparison groups, Additional details regarding how benchmarks are created can be found on the NSSE Web site.

nsse.iub.edu/links/institutional_reporting

Class and Sample

Means are reported for first-year students and seniors. Institutionreported class levels are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels (p<.05, p<.01, and p<.001). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes to judge the practical meaning of the

Effect Sizea

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small. .5 moderate, and .8 large. A positive sign indicates that vour institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Box and Whiskers Charts

senior benchmark score

consortium groups.

A visual display of first-year and

dispersion for your institution

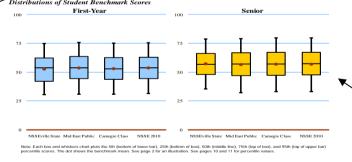
and your selected comparison or

Mean

The mean is the weighted arithmetic average of the student level benchmark scores.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

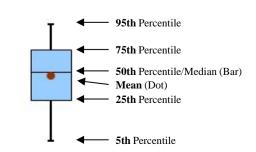


evel of Academic Challenge (LAC) Items

Level of Academic Challenge (LAC)

Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.





Level of Academic Challenge (LAC)

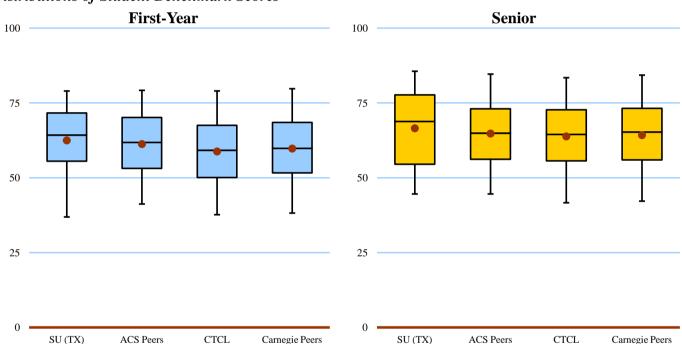
Mean Comparisons

Southwestern University compared with:

	SU (TX)	ACS Pe	ers	C	TCL		Carne	s	
			Effect			Effect			Effect
Class	Mean ^a	Mean ^a Sig ^b	Size c	Mean ^a	Sig b	Size c	Mean ^a	Sig b	Size c
First-Year	62.5	61.3	.10	58.8	***	.29	59.8	**	.22
Senior	66.5	64.8	.14	63.8	*	.21	64.2		.18

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



Active and Collaborative Learning (ACL)

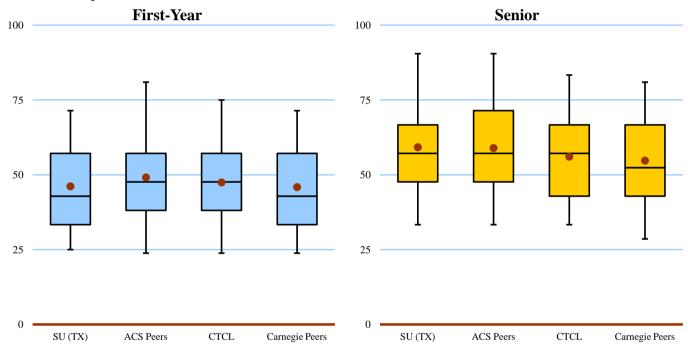
Mean Comparisons

Southwestern University compared with:

	SU (TX)	A	CS Pee	rs	C	TCL		Carne	S	
				Effect			Effect		C	Effect
Class	Mean ^a	Mean ^a	Sig b	Size c	Mean ^a	Sig b	Size c	Mean ^a	Sig b	Size c
First-Year	46.1	49.1	*	18	47.4		08	45.9		.02
Senior	59.2	58.9		.02	56.0		.20	54.7	**	.28

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



Student-Faculty Interaction (SFI)

