## NSSE

national survey of
student engagement

## Southwestern University

Mean Comparisons
August 2010

NSSE
national survey of

## 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

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.

## Benchmark

Items that make up the five "Benchmarks of Effective Educational Practice" are indicated by the following: LAC=Level of Academic
Challenge
ACL=Active and
Collaborative Learning
SFI=Student-Faculty Interaction
EEE=Enriching Educational Experiences
SCE=Supportive Campus
Environment

## Mean

The mean is the weighted arithmetic average of student responses on a particular item
 Means are provided for your institution and all comparison groups. Additional details regarding weighting can be found on the NSSE Web site. nsse.iub.edu/links/institutional_reporting

## 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 ( $\mathrm{p}<.05, \mathrm{p}<.01$, and $\mathrm{p}<.001$ ). 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.
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SU (TX) compared with:

SU (TX) ACS Peers CTCL Carnegie Peers

1. Academic and Intellectual Experiences

| Academic and Intellectual Experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Asked questions in class or contributed to class <br> a. discussions | CLQUEST | ACL | FYSR | $\begin{aligned} & 3.03 \\ & 3.56 \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.20 \\ & 3.51 \\ & \hline \end{aligned}$ | ** | $\begin{array}{r} -.21 \\ .08 \\ \hline \end{array}$ | 3.12 |  | -. 11 | 3.14 |  | -. 13 |
|  |  |  |  |  |  |  |  | 3.41 | * | . 21 | 3.42 |  | . 18 |
| 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 | 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 |
| Worked on a paper or project that required <br> d. 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 |
| Included diverse perspectives (different races, <br> e. religions, genders, political beliefs, etc.) in class | DIVCLASS |  | FY | 3.08 | 3.05 |  | . 03 | 3.02 |  | . 06 | 2.92 | * | . 18 |
| discussions or writing assignments |  |  |  | 3.17 | 3.05 |  | . 14 | 3.11 |  | . 07 | 3.02 |  | . 17 |
| fome to class without completing readings or | CLUNPREP |  | FYSR | 1.87 | 2.00 | * | -. 18 | 1.98 |  | -. 15 | 1.96 |  | -. 13 |
| assignments |  |  |  | 2.13 | 2.05 |  | . 12 | 2.01 |  | . 17 | 2.07 |  | . 08 |
| Worked with other students on projects during | CLASSGRP | ACL | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ | 2.18 | $\begin{aligned} & 2.35 \\ & 2.43 \end{aligned}$ | * | -. 19 | $\begin{aligned} & 2.40 \\ & 2.47 \end{aligned}$ | ** | $\begin{aligned} & -.25 \\ & -.22 \end{aligned}$ | 2.27 |  | -. 10 |
| class |  |  |  | 2.27 |  |  |  |  |  |  | 2.33 |  | -. 06 |
| h. Worked with classmates outside of class to | OCCGRP | ACL | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ | 2.68 | $\begin{aligned} & 2.78 \\ & 2.99 \end{aligned}$ |  | $\begin{array}{r} -.12 \\ .04 \\ \hline \end{array}$ | 2.70 | -. 03 |  | 2.68 |  | . 00 |
| prepare class assignments |  |  |  | 3.02 |  |  |  | 2.83 | * | . 24 | 2.86 |  | . 20 |
| Put together ideas or concepts from different <br> i. courses when completing assignments or during | INTIDEAS |  | FYSR | 2.97 | $\begin{array}{r} 2.83 \\ 3.16 \\ \hline \end{array}$ | * | $\begin{gathered} .18 \\ -.02 \end{gathered}$ | $\begin{aligned} & 2.74 \\ & 3.09 \\ & \hline \end{aligned}$ | *** | $\begin{aligned} & .27 \\ & .08 \end{aligned}$ | 2.77 | ** | . 25 |
| class discussions |  |  |  | 3.15 |  |  |  |  |  |  | 3.12 |  | . 04 |
| Tutored or taught other students | TUTOR | ACL | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ | 1.83 | $\begin{aligned} & 1.83 \\ & 2.23 \end{aligned}$ |  | $\begin{array}{r}-.01 \\ .16 \\ \hline\end{array}$ | $\begin{aligned} & 1.69 \\ & 2.08 \end{aligned}$ | $\begin{gathered} * \\ * * \end{gathered}$ | $\begin{aligned} & .16 \\ & .31 \end{aligned}$ | 1.74 |  | .10.18 |
| (paid or voluntary) |  |  |  | 2.39 |  |  |  |  |  |  | 2.21 |  |  |
| k. Participated in a community-based project (e.g. | COMMPROJ | ACL | $\begin{aligned} & \text { FY } \\ & \text { SR } \end{aligned}$ | 1.43 | 1.72 | *** | $\begin{aligned} & -.31 \\ & -.02 \end{aligned}$ | $\begin{aligned} & 1.61 \\ & 1.86 \end{aligned}$ | ** | $\begin{array}{r} -.22 \\ .09 \end{array}$ | 1.46 |  | -. 04 |
| service learning) as part of a regular course |  |  |  | 1.94 | 1.95 |  |  |  |  |  | 1.66 | ** | . 33 |

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SU (TX) compared with:
SU (TX) ACS Peers CTCL Carnegie Peers

| 2. Mental Activities | Variable | Bench- <br> mark | Class | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{gathered} \text { Effect } \\ \text { Size } \end{gathered}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | During the current school year, how much has your cour 1=Very little, 2=Some, 3=Quite a bit, 4=Very much |  |  |  | sework | phasi | the foll | ng ment | activ |  |
| Memorizing facts, ideas, or methods from your <br> a. courses and readings so you can repeat them in pretty much the same form | MEMORIZE |  | FY SR | 2.69 2.61 | 2.82 2.68 |  | -.14 <br> -.07 | 2.71 2.49 |  | -.01 .12 | 2.77 2.50 |  | -.08 .11 |
| Analyzing the basic elements of an idea, <br> b. experience, or theory, such as examining a particular case or situation in depth and considering its components | ANALYZE | LAC | FY SR | 3.47 3.41 | 3.48 3.57 | * | $\begin{array}{r}.00 \\ -.27 \\ \hline\end{array}$ | 3.35 3.50 | * | $\begin{array}{r} .18 \\ -.15 \\ \hline \end{array}$ | $\begin{aligned} & 3.38 \\ & 3.54 \end{aligned}$ | $\begin{array}{r} .13 \\ -.20 \end{array}$ |  |
| Synthesizing and organizing ideas, information, or <br> c. experiences into new, more complex interpretations and relationships | SYNTHESZ | LAC | FY SR | 3.31 3.50 | $\begin{aligned} & 3.28 \\ & 3.42 \end{aligned}$ |  | .04 <br> .11 | 3.15 3.39 | * | .19 <br> .15 | 3.16 3.39 | * | $\begin{aligned} & .18 . \\ & \hline \end{aligned}$ |
| Making judgments about the value of info., <br> d. arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions | EVALUATE | LAC | FY SR | 3.10 3.26 | 3.17 3.27 |  | -.09 <br> -.02 | 3.07 3.20 |  | .04 <br> .07 | 3.03 3.20 |  | .08 <br> .07 |
| Applying theories or concepts to practical | APPLYING | LAC | FY |  |  | * | . 17 | 3.13 | *** | . 28 | 3.15 | ** | $\begin{array}{r}26 \\ .04 \\ \hline\end{array}$ |
| $\underline{\text { problems or in new situations }}$ |  |  | SR | 3.30 | 3.40 |  | -. 13 | 3.34 |  | -. 06 | 3.33 |  |  |
| 3. Reading and Writing |  | During the current school year, about how much reading and writing have you done? $1=$ None, $2=1-4,3=5-10,4=11-20,5=$ More than 20 $\qquad$ |  |  |  |  |  |  |  |  |  |  |  |
| a. Number of assigned textbooks, books, or | READASGN | LAC | FY | 3.76 | 3.92 | * | $\begin{array}{r}-.19 \\ .15 \\ \hline\end{array}$ | 3.69 |  | $\begin{array}{r}.08 \\ \hline 11\end{array}$ | 3.76 | . 00 |  |
| a. book-length packs of course readings |  |  | SR | 3.78 | 3.62 |  |  | 3.67 |  |  | 3.70 |  | . 08 |
| b. <br> Number of books read on your own (not assigned) | READOWN |  | FY | 2.08 |  | * | . 18 | 2.06 |  | . 03 | 2.02 |  | . 08 |
| for personal enjoyment or academic enrichment |  |  | SR | 2.20 | 2.14 |  | . 06 | 2.23 |  | -. 03 | 2.13 |  | . 09 |
| Number of written papers or reports of 20 pages or | WRITEMOR | LAC | FY | 1.16 |  | * | -. 14 | 1.27 | ** | -. 18 | 1.25 | * | -. 14 |
| more |  |  | SR | 1.81 | 1.83 |  | -. 03 | 1.76 |  | . 06 | 1.83 |  | -. 03 |
| d. <br> Number of written papers or reports between 5 | WRITEMID | LAC | FY | 2.65 | 2.53 |  | . 14 | 2.51 | * | . 17 | 2.62 |  | . 03 |
| and 19 pages |  |  | SR | 2.98 | 2.88 |  | . 11 | 2.89 |  | . 10 | 2.97 |  | . 01 |
| Number of written papers or repo 5 pages | WRITESML | LAC | FY | 3.36 | 3.18 | * | . 19 | 3.34 |  | . 02 | 3.33 |  | . 03 |
|  |  |  | SR | 3.44 | 3.08 | ** | . 32 | 3.28 |  | . 14 | 3.29 |  | . 14 |

${ }^{a}$ Weighted by gender and enrollment status (and size for comparisons).
${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
${ }^{\mathrm{c}}$ Mean difference divided by pooled SD


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|  | Variable | $\begin{gathered} \text { Bench- } \\ \text { mark } \end{gathered}$ | Class | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | $S i g{ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | ${ }_{\text {Effect }}{ }_{\text {Size }}{ }^{\text {c }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| b. Community service or volunteer work | VOLNTR04 | EEE | FY | . 52 | . 51 |  | . 02 | . 46 |  | . 13 | . 40 | ** | . 24 |
|  |  |  | SR | . 83 | . 86 |  | -. 09 | . 75 | * | . 19 | . 76 |  | . 16 |
| Participate in a learning community or some other <br> c. formal program where groups of students take two or more classes together | LRNCOM04 | EEE | FY SR | $\begin{aligned} & .22 \\ & .36 \end{aligned}$ | $\begin{aligned} & .15 \\ & .30 \end{aligned}$ | * | .20 .11 | .12 .30 | ** | .33 .13 | .08 .24 | $* * *$ $*$ | .49 .28 |
| d. Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | SFI | FY |  |  |  | . 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 |
|  |  |  | 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 | . 01 | . 01 |  | . 01 | . 02 |  | -. 08 | . 03 |  | -. 08 |
|  |  |  | SR | . 28 | . 30 |  | -. 05 | . 41 | * | -. 26 | . 37 |  | -. 19 |
| h. Culminating senior experience (capstone course, | SNRX04 | EEE | FY | . 01 | . 02 |  | -. 08 | . 01 |  | -. 07 | . 01 |  | -. 05 |
| senior project or thesis, comprehensive exam, etc.) |  |  | SR | . 74 | . 58 | ** | . 31 | . 54 | *** | . 39 | . 59 | ** | . 30 |

## 8. Quality of Relationships

| 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, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| c. |  |  | 1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible |  |  |  |  |  |  |  |  |  |  |
|  | 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 |

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9. Time Usage

Preparing for class (studying, reading, writing,
a. doing homework or lab work, analyzing data,
rehearsing, and other academic activities)
b.
b. Working for pay on campus WORKON01 $\quad$ FY
c. Working for pay off campus WORKOF01 FY

Participating in co-curricular activities
d. (organizations, campus publications, student
d. government, fraternity or sorority, intercollegiate
or intramural sports, etc.)
e. Relaxing and socializing (watching TV,
e.

| f. | Providing care for dependents living with you <br> (parents, children, spouse, etc.) | CAREDE01 | FY |
| :--- | :--- | :--- | :--- |

g. Commuting to class (driving, walking, etc.)

COMMUTE
stitutional Environment
10. Institutional Environment


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|  |  |  | $\begin{gathered} \text { Bench- } \\ \text { mark } \end{gathered}$ | Class |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Variable |  |  | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{gathered} \text { Effect } \\ \text { Size } \end{gathered}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ |
| d. | Helping you cope with your non-academic | ENVNACAD | SCE | FY | 2.38 | 2.52 |  | -. 15 | 2.43 |  | -. 06 | 2.34 |  | . 04 |
|  | responsibilities (work, family, etc.) |  |  | 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 |
|  |  |  |  | SR | 2.32 | 2.46 |  | -. 14 | 2.42 |  | -. 10 | 2.38 |  | -. 06 |
|  | Attending campus events and activities (special speakers, cultural performances, athletic | ENVEVENT |  | FY | 3.30 | 3.26 |  | . 04 | 3.13 | * | . 20 | 3.15 | * | . 18 |
| f. | events, etc.) |  |  | SR | 3.08 | 3.10 |  | -. 03 | 3.03 |  | . 06 | 3.08 |  | -. 01 |
|  | Using computers in academic work | ENVCOMPT |  | FY | 3.30 | 3.37 |  | -. 09 | 3.28 |  | . 03 | 3.28 |  | . 03 |
|  |  |  |  | SR | 3.28 | 3.48 | * | -. 27 | 3.44 | * | -. 21 | 3.42 |  | -. 18 |

## 11. Educational and Personal Growth



[^4]SU (TX) compared with:

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
$1=$ Very little, $2=$ Some, $3=$ Quite a bit, $4=$ Very much
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|  |  | Variable | $\begin{gathered} \text { Bench- } \\ \text { mark } \end{gathered}$ | Class | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect }{ }^{c} \\ & \text { cize } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | Stize ${ }^{\text {E }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| i. |  | 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 |
| j. | earning effectively | GNINQ |  | FY | 3.00 | 3.08 |  | -. 09 | 3.01 |  | . 00 | 3.00 |  | . 00 |
|  |  |  |  | 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 |
|  | Understanding people of other racial and ethnic | GNDIVERS |  | FY | 2.45 | 2.84 | *** | -. 41 | 2.83 | *** | -. 40 | 2.73 | *** | -. 30 |
|  |  |  |  | SR | 2.83 | 2.76 |  | . 07 | 2.86 |  | -. 03 | 2.78 |  | . 05 |
|  | Solving complex real-world problems | GNPROBSV |  | FY | 2.83 | 2.87 |  | -. 04 | 2.77 |  | . 07 | 2.71 |  | . 13 |
|  |  |  |  | SR | 2.88 | 3.00 |  | -. 13 | 2.91 |  | -. 03 | 2.83 |  | . 06 |
|  | Developing a personal code of values and ethics | GNETHICS |  | FY | 2.89 | 2.96 |  | -. 08 | 2.85 |  | . 04 | 2.79 |  | . 10 |
|  |  |  |  | SR | 3.02 | 2.98 |  | . 04 | 2.96 |  | . 06 | 2.85 |  | . 17 |
|  | ontributing to the welfare of your community | GNCOMMUN |  | FY | 2.63 | 2.89 | ** | -. 27 | 2.74 |  | -. 11 | 2.63 |  | . 00 |
|  |  |  |  | SR | 2.81 | 2.89 |  | -. 08 | 2.82 |  | . 00 | 2.66 |  | . 16 |
|  | Developing a deepened sense of spirituality | GNSPIRIT |  | FY | 1.83 | 2.22 | *** | -. 36 | 2.17 | *** | -. 31 | 1.89 |  | -. 05 |
|  |  |  |  | SR | 1.76 | 2.07 | * | -. 28 | 2.09 | ** | -. 30 | 1.72 |  | . 04 |
| Academic Advising |  |  | 1=Poor, 2=Fair, 3=Good, 4=Excellent |  |  |  |  |  |  |  |  |  |  |  |
| Overall, how would you evaluate the quality of 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 |
| Satisfaction |  |  |  |  |  | 2=Fair | 4=Exce |  |  |  |  |  |  |  |  |
| How would you evaluate your entire educational experience at this institution? |  | ENTIREXP |  | FY | 3.47 | 3.49 |  | -. 03 | 3.40 |  | . 10 | 3.44 |  | . 04 |
|  |  |  | SR | 3.52 | 3.54 |  | -. 02 | 3.53 |  | -. 01 | 3.52 |  | . 00 |
| If you could start over again, would you go to the same institution you are now attending? |  |  | $1=$ Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | SAMECOLL |  | FY | 3.38 | 3.38 |  | . 00 | 3.30 |  | . 10 | 3.31 |  | . 09 |
|  |  |  | SR | 3.21 | 3.34 |  | -. 15 | 3.36 |  | -. 19 | 3.30 |  | -. 11 |

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## NSSE 2010 Detailed Statistics ${ }^{\text {a }}$

## Southwestern University <br> First－Year Student

|  | N | Mean |  |  |  | Stand | Err | of the | ean ${ }^{\text {b }}$ | Standard Deviation ${ }^{\text {c }}$ |  |  |  | Degrees of Freedom ${ }^{\text {d }}$ |  |  | Significance ${ }^{e}$ |  |  | Effect Size ${ }^{\text {f }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $$ |  | $\begin{aligned} & \stackrel{y}{む} \\ & \stackrel{y}{0} \\ & \tilde{Z} \\ & \hline \end{aligned}$ | UUU |  | $\begin{aligned} & \underset{\sim}{x} \\ & \underset{\sim}{0} \end{aligned}$ | $\begin{aligned} & \text { ũ } \\ & \text { む } \\ & \text { U } \\ & \text { U } \end{aligned}$ | UUU |  | $\begin{aligned} & \underset{\sim}{x} \\ & \underset{\sim}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { ñ } \\ & \text { む̈ } \\ & \text { ư } \\ & \hline \end{aligned}$ | UUU |  |  | U |  |  | $S U(T X)$ pared w U |  |  |  |  |
| 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 |

${ }^{\text {a }}$ All statistics are weighted by gender and enrollment status．Comparison group statistics are also weighted by institutional size．
${ }^{\mathrm{b}}$ 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．
${ }^{\text {c }}$ A measure of the amount individual scores deviate from the mean of all the scores in the distribution．
${ }^{\text {d }}$ 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
${ }^{\mathrm{f}}$ Effect size is calculated by subtracting the comparison group mean from the school mean，then dividing the result by the pooled standard deviation．

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## NSSE 2010 Detailed Statistics ${ }^{\text {a }}$

## Southwestern University <br> First-Year Student

|  | N | Mean |  |  |  | Stand | Err | f the | ean ${ }^{\text {b }}$ | Standard Deviation ${ }^{\text {c }}$ |  |  |  | Degrees of Freedom ${ }^{\text {d }}$ |  |  | Significance ${ }^{\text {e }}$ |  |  | Effect Size ${ }^{\text {f }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \underset{\sim}{\otimes} \\ & \stackrel{\rightharpoonup}{\theta} \end{aligned}$ | $\begin{gathered} \underset{\sim}{A} \\ \underset{\sim}{A} \end{gathered}$ |  | UUU |  | $$ |  | UUU |  | $\begin{aligned} & \underset{\sim}{\star} \\ & \underset{\sim}{n} \end{aligned}$ | $\begin{aligned} & \text { ñ } \\ & \text { む̈ } \\ & \text { ư } \\ & \hline \end{aligned}$ | UUU |  |  | U |  |  | $S U(T X)$ pared <br> U |  |  | (TX) red with: U |  |
| 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 |

${ }^{\text {a }}$ All statistics are $\frac{10}{\text { weighted by }} \frac{3}{\text { gender and enrollment status. Comparison group statistics are also weighted by institutional size. }}$
${ }^{\mathrm{b}}$ 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.
${ }^{\text {c }}$ A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
${ }^{\text {d }}$ 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
${ }^{\mathrm{f}}$ Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

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## NSSE 2010 Detailed Statistics ${ }^{\text {a }}$

## Southwestern University <br> First-Year Student

|  | N | Mean |  |  |  | Stand | Err | f the | ean ${ }^{\text {b }}$ | Standard Deviation ${ }^{\text {c }}$ |  |  |  | Degrees of Freedom ${ }^{\text {d }}$ |  |  | Significance ${ }^{\text {e }}$ |  |  | Effect Size ${ }^{\text {f }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \widetilde{\star} \\ & \underset{\sim}{E} \\ & \hline \end{aligned}$ | $\begin{aligned} & \underset{E}{\underset{E}{e}} \\ & \stackrel{0}{n} \end{aligned}$ |  | U |  | $$ | $$ | U |  | $\begin{aligned} & \underset{\otimes}{\otimes} \\ & 0 \\ & i \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { ñ } \\ & \text { む̈ } \\ & \text { ư } \\ & \hline \end{aligned}$ | U |  |  | UUU |  |  | SU (TX) pared w U |  | $\begin{aligned} & \text { n} \\ & \stackrel{0}{2} \\ & \tilde{\sim} \\ & \text { U } \end{aligned}$ |  |  |
| 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 |

[^6]NSSE
national survey of student engagement

## NSSE 2010 Detailed Statistics ${ }^{\text {a }}$

Southwestern University

|  | N | Mean |  |  |  | Standard Error of the Mean ${ }^{\text {b }}$ |  |  |  | Standard Deviation ${ }^{\text {c }}$ |  |  |  | Degrees of Freedom ${ }^{\text {d }}$ |  |  | Significance ${ }^{e}$ |  |  | Effect Size ${ }^{\text {f }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\underset{\sim}{\underset{\theta}{\otimes}}$ | $\begin{aligned} & \text { 区্} \\ & \stackrel{\rightharpoonup}{\Delta} \end{aligned}$ |  | U甘犬 |  | $\underbrace{\underset{\sim}{\Delta}}_{0}$ |  | U |  | $\stackrel{\substack{\underset{\sim}{0} \\ \stackrel{N}{0} \\ \hline}}{ }$ |  | Uِن |  |  | U |  | ỳ <br> む̈ <br> $\tilde{u}$ | $S U(T X)$ pared $w$ UUU |  |  | （TX） red with： |  |
| 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 |