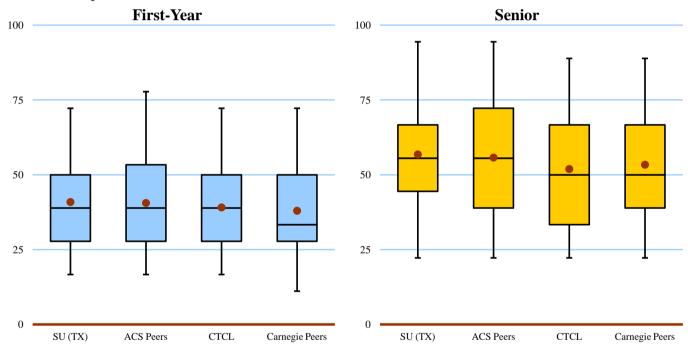
Mean Comparisons

Southwestern University compared with:

	SU (TX)	ACS Pe	ers	CTCL			Carnegie Peers		
			Effect			Effect			Effect
Class	Mean ^a	Mean ^a Sig ^b	Size c	Mean ^a	Sig b	Size c	Mean ^a	Sig b	Size c
First-Year	40.9	40.6	.02	39.1		.10	38.0	*	.16
Senior	56.8	55.8	.05	51.9	*	.23	53.4		.16

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- 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.)
- Received prompt written or oral feedback from faculty on your academic performance
- · Worked on a research project with a faculty member outside of course or program requirements

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



Enriching Educational Experiences (EEE)

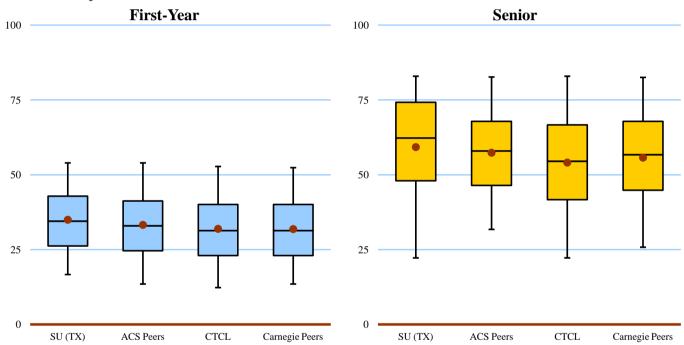
Mean Comparisons

Southwestern University compared with:

	SU (TX)	ACS Pee	rs	C	TCL		Carne	egie Peers	S
			Effect			Effect		C	Effect
Class	Mean ^a	Mean ^a Sig ^b	Size c	Mean ^a	Sig b	Size c	Mean ^a	Sig b	Size c
First-Year	35.0	33.3	.13	31.9	**	.24	31.9	**	.25
Senior	59.2	57.4	.12	54.1	**	.29	55.7		.21

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listsery, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- · Participate in a learning community or some other formal program where groups of students take two or more classes together

b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



Supportive Campus Environment (SCE)

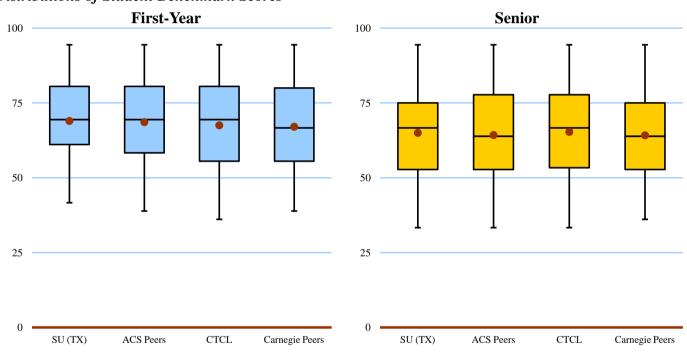
Mean Comparisons

Southwestern University compared with:

	SU (TX)	ACS Pe	ers	C	TCL		Carne	egie Peers	8
			Effect			Effect			Effect
Class	Mean ^a	Mean ^a Sig ^b	Size c	Mean ^a	Sig b	Size c	Mean ^a	Sig b	Size c
First-Year	69.0	68.6	.02	67.5		.08	67.1		.11
Senior	65.0	64.3	.04	65.3		02	64.2		.05

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



NSSE 2010 Benchmark Comparisons With Highly Engaging Institutions

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) institutions with benchmark scores placing them in the top 50% of all NSSE schools in 2010 and (b) institutions with benchmark scores in the top 10% for 2010. These comparisons allow an institution to determine if the engagement of their students differs in significant, meaningful ways from students in these high performing peer groups.