${ }^{\text {a }}$ All statistics are weighted by gender and enrollment status．Comparison group statistics are also weighted by institutional size．
${ }^{\mathrm{b}}$ 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．
${ }^{\text {d }}$ Degrees of freedom used to compute the t－tests．Values differ from the total Ns due to weighting and the equal variances assumption．
${ }^{\mathrm{e}}$ Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance．
${ }^{\mathrm{f}}$ Effect size is calculated by subtracting the comparison group mean from the school mean，then dividing the result by the pooled standard deviation．

NSSE
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## NSSE 2010 Detailed Statistics ${ }^{\text {a }}$

Southwestern University
Seniors

|  | N | Mean |  |  |  | Standard Error of the Mean ${ }^{\text {b }}$ |  |  |  | Standard Deviation ${ }^{\text {c }}$ |  |  |  | Degrees of Freedom ${ }^{\text {d }}$ |  |  | Significance ${ }^{e}$ |  |  | Effect Size ${ }^{\text {f }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\underset{\sim}{\underset{\theta}{\otimes}}$ | $\begin{aligned} & \text { 区্} \\ & \stackrel{\rightharpoonup}{\Delta} \end{aligned}$ |  | U甘犬 |  | $\underbrace{\underset{\sim}{\Delta}}_{0}$ |  | U |  | $\underset{\sim}{\underset{\sim}{\otimes}}$ |  | U |  |  | U |  | ñ む̈ un | SU（TX） pared <br> ت |  |  | （TX） red with： |  |
| 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 |

[^7]NSSE
national survey of student engagement

## NSSE 2010 Detailed Statistics ${ }^{\text {a }}$

Southwestern University

|  | N | Mean |  |  |  | Stand | Err | f the | ean ${ }^{\text {b }}$ | Standard Deviation ${ }^{\text {c }}$ |  |  |  | Degrees of Freedom ${ }^{\text {d }}$ |  |  | Significance ${ }^{e}$ |  |  | Effect Size ${ }^{\text {f }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\underbrace{\text { A}}_{i}$ |  | $\begin{aligned} & \text { y } \\ & 0 \\ & \tilde{0} \\ & \tilde{u} \\ & \hline \end{aligned}$ | UUU |  | $$ | $\begin{aligned} & \text { ũ } \\ & \text { む } \\ & \text { U } \\ & \text { U } \end{aligned}$ | U |  | $\begin{aligned} & \underset{\sim}{x} \\ & \underset{\sim}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { ñ } \\ & \text { む̈ } \\ & \text { ư } \\ & \hline \end{aligned}$ | UUU |  |  | U |  |  | SU (TX) pared w U |  | $\begin{aligned} & \text { n} \\ & \stackrel{0}{2} \\ & \tilde{U} \\ & \text { ư } \end{aligned}$ |  |  |
| 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 |

[^8]
## NSSE

national survey of
student engagement

## Southwestern University

Frequency Distributions
August 2010

NSSE
national survey of

## Interpreting the Frequency Distributions Report

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

## Sample

The Frequency Distributions report is based on information from all randomly selected students (including those from census administrations) for both your institution and your comparison institutions. Targeted and locally administered oversamples and other nonrandomly selected students are not included in this report.

## Class

Frequency
distributions are reported separately for first-year students and seniors. Institutionreported class ranks are used.

## Benchmark

Items that comprise the five
"Benchmarks of Effective
Educational Practice" are indicated
by the following:
LAC=Level of Academic Challenge
ACL=Active and Collaborative
Learning
SFI=Student-Faculty Interaction
EEE=Enriching Educational
Experiences
SCE=Supportive Campus
Environment

## Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the Mean Comparisons report.



Response Options
Response options are listed as they appear on the instrument.

## Column Percentage (\%)

This column presents the weighted percentage of students responding to the particular option in each question.

## 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



| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  | Variable | Respon |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| Talked about career plans with a faculty member or advisor | FACPLANS | Never |  | 23 | 14\% | 269 | 17\% | 678 | 20\% | 506 | 22\% | 5 | 5\% | 71 | 6\% | 245 | 8\% | 118 | 6\% |
|  | (SFI) | Sometimes |  | 85 | 52\% | 799 | 46\% | 1,652 | 46\% | 1,061 | 46\% | 29 | 31\% | 439 | 35\% | 1,170 | 36\% | 693 | 36\% |
|  |  | Often |  | 35 | 22\% | 398 | 22\% | 807 | 22\% | 473 | 21\% | 24 | 27\% | 400 | 31\% | 1,067 | 31\% | 608 | 32\% |
|  |  | Very often |  | 20 | 12\% | 248 | 15\% | 454 | 13\% | 243 | 11\% | 34 | 38\% | 384 | 29\% | 854 | 25\% | 485 | 25\% |
|  |  |  | Total | 163 | 100\% | 1,714 | 100\% | 3,591 | 100\% | 2,283 | 100\% | 92 | 100\% | 1,294 | 100\% | 3,336 | 100\% | 1,904 | 100\% |
| Discussed ideas from your readings or classes with faculty members outside of class | FACIDEAS | Never |  | 44 | 26\% | 491 | 28\% | 1,044 | 29\% | 629 | 27\% | 17 | 18\% | 149 | 11\% | 482 | 15\% | 247 | 13\% |
|  | (SFI) | Sometimes |  | 72 | 44\% | 756 | 44\% | 1,594 | 44\% | 1,050 | 46\% | 30 | 33\% | 585 | 46\% | 1,520 | 45\% | 864 | 45\% |
|  |  | Often |  | 35 | 22\% | 299 | 18\% | 625 | 18\% | 425 | 19\% | 24 | 26\% | 328 | 26\% | 848 | 25\% | 497 | 27\% |
|  |  | Very often |  | 12 | 7\% | 172 | 10\% | 328 | 9\% | 177 | 8\% | 22 | 24\% | 232 | 18\% | 496 | 15\% | 299 | 16\% |
|  |  |  | Total | 163 | 100\% | 1,718 | 100\% | 3,591 | 100\% | 2,281 | 100\% | 93 | 100\% | 1,294 | 100\% | 3,346 | 100\% | 1,907 | 100\% |
| Received prompt written or oral feedback from faculty on your academic performance | FACFEED | Never |  | 2 | 1\% | 43 | 3\% | 70 | 2\% | 69 | 3\% | 2 | 2\% | 21 | 2\% | 39 | 1\% | 32 | 2\% |
|  | (SFI) | Sometimes |  | 32 | 20\% | 444 | 26\% | 880 | 25\% | 575 | 25\% | 12 | 13\% | 241 | 19\% | 587 | 18\% | 389 | 20\% |
|  |  | Often |  | 77 | 48\% | 754 | 45\% | 1,621 | 45\% | 1,041 | 46\% | 47 | 52\% | 623 | 50\% | 1,610 | 48\% | 927 | 49\% |
|  |  | Very often |  | 49 | 30\% | 458 | 27\% | 968 | 27\% | 565 | 25\% | 30 | 33\% | 400 | 29\% | 1,084 | 32\% | 534 | 28\% |
|  |  |  | Total | 160 | 100\% | 1,699 | 100\% | 3,539 | 100\% | 2,250 | 100\% | 91 | 100\% | 1,285 | 100\% | 3,320 | 100\% | 1,882 | 100\% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | Never |  | 9 | 6\% | 80 | 5\% | 191 | 6\% | 134 | 6\% | 5 | 5\% | 42 | 4\% | 134 | 4\% | 106 | 6\% |
|  | (LAC) | Sometimes |  | 48 | 30\% | 470 | 29\% | 1,155 | 34\% | 750 | 34\% | 21 | 24\% | 342 | 28\% | 973 | 29\% | 612 | 33\% |
|  |  | Often |  | 59 | 37\% | 681 | 40\% | 1,376 | 38\% | 878 | 39\% | 30 | 33\% | 474 | 36\% | 1,339 | 40\% | 718 | 38\% |
|  |  | Very often |  | 45 | 27\% | 466 | 26\% | 807 | 22\% | 480 | 21\% | 34 | 38\% | 430 | 32\% | 876 | 26\% | 447 | 23\% |
|  |  |  | Total | 161 | 100\% | 1,697 | 100\% | 3,529 | 100\% | 2,242 | 100\% | 90 | 100\% | 1,288 | 100\% | 3,322 | 100\% | 1,883 | 100\% |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | $\begin{aligned} & \text { FACOTHER } \\ & (\mathrm{SFI}) \end{aligned}$ | Never |  | 69 | 44\% | 748 | 43\% | 1,631 | 48\% | 1,096 | 49\% | 22 | 24\% | 273 | 21\% | 938 | 31\% | 459 | 24\% |
|  |  | Sometimes |  | 58 | 36\% | 597 | 37\% | 1,261 | 36\% | 777 | 35\% | 29 | 33\% | 513 | 40\% | 1,297 | 39\% | 770 | 41\% |
|  |  | Often |  | 19 | 12\% | 215 | 12\% | 417 | 11\% | 253 | 12\% | 26 | 29\% | 267 | 21\% | 650 | 19\% | 379 | 20\% |
|  |  | Very often |  | 14 | 9\% | 128 | 8\% | 200 | 6\% | 110 | 5\% | 13 | 14\% | 230 | 17\% | 421 | 12\% | 268 | 14\% |
|  |  |  | Total | 160 | 100\% | 1,688 | 100\% | 3,509 | 100\% | 2,236 | 100\% | 90 | 100\% | 1,283 | 100\% | 3,306 | 100\% | 1,876 | 100\% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | $\begin{aligned} & \text { OOCIDEAS } \\ & \text { (ACL) } \end{aligned}$ | Never |  | 1 | 1\% | 48 | 3\% | 113 | 3\% | 62 | 3\% | 2 | 2\% | 12 | 1\% | 47 | 2\% | 28 | 2\% |
|  |  | Sometimes |  | 36 | 22\% | 460 | 27\% | 984 | 28\% | 614 | 27\% | 19 | 21\% | 264 | 21\% | 699 | 21\% | 429 | 23\% |
|  |  | Often |  | 63 | 40\% | 636 | 38\% | 1,336 | 37\% | 904 | 41\% | 27 | 30\% | 487 | 38\% | 1,277 | 38\% | 772 | 41\% |
|  |  | Very often |  | 61 | 38\% | 557 | 32\% | 1,095 | 32\% | 674 | 30\% | 42 | 47\% | 519 | 40\% | 1,292 | 39\% | 654 | 34\% |
|  |  |  | Total | 161 | 100\% | 1,701 | 100\% | 3,528 | 100\% | 2,254 | 100\% | 90 | 100\% | 1,282 | 100\% | 3,315 | 100\% | 1,883 | 100\% |
| Had serious conversations with students of a different race or ethnicity than your own | DIVRSTUD <br> (EEE) | Never |  | 8 | 5\% | 207 | 11\% | 325 | 9\% | 193 | 9\% | 5 | 5\% | 131 | 9\% | 243 | 8\% | 128 | 7\% |
|  |  | Sometimes |  | 50 | 31\% | 543 | 32\% | 1,124 | 31\% | 698 | 30\% | 20 | 22\% | 449 | 34\% | 1,070 | 32\% | 625 | 33\% |
|  |  | Often |  | 40 | 25\% | 466 | 28\% | 997 | 28\% | 650 | 29\% | 31 | 35\% | 337 | 27\% | 951 | 29\% | 554 | 30\% |
|  |  | Very often |  | 63 | 39\% | 481 | 29\% | 1,094 | 31\% | 714 | 32\% | 34 | 38\% | 372 | 30\% | 1,054 | 32\% | 576 | 31\% |
|  |  |  | Total | 161 | 100\% | 1,697 | 100\% | 3,540 | 100\% | 2,255 | 100\% | 90 | 100\% | 1,289 | 100\% | 3,318 | 100\% | 1,883 | 100\% |


| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  | Variable | Response |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | DIFFSTU2 | Never |  | 9 | 5\% | 93 | 6\% | 222 | 6\% | 134 | 6\% | 3 | 3\% | 48 | 4\% | 145 | 5\% | 60 | 3\% |
|  | (EEE) | Sometimes |  | 39 | 25\% | 465 | 27\% | 1,018 | 29\% | 614 | 27\% | 17 | 18\% | 311 | 24\% | 941 | 28\% | 542 | 29\% |
|  |  | Often |  | 46 | 29\% | 498 | 29\% | 1,058 | 30\% | 686 | 30\% | 27 | 31\% | 468 | 38\% | 1,089 | 33\% | 628 | 33\% |
|  |  | Very often |  | 67 | 41\% | 644 | 38\% | 1,245 | 36\% | 823 | 37\% | 43 | 48\% | 463 | 35\% | 1,151 | 34\% | 655 | 35\% |
|  |  |  | Total | 161 | 100\% | 1,700 | 100\% | 3,543 | 100\% | 2,257 | 100\% | 90 | 100\% | 1,290 | 100\% | 3,326 | 100\% | 1,885 | 100\% |
| Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings | MEMORIZE | Very little |  | 16 | 10\% | 122 | 7\% | 329 | 11\% | 147 | 7\% | 16 | 18\% | 140 | 11\% | 488 | 16\% | 266 | 14\% |
|  |  | Some |  | 53 | 33\% | 485 | 30\% | 1,060 | 30\% | 712 | 32\% | 27 | 29\% | 416 | 33\% | 1,197 | 37\% | 705 | 38\% |
|  |  | Quite a bit |  | 54 | 35\% | 624 | 38\% | 1,315 | 37\% | 875 | 39\% | 25 | 27\% | 425 | 33\% | 1,006 | 30\% | 576 | 31\% |
|  |  | 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\% |
| Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory | ANALYZE | Very little |  | 0 | 0\% | 6 | 0\% | 32 | 1\% | 17 | 1\% | 2 | 2\% | 1 | 0\% | 16 | 1\% | 12 | 1\% |
|  | (LAC) | Some |  | 12 | 8\% | 136 | 8\% | 409 | 12\% | 234 | 10\% | 6 | 6\% | 66 | 6\% | 217 | 7\% | 106 | 6\% |
|  |  | Quite a bit |  | 59 | 37\% | 597 | 36\% | 1,351 | 39\% | 854 | 39\% | 37 | 40\% | 393 | 31\% | 1,142 | 35\% | 616 | 33\% |
|  |  | 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\% |
| Coursework emphasizes: <br> Synthesizing and organizing ideas, information, or experiences | SYNTHESZ | Very little |  | 3 | 2\% | 21 | 1\% | 71 | 2\% | 55 | 2\% | 1 | 1\% | 16 | 1\% | 43 | 1\% | 25 | 1\% |
|  | (LAC) | Some |  | 16 | 10\% | 254 | 16\% | 645 | 19\% | 389 | 17\% | 9 | 10\% | 128 | 10\% | 353 | 10\% | 210 | 11\% |
|  |  | Quite a bit |  | 69 | 43\% | 628 | 38\% | 1,432 | 40\% | 916 | 42\% | 26 | 28\% | 419 | 33\% | 1,205 | 36\% | 645 | 35\% |
|  |  | Very much |  | 71 | 45\% | 781 | 46\% | 1,356 | 39\% | 861 | 39\% | 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\% |
| Coursework emphasizes: <br> Making judgments about the value of information, arguments, or methods | EVALUATE | Very little |  | 6 | 4\% | 45 | 3\% | 116 | 4\% | 85 | 4\% | 3 | 3\% | 26 | 2\% | 92 | 3\% | 54 | 3\% |
|  | (LAC) | Some |  | 28 | 17\% | 301 | 18\% | 724 | 21\% | 478 | 22\% | 14 | 15\% | 171 | 13\% | 529 | 16\% | 329 | 17\% |
|  |  | Quite a bit |  | 68 | 43\% | 631 | 38\% | 1,445 | 41\% | 928 | 42\% | 32 | 34\% | 497 | 40\% | 1,313 | 39\% | 701 | 38\% |
|  |  | Very much |  | 56 | 35\% | 709 | 41\% | 1,214 | 35\% | 728 | 33\% | 43 | 47\% | 585 | 45\% | 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\% |
| Coursework emphasizes: <br> Applying theories or concepts to practical problems or in new situations | $\begin{aligned} & \text { APPLYING } \\ & \text { (LAC) } \end{aligned}$ | Very little |  | 3 | 2\% | 34 | 2\% | 92 | 3\% | 49 | 2\% | 3 | 3\% | 19 | 2\% | 55 | 2\% | 33 | 2\% |
|  |  | Some |  | 22 | 14\% | 272 | 17\% | 661 | 19\% | 423 | 19\% | 11 | 12\% | 126 | 10\% | 392 | 12\% | 233 | 13\% |
|  |  | Quite a bit |  | 48 | 30\% | 644 | 38\% | 1,411 | 40\% | 904 | 40\% | 33 | 36\% | 427 | 34\% | 1,183 | 36\% | 660 | 36\% |
|  |  | Very much |  | 86 | 54\% | 743 | 43\% | 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\% |
| Number of assigned textbooks, books, or booklength packs of course readings | $\begin{gathered} \text { READASGN } \\ \text { (LAC) } \end{gathered}$ | None |  | 1 | 1\% | 7 | 0\% | 18 | 0\% | 16 | 1\% | 1 | 1\% | 7 | 1\% | 20 | 1\% | 13 | 1\% |
|  |  | 1-4 |  | 7 | 4\% | 83 | 5\% | 298 | 9\% | 145 | 7\% | 8 | 9\% | 179 | 13\% | 392 | 12\% | 220 | 12\% |
|  |  | 5-10 |  | 58 | 38\% | 422 | 25\% | 1,095 | 31\% | 662 | 31\% | 27 | 30\% | 417 | 35\% | 1,058 | 32\% | 558 | 30\% |
|  |  | 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\% |


| NSSE <br> national survey of student engagement |  |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{a}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  |  | Variable | Response |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 3b | Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | READOWN | None |  | 38 | 24\% | 464 | 28\% | 816 | 23\% | 531 | 24\% | 15 | 16\% | 256 | 20\% | 575 | 17\% | 376 | 20\% |
|  |  |  | 1-4 |  | 89 | 56\% | 961 | 57\% | 1,956 | 56\% | 1,281 | 58\% | 57 | 63\% | 733 | 57\% | 1,848 | 56\% | 1,067 | 58\% |
|  |  |  | 5-10 |  | 20 | 13\% | 189 | 11\% | 502 | 15\% | 289 | 13\% | 11 | 12\% | 187 | 15\% | 581 | 18\% | 278 | 15\% |
|  |  |  | 11-20 |  | 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\% |
|  |  |  |  | Total | 158 | 100\% | 1,690 | 100\% | 3,489 | 100\% | 2,219 | 100\% | 91 | 100\% | 1,281 | 100\% | 3,295 | 100\% | 1,867 | 100\% |
|  | Number of written papers or reports of $\mathbf{2 0}$ pages or more | WRITEMOR | None |  | 136 | 87\% | 1,422 | 83\% | 2,833 | 80\% | 1,845 | 83\% | 28 | 31\% | 413 | 31\% | 1,212 | 38\% | 564 | 30\% |
|  |  | (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 | 1\% |
|  |  |  |  | Total | 157 | 100\% | 1,684 | 100\% | 3,482 | 100\% | 2,215 | 100\% | 91 | 100\% | 1,275 | 100\% | 3,290 | 100\% | 1,861 | 100\% |
|  | Number of written papers or reports between 5 and 19 pages | WRITEMID (LAC) | None | Total | 8 | 5\% | 87 | 5\% | 199 | 6\% | 81 | 4\% | 3 | 3\% | 49 | 4\% | 104 | 4\% | 48 | 3\% |
|  |  |  | 1-4 |  | 68 | 43\% | 830 | 48\% | 1,684 | 49\% | 1,031 | 46\% | 26 | 28\% | 420 | 32\% | 1,045 | 32\% | 508 | 27\% |
|  |  |  | 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\% |
|  |  |  |  |  | 158 | 100\% | 1,689 | 100\% | 3,482 | 100\% | 2,216 | 100\% | 91 | 100\% | 1,281 | 100\% | 3,291 | 100\% | 1,865 | 100\% |
|  | Number of written papers or reports of fewer than 5 pages | WRITESML (LAC) | None | Total | 2 | 1\% | 20 | 1\% | 44 | 1\% | 28 | 1\% | 2 | 2\% | 58 | 5\% | 155 | 5\% | 48 | 2\% |
|  |  |  | 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 | 13\% | 568 | 17\% | 316 | 15\% | 20 | 22\% | 170 | 15\% | 663 | 20\% | 349 | 19\% |
|  |  |  |  |  | 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 take you more than an hour to complete | PROBSETA | None |  | 24 | 16\% | 222 | 13\% | 537 | 16\% | 329 | 15\% | 29 | 33\% | 392 | 29\% | 971 | 29\% | 662 | 35\% |
|  |  |  | 1-2 |  | 52 | 33\% | 509 | 31\% | 1,101 | 32\% | 714 | 32\% | 21 | 24\% | 371 | 29\% | 935 | 29\% | 530 | 29\% |
|  |  |  | 3-4 |  | 51 | 33\% | 566 | 33\% | 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 | 10\% | 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 | 36\% | 31 | 34\% | 394 | 31\% | 981 | 29\% | 570 | 31\% |
|  |  |  | 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 | 7\% | 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\% |


| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  | Variable | Response |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work | EXAMS | 1 Very little |  | 0 | 0\% | 5 | 0\% | 35 | 1\% | 10 | 0\% | 2 | 2\% | 2 | 0\% | 25 | 1\% | 9 | 1\% |
|  |  | 2 |  | 1 | 1\% | 8 | 0\% | 36 | 1\% | 10 | 0\% | 0 | 0\% | 12 | 1\% | 49 | 2\% | 21 | 1\% |
|  |  | 3 |  | 2 | 1\% | 21 | 1\% | 85 | 3\% | 44 | 2\% | 0 | 0\% | 29 | 3\% | 91 | 3\% | 54 | 3\% |
|  |  | 4 |  | 4 | 3\% | 124 | 7\% | 295 | 9\% | 140 | 7\% | 7 | 8\% | 76 | 6\% | 288 | 9\% | 144 | 8\% |
|  |  | 5 |  | 34 | 21\% | 441 | 27\% | 989 | 29\% | 571 | 26\% | 14 | 15\% | 334 | 26\% | 900 | 27\% | 512 | 28\% |
|  |  | 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\% |
| Attended an art exhibit, play, dance, music, theater, or other performance | ATDART07 | Never |  | 16 | 10\% | 152 | 9\% | 396 | 12\% | 184 | 10\% | 7 | 7\% | 141 | 11\% | 385 | 12\% | 176 | 10\% |
|  |  | Sometimes |  | 70 | 45\% | 744 | 46\% | 1,464 | 43\% | 922 | 43\% | 45 | 50\% | 552 | 44\% | 1,466 | 45\% | 788 | 43\% |
|  |  | 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\% |
| Exercised or participated in physical fitness activities | EXRCSE05 | Never |  | 7 | 5\% | 79 | 5\% | 277 | 8\% | 149 | 7\% | 7 | 8\% | 66 | 5\% | 263 | 9\% | 119 | 6\% |
|  |  | 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 | 22\% |
|  |  | Very often |  | 71 | 46\% | 754 | 46\% | 1,497 | 43\% | 1,048 | 48\% | 46 | 51\% | 556 | 45\% | 1,302 | 39\% | 860 | 47\% |
|  |  |  | Total | 157 | 100\% | 1,682 | 100\% | 3,470 | 100\% | 2,198 | 100\% | 90 | 100\% | 1,273 | 100\% | 3,267 | 100\% | 1,855 | 100\% |
| Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) | WORSHP05 | Never |  | 59 | 38\% | 545 | 35\% | 1,422 | 43\% | 1,109 | 51\% | 37 | 40\% | 463 | 38\% | 1,316 | 41\% | 914 | 49\% |
|  |  | Sometimes |  | 51 | 32\% | 531 | 32\% | 1,056 | 30\% | 631 | 28\% | 24 | 27\% | 364 | 29\% | 971 | 30\% | 565 | 31\% |
|  |  | Often |  | 22 | 14\% | 282 | 16\% | 434 | 12\% | 226 | 10\% | 15 | 17\% | 201 | 16\% | 448 | 13\% | 169 | 9\% |
|  |  | Very often |  | 24 | 16\% | 318 | 17\% | 553 | 15\% | 229 | 10\% | 14 | 16\% | 245 | 18\% | 535 | 16\% | 208 | 11\% |
|  |  |  | Total | 156 | 100\% | 1,676 | 100\% | 3,465 | 100\% | 2,195 | 100\% | 90 | 100\% | 1,273 | 100\% | 3,270 | 100\% | 1,856 | 100\% |
| Examined the strengths and weaknesses of your own views on a topic or issue | OWNVIEW | Never |  | 4 | 2\% | 80 | 5\% | 183 | 5\% | 154 | 7\% | 5 | 5\% | 40 | 3\% | 122 | 4\% | 89 | 5\% |
|  |  | Sometimes |  | 51 | 32\% | 508 | 30\% | 1,117 | 31\% | 802 | 36\% | 25 | 28\% | 385 | 31\% | 906 | 27\% | 598 | 32\% |
|  |  | Often |  | 55 | 35\% | 659 | 40\% | 1,342 | 39\% | 774 | 36\% | 29 | 33\% | 468 | 37\% | 1,328 | 41\% | 697 | 38\% |
|  |  | Very often |  | 47 | 30\% | 425 | 25\% | 817 | 24\% | 463 | 22\% | 31 | 34\% | 377 | 29\% | 912 | 28\% | 468 | 26\% |
|  |  |  | Total | 157 | 100\% | 1,672 | 100\% | 3,459 | 100\% | 2,193 | 100\% | 90 | 100\% | 1,270 | 100\% | 3,268 | 100\% | 1,852 | 100\% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | OTHRVIEW | Never |  | 5 | 3\% | 35 | 2\% | 99 | 3\% | 70 | 3\% | 5 | 5\% | 23 | 2\% | 73 | 2\% | 53 | 3\% |
|  |  | Sometimes |  | 38 | 24\% | 461 | 28\% | 952 | 27\% | 665 | 30\% | 19 | 21\% | 326 | 26\% | 758 | 23\% | 482 | 25\% |
|  |  | Often |  | 57 | 37\% | 673 | 40\% | 1,383 | 39\% | 836 | 38\% | 33 | 37\% | 496 | 40\% | 1,369 | 42\% | 781 | 42\% |
|  |  | Very often |  | 56 | 36\% | 513 | 29\% | 1,036 | 30\% | 626 | 29\% | 34 | 37\% | 428 | 32\% | 1,066 | 33\% | 536 | 29\% |
|  |  |  | Total | 156 | 100\% | 1,682 | 100\% | 3,470 | 100\% | 2,197 | 100\% | 91 | 100\% | 1,273 | 100\% | 3,266 | 100\% | 1,852 | 100\% |
| 6f. Learned something that changed the way you understand an issue or concept | CHNGVIEW | Never |  | 4 | 2\% | 36 | 2\% | 70 | 2\% | 48 | 2\% | 6 | 6\% | 10 | 1\% | 45 | 1\% | 32 | 2\% |
|  |  | 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 | 42\% |
|  |  | 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\% |

[^9]

| NSSE <br> national survey of student engagement |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  | Variable |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  |  | Response Options | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | SNRX04 | Have not decided | 18 | 11\% | 458 | 28\% | 1,054 | 31\% | 724 | 33\% | 0 | 0\% | 28 | 2\% | 152 | 6\% | 48 | 3\% |
|  | (EEE) | Do not plan to do | 1 | 1\% | 59 | 4\% | 175 | 5\% | 83 | 4\% | 1 | 1\% | 154 | 13\% | 477 | 15\% | 302 | 17\% |
|  |  | Plan to do | 137 | 87\% | 1,121 | 67\% | 2,159 | 63\% | 1,349 | 62\% | 23 | 25\% | 342 | 27\% | 800 | 25\% | 434 | 22\% |
|  |  | 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. Quality of relationships with other students | $\begin{gathered} \text { ENVSTU } \\ \text { (SCE) } \end{gathered}$ | 1 Unfriendly, 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, Sense of belonging | 49 | 32\% | 520 | 30\% | 1,065 | 31\% | 648 | 29\% | 29 | 32\% | 431 | 32\% | 1,095 | 33\% | 562 | 30\% |
|  |  | Total | 157 | 100\% | 1,666 | 100\% | 3,441 | 100\% | 2,178 | 100\% | 91 | 100\% | 1,270 | 100\% | 3,260 | 100\% | 1,845 | 100\% |
| 8b. Quality of relationships with faculty members | $\begin{gathered} \text { ENVFAC } \\ (\text { SCE }) \end{gathered}$ | 1 Unavailable, Unhelpful, 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, Sympathetic | 48 | 31\% | 386 | 24\% | 891 | 26\% | 531 | 24\% | 43 | 49\% | 420 | 34\% | 1,196 | 36\% | 621 | 34\% |
|  |  | Total | 157 | 100\% | 1,669 | 100\% | 3,439 | 100\% | 2,177 | 100\% | 90 | 100\% | 1,271 | 100\% | 3,260 | 100\% | 1,843 | 100\% |
| 8c. Quality of relationships with administrative personnel and offices | $\begin{gathered} \text { ENVADM } \\ (\mathrm{SCE}) \end{gathered}$ | 1 Unhelpful, Inconsiderate, Rigid | 1 | 1\% | 17 | 1\% | 46 | 1\% | 31 | 1\% | 5 | 5\% | 58 | 5\% | 107 | 4\% | 68 | 4\% |
|  |  | 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 | 26 | 17\% | 321 | 19\% | 644 | 19\% | 434 | 20\% | 16 | 17\% | 231 | 18\% | 606 | 19\% | 369 | 20\% |
|  |  | 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\% |