Example

		NCCEvillo			NSSEville Stat	te compared w	rith				
		NSSEville		NSSE		NSSE 2010					
		State		Top 5	50%		Top 1	0%			
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size			
• .	LAC	57.1	55.8	*	.10	60.5	***	-0.28			
ear	ACL	50.3	45.8	***	.28	50.7		-0.02			
t-Y	SFI	37.3	37.2		.01	42.0	***	-0.24			
First	EEE	21.8	30.0	***	63	34.4	***	-0.98			
H	SCE	60.9	64.7	***	21	69.7	***	-0.49			
14	SCE	60.9	64.7	***	21	69.7	***	-(

Based on the example above NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2010 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2010 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- It is *likely* that NSSEville State is in the top 50% of all NSSE 2010 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).^a

Based on the example above NSSEville State CANNOT conclude^a...

- NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.
- NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.

Additional information regarding the Top 50% and Top 10% section of the benchmark report can be found on the NSSE Web site. **nsse.iub.edu/links/institutional_reporting**

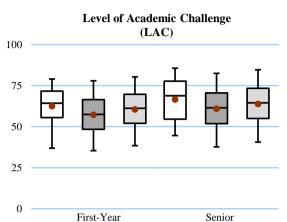
^a Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and our policy against the ranking of institutions.



NSSE 2010 Benchmark Comparisons With Highly Engaging Institutions Southwestern University

				SU (TX) compared with											
		SU (TX)		NSSE 2 Top 50		NSSE 2010 Top 10%									
		Mean ^a	Mean ^a	Sig b	Effect size c	Mean ^a	Sig b	Effect size c							
•	LAC	62.5	57.2	***	.40	60.5		.15							
еа Э	ACL	46.1	48.1		11	52.2	***	34							
t-Y	SFI	40.9	39.9		.05	44.1	*	15							
First-Year	EEE	35.0	31.1	***	.29	33.6		.09							
	SCE	69.0	67.2		.10	70.8		10							
	LAC	66.5	60.9	***	.41	63.8		.20							
Ä	ACL	59.2	56.6		.15	60.4		06							
Senior	SFI	56.8	49.2	***	.35	55.3		.07							
Š	EEE	59.2	47.7	***	.64	55.8		.20							
	SCE	65.0	64.7		.02	68.6		19							

CII (TV) some and I with



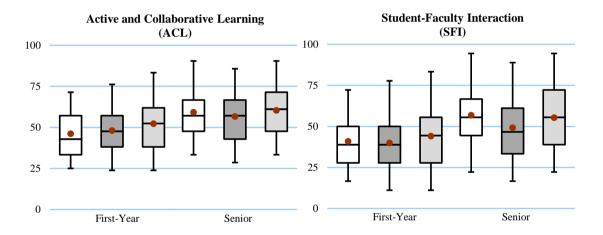
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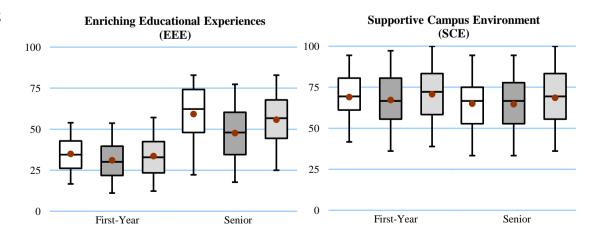
SU (TX)

Top 50%

☐ Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2010 institutions on a particular benchmark.





Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

^a Weighted by gender and enroll. status (and by inst. size for comp. groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean diff. divided by the pooled standard dev.



NSSE 2010 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a Southwestern University

First-Year Students

	_										Referen	eference Group		
	_	Me	an Stati	stics		Distrib			s	Co	mpariso	n Statistic	s	
		Mean	SD ^b	SEM ^c	5th	Pe 25th	ercentile 50th	s ^d 75th	95th	Deg. of Freedom ^e	Mean Diff.	Sig. f	Effect size ^g	
LEVEL OF ACADEMIC CH	- IALLENCE (LA)					2011	2011	, , , ,			2		5120	
SU (TX)	`	62.5	12.1	1.0	37	56	64	72	79					
ACS Peers	(4. 55.7)	61.3	11.7	.3	41	53	62	70	79	1,723	1.2	.214	.10	
CTCL		58.8	12.7	.3 .2	38	50	59	68	79 79	3,634	3.7	.000	.10	
Carnegie Peers		59.8	12.7	.3	38	52	60	69	80	2,485	2.7	.008	.22	
Top 50%		57.2	13.1	.0	35	48	57	66	78	99,254	5.3	.000	.40	
Top 10%		60.5	12.9	.1	38	52	61	70	80	19,567	2.0	.054	.15	
ACTIVE AND COLLABORA	ATIVE LEARNI	NG (AC	CL)											
SU (TX)		46.1	14.4	1.1	25	33	43	57	71					
ACS Peers		49.1	16.4	.4	24	38	48	57	81	217	-3.0	.012	18	
CTCL		47.4	15.8	.3	24	38	48	57	75	3,929	-1.3	.288	08	
Carnegie Peers		45.9	15.0	.3	24	33	43	57	71	2,678	.3	.822	.02	
Top 50%		48.1	17.0	.1	24	38	48	57	76	170	-1.9	.083	11	
Top 10%		52.2	17.8	.1	24	38	52	62	83	175	-6.1	.000	34	
STUDENT-FACULTY INTE	CRACTION (SFI))												
SU (TX)	(N = 161)	40.9	17.1	1.4	17	28	39	50	72					
ACS Peers		40.6	18.8	.5	17	28	39	53	78	201	.3	.825	.02	
CTCL		39.1	17.9	.3	17	28	39	50	72	3,693	1.8	.212	.10	
Carnegie Peers		38.0	18.0	.4	11	28	33	50	72	2,523	2.9	.046	.16	
Top 50%		39.9	19.6	.1	11	28	39	50	78	161	1.0	.475	.05	
Top 10%		44.1	21.5	.2	11	28	44	56	83	166	-3.2	.020	15	
ENRICHING EDUCATION	AL EXPERIENC	ES (EF	EE)											
SU (TX)	(N = 157)	35.0	12.1	1.0	17	26	35	43	54					
ACS Peers		33.3	12.7	.3	13	25	33	41	54	1,697	1.7	.108	.13	
CTCL		31.9	12.6	.2	12	23	31	40	53	3,585	3.0	.003	.24	
Carnegie Peers		31.9	12.3	.3	13	23	31	40	52	2,439	3.1	.002	.25	
Top 50%		31.1	13.6	.0	11	22	30	40	54	104,601	3.9	.000	.29	
Top 10%		33.6	14.0	.1	12	23	33	42	57	25,690	1.3	.236	.09	
SUPPORTIVE CAMPUS EN	VIRONMENT (S	SCE)												
SU (TX)	(N = 157)	69.0	15.7	1.3	42	61	69	81	94					
ACS Peers		68.6	17.1	.4	39	58	69	81	94	1,672	.4	.780	.02	
CTCL		67.5	17.5	.3	36	56	69	81	94	174	1.5	.258	.08	
Carnegie Peers		67.1	17.1	.4	39	56	67	80	94	2,402	1.9	.170	.11	
Top 50%		67.2	18.0	.1	36	56	67	81	97	156	1.8	.158	.10	
Top 10%	_	70.8	17.9	.2	39	58	72	83	100	161	-1.8	.164	10	