${ }^{\text {a }}$ 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 <br> national survey of student engagement |  |  |  | Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  | Variable | Response |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | ACADPR01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 0 | 0\% | 1 | 0\% | 9 | 0\% | 4 | 0\% | 0 | 0\% | 1 | 0\% | 4 | 0\% | 2 | 0\% |
|  | (LAC) | 1-5 hrs/wk |  | 7 | 4\% | 103 | 7\% | 244 | 8\% | 111 | 5\% | 4 | 4\% | 98 | 7\% | 219 | 7\% | 110 | 6\% |
|  |  | 6-10 hrs/wk |  | 11 | 7\% | 292 | 18\% | 592 | 18\% | 348 | 17\% | 8 | 8\% | 224 | 18\% | 557 | 17\% | 252 | 14\% |
|  |  | 11-15 hrs/wk |  | 34 | 22\% | 365 | 22\% | 774 | 23\% | 437 | 20\% | 17 | 18\% | 259 | 21\% | 718 | 22\% | 368 | 20\% |
|  |  | 16-20 hrs/wk |  | 40 | 26\% | 347 | 21\% | 748 | 22\% | 487 | 23\% | 20 | 23\% | 266 | 22\% | 662 | 21\% | 402 | 22\% |
|  |  | 21-25 hrs/wk |  | 23 | 15\% | 274 | 16\% | 546 | 15\% | 377 | 17\% | 18 | 20\% | 170 | 13\% | 444 | 13\% | 264 | 14\% |
|  |  | 26-30 hrs/wk |  | 21 | 14\% | 169 | 9\% | 294 | 8\% | 237 | 10\% | 8 | 9\% | 129 | 10\% | 295 | 9\% | 204 | 11\% |
|  |  | 30+ hrs/wk |  | 21 | 13\% | 111 | 7\% | 206 | 6\% | 169 | 8\% | 16 | 17\% | 116 | 9\% | 340 | 11\% | 234 | 12\% |
|  |  |  | Total | 157 | 100\% | 1,662 | 100\% | 3,413 | 100\% | 2,170 | 100\% | 91 | 100\% | 1,263 | 100\% | 3,239 | 100\% | 1,836 | 100\% |
| 9b. Working for pay on campus | WORKON01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 117 | 74\% | 1,175 | 69\% | 2,141 | 64\% | 1,393 | 65\% | 35 | 39\% | 646 | 52\% | 1,555 | 51\% | 651 | 36\% |
|  |  | 1-5 hrs/wk |  | 18 | 12\% | 136 | 9\% | 371 | 10\% | 258 | 12\% | 9 | 10\% | 158 | 13\% | 401 | 12\% | 336 | 19\% |
|  |  | 6-10 hrs/wk |  | 16 | 11\% | 226 | 14\% | 606 | 17\% | 403 | 18\% | 25 | 28\% | 250 | 18\% | 744 | 21\% | 586 | 31\% |
|  |  | 11-15 hrs/wk |  | 2 | 1\% | 80 | 5\% | 197 | 6\% | 75 | 3\% | 10 | 11\% | 115 | 10\% | 289 | 9\% | 159 | 9\% |
|  |  | 16-20 hrs/wk |  | 2 | 1\% | 28 | 2\% | 69 | 2\% | 28 | 1\% | 9 | 10\% | 54 | 5\% | 162 | 5\% | 66 | 4\% |
|  |  | 21-25 hrs/wk |  | 0 | 0\% | 11 | 1\% | 18 | 1\% | 5 | 0\% | 2 | 2\% | 15 | 1\% | 36 | 1\% | 15 | 1\% |
|  |  | 26-30 hrs/wk |  | 0 | 0\% | 3 | 0\% | 9 | 0\% | 1 | 0\% | 0 | 0\% | 9 | 1\% | 18 | 1\% | 5 | 0\% |
|  |  | 30+ hrs/wk |  | 2 | 1\% | 4 | 0\% | 9 | 0\% | 5 | 0\% | 0 | 0\% | 13 | 1\% | 36 | 1\% | 14 | 1\% |
|  |  |  | Total | 157 | 100\% | 1,663 | 100\% | 3,420 | 100\% | 2,168 | 100\% | 90 | 100\% | 1,260 | 100\% | 3,241 | 100\% | 1,832 | 100\% |
| 9c. Working for pay off campus | WORKOF01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 139 | 91\% | 1,484 | 89\% | 2,923 | 86\% | 2,012 | 94\% | 62 | 70\% | 870 | 69\% | 2,154 | 66\% | 1,530 | 84\% |
|  |  | 1-5 hrs/wk |  | 7 | 5\% | 61 | 4\% | 139 | 4\% | 62 | 3\% | 5 | 6\% | 88 | 7\% | 235 | 7\% | 102 | 5\% |
|  |  | 6-10 hrs/wk |  | 3 | 2\% | 41 | 3\% | 93 | 3\% | 30 | 1\% | 9 | 10\% | 86 | 7\% | 201 | 6\% | 74 | 4\% |
|  |  | 11-15 hrs/wk |  | 2 | 1\% | 28 | 2\% | 78 | 2\% | 25 | 1\% | 5 | 6\% | 67 | 5\% | 165 | 5\% | 47 | 3\% |
|  |  | 16-20 hrs/wk |  | 0 | 0\% | 20 | 1\% | 55 | 2\% | 16 | 1\% | 4 | 5\% | 61 | 5\% | 136 | 4\% | 35 | 2\% |
|  |  | 21-25 hrs/wk |  | 0 | 0\% | 9 | 1\% | 25 | 1\% | 7 | 0\% | 1 | 1\% | 32 | 3\% | 85 | 3\% | 19 | 1\% |
|  |  | 26-30 hrs/wk |  | 0 | 0\% | 5 | 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\% | 3,410 | 100\% | 2,157 | 100\% | 88 | 100\% | 1,259 | 100\% | 3,236 | 100\% | 1,831 | 100\% |
| 9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | COCURR01 | $0 \mathrm{hrs} / \mathrm{wk}$ |  | 24 | 15\% | 273 | 17\% | 746 | 24\% | 281 | 13\% | 9 | 10\% | 161 | 13\% | 771 | 28\% | 208 | 11\% |
|  | (EEE) | 1-5 hrs/wk |  | 52 | 33\% | 616 | 35\% | 1,181 | 33\% | 708 | 31\% | 30 | 34\% | 408 | 32\% | 1,003 | 29\% | 558 | 30\% |
|  |  | 6-10 hrs/wk |  | 33 | 21\% | 337 | 21\% | 601 | 17\% | 525 | 25\% | 20 | 23\% | 307 | 24\% | 605 | 18\% | 439 | 24\% |
|  |  | 11-15 hrs/wk |  | 15 | 10\% | 174 | 11\% | 368 | 11\% | 266 | 12\% | 11 | 12\% | 153 | 12\% | 333 | 10\% | 235 | 13\% |
|  |  | 16-20 hrs/wk |  | 11 | 7\% | 124 | 8\% | 236 | 7\% | 194 | 9\% | 10 | 10\% | 92 | 7\% | 239 | 7\% | 184 | 10\% |
|  |  | 21-25 hrs/wk |  | 6 | 4\% | 69 | 5\% | 157 | 5\% | 100 | 5\% | 6 | 7\% | 61 | 5\% | 125 | 4\% | 91 | 5\% |
|  |  | 26-30 hrs/wk |  | 5 | 3\% | 32 | 2\% | 67 | 2\% | 37 | 2\% | 1 | 1\% | 24 | 2\% | 68 | 2\% | 47 | 3\% |
|  |  | 30+ hrs/wk |  | 10 | 7\% | 37 | 3\% | 61 | 2\% | 58 | 3\% | 3 | 3\% | 58 | 5\% | 101 | 3\% | 74 | 4\% |
|  |  |  | Total | 156 | 100\% | 1,662 | 100\% | 3,417 | 100\% | 2,169 | 100\% | 90 | 100\% | 1,264 | 100\% | 3,245 | 100\% | 1,836 | 100\% |



[^10]

| NSSE <br> national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  | Variable | Respon |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 11c. Writing clearly and effectively | GNWRITE | Very little |  | 5 | 3\% | 37 | 3\% | 100 | 4\% | 52 | 2\% | 2 | 2\% | 12 | 1\% | 40 | 2\% | 21 | 1\% |
|  |  | Some |  | 33 | 22\% | 194 | 12\% | 480 | 15\% | 327 | 15\% | 6 | 6\% | 113 | 10\% | 303 | 9\% | 189 | 10\% |
|  |  | Quite 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 effectively | GNSPEAK | Very little |  | 15 | 9\% | 80 | 5\% | 212 | 7\% | 134 | 7\% | 1 | 1\% | 19 | 2\% | 68 | 2\% | 51 | 3\% |
|  |  | Some |  | 50 | 33\% | 339 | 21\% | 836 | 25\% | 574 | 27\% | 13 | 15\% | 166 | 14\% | 519 | 16\% | 302 | 17\% |
|  |  | Quite 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 analytically | GNANALY | Very little |  | 1 | 1\% | 14 | 1\% | 39 | 1\% | 23 | 1\% | 0 | 0\% | 3 | 0\% | 14 | 1\% | 9 | 1\% |
|  |  | Some |  | 13 | 8\% | 118 | 7\% | 326 | 10\% | 186 | 9\% | 3 | 3\% | 47 | 4\% | 147 | 4\% | 85 | 5\% |
|  |  | Quite 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 problems | GNQUANT | Very little |  | 10 | 7\% | 57 | 4\% | 208 | 7\% | 108 | 5\% | 8 | 9\% | 46 | 4\% | 182 | 6\% | 97 | 5\% |
|  |  | 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 information technology | GNCMPTS | Very little |  | 19 | 12\% | 82 | 6\% | 236 | 8\% | 155 | 7\% | 6 | 7\% | 46 | 4\% | 146 | 5\% | 94 | 5\% |
|  |  | 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 | 38\% |
|  |  | 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 others | GNOTHERS | Very little |  | 3 | 2\% | 38 | 3\% | 115 | 4\% | 64 | 3\% | 2 | 2\% | 24 | 2\% | 40 | 1\% | 26 | 1\% |
|  |  | Some |  | 45 | 29\% | 278 | 18\% | 652 | 20\% | 452 | 22\% | 18 | 20\% | 156 | 14\% | 456 | 14\% | 270 | 15\% |
|  |  | Quite a bit |  | 52 | 33\% | 588 | 37\% | 1,314 | 39\% | 851 | 40\% | 25 | 28\% | 407 | 33\% | 1,206 | 37\% | 692 | 38\% |
|  |  | Very much |  | 56 | 36\% | 727 | 42\% | 1,255 | 37\% | 756 | 35\% | 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 national elections | GNCITIZN | Very little |  | 79 | 51\% | 597 | 38\% | 1,543 | 47\% | 974 | 46\% | 30 | 33\% | 254 | 22\% | 880 | 28\% | 474 | 26\% |
|  |  | Some |  | 43 | 28\% | 499 | 30\% | 1,004 | 30\% | 636 | 30\% | 26 | 29\% | 398 | 33\% | 1,157 | 36\% | 682 | 37\% |
|  |  | Quite a bit |  | 25 | 17\% | 326 | 20\% | 451 | 14\% | 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\% |