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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^b Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

 $^{^{}c}$ Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



NSSE 2010 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a Southwestern University

Seniors

							Reference Group							
		Mea	an Stati	stics		Distrib			S	Comparison Statistics				
						Pe	ercentile	es d		Deg. of	Mean		Effect	
		Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Freedom e	Diff.	Sig. f	size ^g	
LEVEL OF ACADEMIC CH	ALLENGE (L	AC)												
SU (TX)	(N = 91)	66.5	13.8	1.4	45	55	69	78	86					
ACS Peers		64.8	12.5	.4	45	56	65	73	85	1,087	1.8	.203	.14	
CTCL		63.8	12.7	.2	42	56	65	73	83	2,755	2.7	.047	.21	
Carnegie Peers		64.2	12.9	.3	42	56	65	73	84	1,770	2.3	.101	.18	
Top 50%		60.9	13.7	.1	38	52	61	71	82	73,251	5.6	.000	.41	
Top 10%		63.8	13.6	.1	41	55	65	73	85	16,281	2.7	.054	.20	
ACTIVE AND COLLABORA	TIVE LEARN	ING (AC	CL)											
SU (TX)	(N = 95)	59.2	17.2	1.8	33	48	57	67	90					
ACS Peers		58.9	16.5	.5	33	48	57	71	90	1,127	.3	.873	.02	
CTCL		56.0	16.1	.3	33	43	57	67	83	2,882	3.2	.061	.20	
Carnegie Peers		54.7	15.8	.4	29	43	52	67	81	1,869	4.5	.007	.28	
Top 50%		56.6	17.2	.1	29	43	57	67	86	61,860	2.6	.143	.15	
Top 10%		60.4	17.9	.2	33	48	61	71	90	13,699	-1.2	.533	06	
STUDENT-FACULTY INTE	RACTION (SF	I)												
SU (TX)	(N = 90)	56.8	22.3	2.3	22	44	56	67	94					
ACS Peers		55.8	21.4	.7	22	39	56	72	94	1,096	1.0	.657	.05	
CTCL		51.9	21.3	.4	22	33	50	67	89	2,772	4.9	.032	.23	
Carnegie Peers		53.4	21.4	.5	22	39	50	67	89	1,784	3.4	.139	.16	
Top 50%		49.2	21.5	.1	17	33	47	61	89	53,640	7.6	.001	.35	
Top 10%		55.3	22.2	.2	22	39	56	72	94	8,384	1.5	.532	.07	
ENRICHING EDUCATIONA	L EXPERIEN	CES (EE	EE)											
SU (TX)	(N = 90)	59.2	17.6	1.8	22	48	62	74	83					
ACS Peers		57.4	15.9	.5	32	46	58	68	83	1,078	1.9	.286	.12	
CTCL		54.1	17.8	.3	22	42	55	67	83	2,728	5.2	.007	.29	
Carnegie Peers		55.7	16.9	.4	26	45	57	68	83	1,755	3.5	.054	.21	
Top 50%		47.7	18.0	.1	18	35	48	60	77	78,638	11.6	.000	.64	
Top 10%		55.8	17.3	.2	25	44	57	68	83	11,063	3.4	.059	.20	
SUPPORTIVE CAMPUS EN	VIRONMENT	(SCE)												
SU (TX)	(N = 91)	65.0	18.6	1.9	33	53	67	75	94					
ACS Peers		64.3	18.0	.6	33	53	64	78	94	1,068	.7	.714	.04	
CTCL		65.3	17.7	.3	33	53	67	78	94	2,697	3	.861	02	
Carnegie Peers		64.2	17.1	.4	36	53	64	75	94	1,729	.8	.660	.05	
Top 50%		64.7	18.9	.1	33	53	67	78	94	62,037	.3	.872	.02	
Top 10%		68.6	18.5	.2	36	56	69	83	100	8,211	-3.6	.067	19	

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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