| NSSE national survey of student engagement |  |  |  | NSSE 2010 Engagement Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  | SU (TX) |  | ACS Peers |  | CTCL |  | Carnegie Peers |  |
|  | Variable | Respon |  | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% | Count | \% |
| 11j. Learning effectively on your own | GNINQ | Very little |  | 9 | 6\% | 47 | 4\% | 126 | 4\% | 94 | 5\% | 0 | 0\% | 27 | 3\% | 77 | 3\% | 45 | 3\% |
|  |  | 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 | 43\% |
|  |  |  | 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 | 17\% | 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 other racial and ethnic backgrounds | GNDIVERS | Very little <br> Some <br> Quite a bit <br> Very much |  | 27 | 18\% | 135 | 9\% | 279 | 9\% | 209 | 11\% | 9 | 10\% | 127 | 11\% | 251 | 8\% | 148 | 8\% |
|  |  |  |  | 55 | 36\% | 439 | 27\% | 901 | 27\% | 625 | 30\% | 27 | 31\% | 380 | 30\% | 923 | 29\% | 562 | 31\% |
|  |  |  |  | 48 | 31\% | 550 | 34\% | 1,174 | 35\% | 756 | 36\% | 23 | 27\% | 381 | 31\% | 1,076 | 34\% | 621 | 35\% |
|  |  |  |  | 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 problems | GNPROBSV | Very little Some <br> Quite a bit Very much |  | 10 | 6\% | 111 | 7\% | 259 | 8\% | 171 | 8\% | 7 | 7\% | 73 | 6\% | 225 | 7\% | 129 | 7\% |
|  |  |  |  | 46 | 30\% | 418 | 26\% | 996 | 30\% | 690 | 32\% | 21 | 24\% | 272 | 23\% | 823 | 25\% | 523 | 29\% |
|  |  |  |  | 59 | 38\% | 631 | 40\% | 1,284 | 39\% | 813 | 39\% | 35 | 41\% | 446 | 36\% | 1,184 | 37\% | 684 | 38\% |
|  |  |  |  | 40 | 26\% | 459 | 27\% | 752 | 23\% | 425 | 20\% | 23 | 27\% | 456 | 35\% | 943 | 31\% | 462 | 26\% |
|  |  |  | Total | 155 | 100\% | 1,619 | 100\% | 3,291 | 100\% | 2,099 | 100\% | 86 | 100\% | 1,247 | 100\% | 3,175 | 100\% | 1,798 | 100\% |
| 11n. Developing a personal code of values and ethics | GNETHICS | Very little <br> Some <br> Quite a bit <br> Very much |  | 14 | 10\% | 115 | 8\% | 298 | 10\% | 232 | 11\% | 8 | 9\% | 91 | 8\% | 249 | 8\% | 178 | 10\% |
|  |  |  |  | 41 | 26\% | 343 | 22\% | 801 | 24\% | 529 | 25\% | 16 | 19\% | 267 | 23\% | 743 | 24\% | 485 | 27\% |
|  |  |  |  | 44 | 29\% | 570 | 35\% | 1,211 | 36\% | 777 | 37\% | 31 | 35\% | 394 | 32\% | 1,040 | 32\% | 577 | 32\% |
|  |  |  |  | 53 | 35\% | 586 | 34\% | 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 of your community | GNCOMMUN | Very little <br> Some <br> Quite a bit <br> Very much |  | 17 | 11\% | 135 | 9\% | 340 | 11\% | 260 | 13\% | 13 | 14\% | 103 | 9\% | 312 | 10\% | 194 | 11\% |
|  |  |  |  | 56 | 36\% | 378 | 24\% | 983 | 30\% | 700 | 33\% | 21 | 23\% | 308 | 26\% | 870 | 28\% | 613 | 35\% |
|  |  |  |  | 47 | 30\% | 555 | 35\% | 1,129 | 34\% | 680 | 32\% | 26 | 30\% | 384 | 32\% | 1,072 | 33\% | 566 | 31\% |
|  |  |  |  | 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 of spirituality | GNSPIRIT | Very little <br> Some <br> Quite a bit <br> Very much |  | 70 | 45\% | 498 | 33\% | 1,150 | 36\% | 996 | 48\% | 52 | 59\% | 480 | 41\% | 1,263 | 41\% | 1,008 | 56\% |
|  |  |  |  | 51 | 33\% | 466 | 29\% | 897 | 27\% | 571 | 26\% | 18 | 20\% | 330 | 26\% | 844 | 27\% | 444 | 25\% |
|  |  |  |  | 23 | 15\% | 338 | 20\% | 674 | 20\% | 324 | 16\% | 7 | 8\% | 201 | 15\% | 523 | 16\% | 181 | 10\% |
|  |  |  |  | 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\% |



${ }^{\text {a }}$ 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 <br> national survey of student engagement |  |  | NSSE 2010 Background Item Frequency Distributions ${ }^{\text {a }}$ Southwestern University |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | First-Year Students |  |  |  |  |  |  |  | Seniors |  |  |  |  |  |  |  |
|  |  |  | 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 | \% |
| 25. What have most of your grades been up to now at this institution? | GRADES04 | C- or lower | 2 | 1\% | 30 | 2\% | 37 | 1\% | 21 | 1\% | 0 | 0\% | 0 | 0\% | 1 | 0\% | 1 | 0\% |
|  |  | C | 3 | 2\% | 43 | 3\% | 97 | 3\% | 41 | 2\% | 0 | 0\% | 16 | 1\% | 51 | 2\% | 18 | 1\% |
|  |  | 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\% |
|  |  | B | 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 | 100\% | 90 | 100\% | 1,251 | 100\% | 3,166 | 100\% | 1,807 | 100\% |
| 26. Which of the following best describes where you are living now while attending college? | LIVENOW | Dormitory or other campus housing Residence, walking | 150 | 97\% | 1,532 | 93\% | 2,838 | 84\% | 1,990 | 94\% | 41 | 47\% | 674 | 53\% | 1,266 | 38\% | 980 | 54\% |
|  |  | 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 | 100\% | 90 | 100\% | 1,250 | 100\% | 3,193 | 100\% | 1,803 | 100\% |
| 27a. What is the highest level of education that your father completed? | FATHREDU | Did not finish HS | 11 | 7\% | 78 | 5\% | 148 | 5\% | 74 | 4\% | 8 | 9\% | 36 | 3\% | 167 | 6\% | 52 | 3\% |
|  |  | Graduated from HS | 16 | 10\% | 252 | 15\% | 527 | 16\% | 270 | 13\% | 5 | 6\% | 169 | 13\% | 501 | 17\% | 223 | 12\% |
|  |  | 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 | 100\% | 90 | 100\% | 1,238 | 100\% | 3,177 | 100\% | 1,797 | 100\% |
| 27b. What is the highest level of education that your mother completed? | MOTHREDU | Did not finish HS | 3 | 2\% | 37 | 2\% | 128 | 4\% | 52 | 3\% | 7 | 8\% | 21 | 2\% | 108 | 4\% | 37 | 2\% |
|  |  | Graduated from HS | 20 | 13\% | 185 | 12\% | 431 | 13\% | 228 | 11\% | 6 | 6\% | 139 | 10\% | 477 | 16\% | 206 | 11\% |
|  |  | 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 | 100\% | 3,305 | 100\% | 2,108 | 100\% | 90 | 100\% | 1,248 | 100\% | 3,188 | 100\% | 1,801 | 100\% |


${ }^{\text {a }}$ 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

NSSE
national survey of student engagement

## 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, StudentFaculty 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. \& Survey Items A description of the benchmark and the individual items used in its creation is provided.
The mean is the weighted arithmetic average of the student level benchmark scores.

## Benchmark Description

## 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 ( $\mathrm{p}<.05, \mathrm{p}<.01$, and $\mathrm{p}<.001$ ). 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 results.

Effect Size ${ }^{\text {a }}$
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 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

A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.
nsse.iub.edu/links/institutional_reporting .


## 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:

| Class | SU (TX) | ACS Peers |  |  | CTCL |  |  | Carnegie Peers |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | Effect Size ${ }^{\text {c }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | ${ }_{\text {Effect }}^{\text {Sie }}$ 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).
${ }^{\mathrm{b}}{ }^{*} \mathrm{p}<.05{ }^{* *} \mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed).
${ }^{c}$ Mean difference divided by the pooled standard deviation.

## 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

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## Active and Collaborative Learning (ACL)

## Mean Comparisons

Southwestern University compared with:

| Class | SU (TX) | ACS Peers |  |  | CTCL |  |  | Carnegie Peers |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size }{ }^{\circ} \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size }{ }^{2} \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | ${ }_{\text {Effect }}^{\text {Size }}$ |
| 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).
${ }^{\mathrm{b}}{ }^{*} \mathrm{p}<.05{ }^{* *} \mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed).
${ }^{c}$ Mean difference divided by the pooled standard deviation.

## Distributions of Student Benchmark Scores





0
SU (TX) ACS Peers CTCL Carnegie Peers

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.)

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national survey of
Southwestern University
student engagement

## Student-Faculty Interaction (SFI)

## Mean Comparisons

Southwestern University compared with:

| Class | SU (TX) | ACS Peers |  |  | CTCL |  |  | Carnegie Peers |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size }{ }^{\circ} \end{aligned}$ | Mean ${ }^{\text {a }}$ | $s s i g{ }^{\text {b }}$ | Effect ${ }_{\text {Sie }}{ }^{\text {c }}$ |
| 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 |

${ }^{\text {a }}$ Weighted by gender and enrollment status (and by institution size for comparison groups).
${ }^{\mathrm{b}}{ }^{*} \mathrm{p}<.05{ }^{* *} \mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed).
${ }^{c}$ Mean difference divided by the pooled standard deviation.

## Distributions of Student Benchmark Scores



0
SU (TX) ACS Peers CTCL Carnegie Peers

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

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## Enriching Educational Experiences (EEE)

## Mean Comparisons

Southwestern University compared with:

| Class | SU (TX) | ACS Peers |  |  | CTCL |  |  | Carnegie Peers |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | ${ }_{\text {Effect }}^{\text {Size }}$ |
| 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 |

${ }^{\text {a }}$ Weighted by gender and enrollment status (and by institution size for comparison groups).
${ }^{\mathrm{b}}{ }^{*} \mathrm{p}<.05{ }^{* *} \mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed).
${ }^{c}$ Mean difference divided by the pooled standard deviation.

## 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., listserv, 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

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## Supportive Campus Environment (SCE)

## Mean Comparisons

Southwestern University compared with:

| Class | SU (TX) | ACS Peers |  |  | CTCL |  |  | Carnegie Peers |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Mean ${ }^{\text {a }}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | Effect Size | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | $\begin{aligned} & \text { Effect } \\ & \text { Size } \end{aligned}$ | Mean ${ }^{\text {a }}$ | Sig ${ }^{\text {b }}$ | ${ }_{\text {Effect }}^{\text {Size }}$ |
| 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 |

${ }^{\text {a }}$ Weighted by gender and enrollment status (and by institution size for comparison groups).
${ }^{\mathrm{b}}{ }^{*} \mathrm{p}<.05{ }^{* *} \mathrm{p}<.01$ *** $\mathrm{p}<.001$ (2-tailed).
${ }^{c}$ Mean difference divided by the pooled standard deviation.

## Distributions of Student Benchmark Scores



25

0
SU (TX) ACS Peers CTCL Carnegie Peers
$0 \quad$ SU (TX) ACS Peers $\quad$ CTCL $\quad$ Carnegie Peers

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

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## 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. ${ }^{\text {a }}$ 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

|  |  | NSSEville | NSSEville State compared with |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \text { NSSE } 2010 \\ & \text { Top 50\% } \end{aligned}$ |  |  | $\begin{gathered} \text { NSSE } 2010 \\ \text { Top } 10 \% \end{gathered}$ |  |  |
|  |  |  |  |  |  |  |  |
|  |  | Mean | Mean | Sig | Effect size | Mean | Sig | Effect size |
|  | LAC | 57.1 | 55.8 | * | . 10 | 60.5 | *** | -0.28 |
| ฮู | ACL | 50.3 | 45.8 | *** | . 28 | 50.7 |  | -0.02 |
| $\pm$ | SFI | 37.3 | 37.2 |  | . 01 | 42.0 | *** | -0.24 |
| , | EEE | 21.8 | 30.0 | *** | -. 63 | 34.4 | *** | -0.98 |
|  | SCE | 60.9 | 64.7 | *** | -. 21 | 69.7 | *** | -0.49 |

## 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). ${ }^{\text {a }}$


## Based on the example above NSSEville State CANNOT conclude ${ }^{\text {a }}$..

- 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

[^11]NSSE
NSSE 2010 Benchmark Comparisons
With Highly Engaging Institutions
national survey of
student engagement
Southwestern University


## Legend

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).
${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01^{* * *} \mathrm{p}<.001$ (2-tailed).
${ }^{\mathrm{c}}$ Mean diff. divided by the pooled standard dev.

NSSE
NSSE 2010 Benchmark Comparisons Detailed Statistics and Effect Sizes ${ }^{\text {a }}$
national survey of student engagement

## First-Year Students



## LEVEL OF ACADEMIC CHALLENGE (LAC)

| SU (TX) | $(\mathrm{N}=157)$ | 62.5 | 12.1 | 1.0 | 37 | 56 | 64 | 72 | 79 |  |  |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| ACS Peers | 61.3 | 11.7 | .3 | 41 | 53 | 62 | 70 | 79 | 1,723 | 1.2 | .214 |
| CTCL | 58.8 | 12.7 | .2 | 38 | 50 | 59 | 68 | 79 | 3,634 | 3.7 | .000 |
| Carnegie Peers | 59.8 | 12.6 | .3 | 38 | 52 | 60 | 69 | 80 | 2,485 | 2.7 | .008 |
| Top 50\% | 57.2 | 13.1 | .0 | 35 | 48 | 57 | 66 | 78 | 99,254 | 5.3 | .000 |
| Top 10\% | 60.5 | 12.9 | .1 | 38 | 52 | 61 | 70 | 80 | 19,567 | 2.0 | .054 |

## ACTIVE AND COLLABORATIVE LEARNING (ACL)

| SU (TX) | $(\mathrm{N}=170)$ | 46.1 | 14.4 |
| ---: | :--- | :--- | :--- |
| ACS Peers |  | 49.1 | 16.4 |
| CTCL |  | 47.4 | 15.8 |
| Carnegie Peers |  | 45.9 | 15.0 |
| Top 50\% | 48.1 | 17.0 | .3 |
| Top 10\% |  | 52.2 | 17.8 |


| 25 | 33 | 43 | 57 | 71 |
| :--- | :--- | :--- | :--- | :--- |
| 24 | 38 | 48 | 57 | 81 |
| 24 | 38 | 48 | 57 | 75 |
| 24 | 33 | 43 | 57 | 71 |
| 24 | 38 | 48 | 57 | 76 |
| 24 | 38 | 52 | 62 | 83 |


| 217 | -3.0 | .012 | -.18 |
| ---: | :---: | :---: | :---: |
| 3,929 | -1.3 | .288 | -.08 |
| 2,678 | .3 | .822 | .02 |
| 170 | -1.9 | .083 | -.11 |
| 175 | -6.1 | .000 | -.34 |

## STUDENT-FACULTY INTERACTION (SFI)

| SU (TX) | ( $\mathrm{N}=161$ ) | 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 EDUCATIONAL EXPERIENCES (EEE)

| SU (TX) | $(\mathrm{N}=157)$ | 35.0 | 12.1 |
| ---: | :---: | :---: | :---: |
| 1.0 |  |  |  |
| ACS Peers |  | 33.3 | 12.7 |
| CTCL | 31.9 | 12.6 | .2 |
| Carnegie Peers | 31.9 | 12.3 | .3 |
| Top $50 \%$ | 31.1 | 13.6 | .0 |
| Top $10 \%$ |  | 33.6 | 14.0 |


| 17 | 26 | 35 | 43 | 54 |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | ---: | ---: | ---: | :--- |
| 13 | 25 | 33 | 41 | 54 | 1,697 | 1.7 | .108 | .13 |
| 12 | 23 | 31 | 40 | 53 | 3,585 | 3.0 | .003 | .24 |
| 13 | 23 | 31 | 40 | 52 | 2,439 | 3.1 | .002 | .25 |
| 11 | 22 | 30 | 40 | 54 | 104,601 | 3.9 | .000 | .29 |
| 12 | 23 | 33 | 42 | 57 | 25,690 | 1.3 | .236 | .09 |

## SUPPORTIVE CAMPUS ENVIRONMENT (SCE)

| SU (TX) | $(\mathrm{N}=157)$ | 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 |
| CTCL | 67.5 | 17.5 | .3 | 36 | 56 | 69 | 81 | 94 | 174 | 1.5 | .258 |
| Carnegie Peers | 67.1 | 17.1 | .4 | 39 | 56 | 67 | 80 | 94 | 2,402 | 1.9 | .170 |
| Top 50\% | 67.2 | 18.0 | .1 | 36 | 56 | 67 | 81 | 97 | 156 | 1.8 | .158 |
| Top 10\% | 70.8 | 17.9 | .2 | 39 | 58 | 72 | 83 | 100 | 161 | -1.8 | .164 |

${ }^{\text {a }}$ All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.
${ }^{\mathrm{b}}$ Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
${ }^{\text {c }}$ Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the $95 \% \mathrm{CI}$ is the range of values that is $95 \%$ likely to contain the true population mean, equal to the sample mean $+/-1.96 *$ SEM
${ }^{\mathrm{d}}$ 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.
${ }^{\mathrm{g}}$ Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

NSSE
NSSE 2010 Benchmark Comparisons Detailed Statistics and Effect Sizes ${ }^{\text {a }}$
national survey of student engagement

Seniors


LEVEL OF ACADEMIC CHALLENGE (LAC)

| SU (TX) | $(\mathrm{N}=91)$ | 66.5 | 13.8 | 1.4 | 45 | 55 | 69 | 78 |
| ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 86 |  |  |  |  |  |  |  |  |
| ACS Peers | 64.8 | 12.5 | .4 | 45 | 56 | 65 | 73 | 85 |
| CTCL | 63.8 | 12.7 | .2 | 42 | 56 | 65 | 73 | 83 |
| Carnegie Peers | 64.2 | 12.9 | .3 | 42 | 56 | 65 | 73 | 84 |
| Top 50\% | 60.9 | 13.7 | .1 | 38 | 52 | 61 | 71 | 82 |
| Top 10\% | 63.8 | 13.6 | .1 | 41 | 55 | 65 | 73 | 85 |


| 1,087 | 1.8 | .203 | .14 |
| ---: | ---: | ---: | ---: |
| 2,755 | 2.7 | .047 | .21 |
| 1,770 | 2.3 | .101 | .18 |
| 73,251 | 5.6 | .000 | .41 |
| 16,281 | 2.7 | .054 | .20 |

ACTIVE AND COLLABORATIVE LEARNING (ACL)

| SU (TX) | $(\mathrm{N}=95)$ | 59.2 | 17.2 | 1.8 | 33 | 48 | 57 | 67 |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :--- |
| 90 |  |  |  |  |  |  |  |  |
| ACS Peers |  | 58.9 | 16.5 | .5 | 33 | 48 | 57 | 71 |
| CTCL | 56.0 | 16.1 | .3 | 33 | 43 | 57 | 67 | 83 |
| Carnegie Peers |  | 54.7 | 15.8 | .4 | 29 | 43 | 52 | 67 |
| Top $50 \%$ |  | 56.6 | 17.2 | .1 | 29 | 43 | 57 | 67 |
| Top $10 \%$ | 60.4 | 17.9 | .2 | 33 | 48 | 61 | 71 | 90 |


| 1,127 | .3 | .873 | .02 |
| ---: | :---: | :---: | :---: |
| 2,882 | 3.2 | .061 | .20 |
| 1,869 | 4.5 | .007 | .28 |
| 61,860 | 2.6 | .143 | .15 |
| 13,699 | -1.2 | .533 | -.06 |

## STUDENT-FACULTY INTERACTION (SFI)

| SU (TX) | $(\mathrm{N}=90)$ | 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 |
| CTCL | 51.9 | 21.3 | .4 | 22 | 33 | 50 | 67 | 89 | 2,772 | 4.9 | .032 |

ENRICHING EDUCATIONAL EXPERIENCES (EEE)

| SU (TX) | $(\mathrm{N}=90)$ | 59.2 | 17.6 | 1.8 | 22 | 48 | 62 | 74 |
| ---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :--- |
| 83 |  |  |  |  |  |  |  |  |
| ACS Peers |  | 57.4 | 15.9 | .5 | 32 | 46 | 58 | 68 |
| CTCL |  | 54.1 | 17.8 | .3 | 22 | 42 | 55 | 67 |
| Carnegie Peers |  | 55.7 | 16.9 | .4 | 26 | 45 | 57 | 68 |
| Top $50 \%$ |  | 47.7 | 18.0 | .1 | 18 | 35 | 48 | 60 |
| Top $10 \%$ |  | 55.8 | 17.3 | .2 | 25 | 44 | 57 | 68 |


| 1,078 | 1.9 | .286 | .12 |
| ---: | :---: | :---: | :---: |
| 2,728 | 5.2 | .007 | .29 |
| 1,755 | 3.5 | .054 | .21 |
| 78,638 | 11.6 | .000 | .64 |
| 11,063 | 3.4 | .059 | .20 |

SUPPORTIVE CAMPUS ENVIRONMENT (SCE)

| SU (TX) | $(\mathrm{N}=91)$ | 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 |
| CTCL | 65.3 | 17.7 | .3 | 33 | 53 | 67 | 78 | 94 | 2,697 | -.3 | .861 |
| Carnegie Peers | 64.2 | 17.1 | .4 | 36 | 53 | 64 | 75 | 94 | -.04 |  |  |
| Top 50\% | 64.7 | 18.9 | .1 | 33 | 53 | 67 | 78 | 94 | 1,729 | .8 | .660 |
| Top 10\% | 68.6 | 18.5 | .2 | 36 | 56 | 69 | 83 | 100 | 62,037 | .3 | .872 |

${ }^{\text {a }}$ All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.
${ }^{\mathrm{b}}$ Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
${ }^{\text {c }}$ Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the $95 \% \mathrm{CI}$ is the range of values that is $95 \%$ likely to contain the true population mean, equal to the sample mean $+/-1.96 *$ SEM.
${ }^{\mathrm{d}}$ 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.
${ }^{\text {f }}$ Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
${ }^{\mathrm{g}}$ Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.


[^0]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^1]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05{ }^{* *} \mathrm{p}<.01 \quad * * * \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^2]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^3]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^4]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^5]:    ${ }^{\text {a }}$ Weighted by gender and enrollment status (and size for comparisons)
    ${ }^{\mathrm{b}} * \mathrm{p}<.05^{* *} \mathrm{p}<.01 \quad{ }^{* * *} \mathrm{p}<.001$ (2-tailed).
    ${ }^{\mathrm{c}}$ Mean difference divided by pooled SD

[^6]:    ${ }^{0}$ All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.
    ${ }^{\text {c }}$ A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
    ${ }^{1}$ 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.
    ${ }^{\mathrm{t}}$ Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

[^7]:    All statistics are weighted by gender and enrollment status．Comparison group statistics are also weighted by institutional size．
    ${ }^{6}$ 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
    A measure of the amount individual scores deviate from the mean of all the scores in the distribution．
    ${ }^{\text {d }}$ Degrees of freedom used to compute the t－tests．Values differ from the total Ns due to weighting and the equal variances assumption．
    ${ }^{\mathrm{e}}$ Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance．
    ${ }^{\mathrm{f}}$ Effect size is calculated by subtracting the comparison group mean from the school mean，then dividing the result by the pooled standard deviation．

[^8]:    All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size
    ${ }^{5}$ 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
    ${ }^{\text {A }}$ A measure of the amount individual scores deviate from the mean of all the scores in the distribution
    ${ }^{1}$ 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.
    Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

[^9]:    ${ }^{\text {a }}$ 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.

[^10]:    ${ }^{\text {a }}$ 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.

[^11]:    ${ }^{\text {a }}$ 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.

