

## Inside

- 1 U.S. Institutions and Respondents
- 3 NSSE 2010 U.S. Cohort Profile
- 5 U.S. and Canadian Response Rates
- 6 Canadian Institutions and Respondents

## NSSE 2010 Overview

The National Survey of Student Engagement (NSSE) collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Since its inception, more than 1,400 baccalaureate-granting colleges and universities in the US and Canada have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, accountability, and related purposes. Launched by a generous grant from The Pew Charitable Trusts, NSSE has been fully supported by institutional participation fees since 2002.

More than 1.2 million first-year and senior students from 595 institutions in the US and Canada were invited to participate in the 2010 NSSE administration. Of this survey population, 393,630 students responded, including 19,148 students from Canadian institutions. A searchable list of participating institutions by year is available on the NSSE Web site.

[nsse.iub.edu/html/participants.cfm](http://nsse.iub.edu/html/participants.cfm)

The 2010 introduction of census administrations for the Web-only survey mode contributed to 491 institutions (83%) choosing this administration type, in which students received all contacts by e-mail and completed the survey online. The Web survey option was used by 77 institutions (13%). This mode includes multiple e-mail contacts and one paper questionnaire sent to a portion of nonrespondents. The remaining 27 institutions (4%) chose the paper questionnaire mode. Notably, about half (57%) of all respondents at paper administration institutions elected to complete the survey online. Overall, 99% of all NSSE 2010 respondents completed the survey online.

## U.S. Institutions and Respondents

Table 1 shows how NSSE 2010 institutional characteristics compare with the profile of all baccalaureate-granting colleges and universities in the United States. Comparative data for these tables are from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The New England and Far West regions are slightly underrepresented in NSSE 2010, while the Southeast region is overrepresented. NSSE 2010 institutions are generally representative of the distribution of institutional types in the 2005 Basic Carnegie Classification. Master's Colleges and Universities with larger programs and Baccalaureate Colleges-Arts & Sciences are slightly overrepresented, and Baccalaureate Colleges-Diverse Fields and Research Universities with very high research activity are slightly underrepresented. Very small institutions – those with fewer than 1,000 undergraduates – are underrepresented in NSSE 2010, but overall NSSE 2010 participating institutions reflect the diversity of U.S. higher education with respect to institutional type, size, sector, region, and location.



College of Saint Benedict

**Table 1**  
**Profile of U.S. NSSE 2010 Institutions and Respondents Against All U.S. Baccalaureate-Granting Institutions and Their Students<sup>a</sup>**

	Institutions		Students	
	NSSE	US <sup>b</sup>	NSSE	US <sup>b</sup>
<b>Carnegie Classification – Basic 2005<sup>c</sup></b>				
RU/VH	4%	6%	14%	21%
RU/H	8%	7%	18%	16%
DRU	6%	5%	7%	9%
Master's L	24%	22%	28%	28%
Master's M	13%	12%	10%	8%
Master's S	7%	8%	4%	4%
Bac/A&S	20%	18%	12%	6%
Bac/Diverse	18%	23%	8%	8%
<b>Sector</b>				
Public	36%	35%	59%	66%
Private	64%	65%	41%	34%
<b>Undergraduate Enrollment</b>				
Fewer than 1,000	13%	17%	2%	2%
1,000 – 2,499	35%	34%	16%	10%
2,500 – 4,999	21%	19%	16%	12%
5,000 – 9,999	18%	15%	23%	19%
10,000 – 19,999	10%	10%	24%	27%
20,000 or more	5%	6%	20%	30%
<b>Region</b>				
New England	7%	9%	5%	6%
Mid East	18%	18%	14%	17%
Great Lakes	15%	15%	20%	15%
Plains	11%	10%	11%	9%
Southeast	30%	24%	27%	23%
Southwest	8%	8%	10%	13%
Rocky Mountains	3%	3%	6%	4%
Far West	7%	10%	6%	12%
Outlying Areas	<1%	2%	<1%	2%
U.S. Service Schools	<1%	<1%	<1%	<1%
<b>Location</b>				
City	46%	45%	56%	60%
Suburban	20%	23%	17%	18%
Town	24%	21%	19%	15%
Rural	9%	9%	7%	6%

RU/VH	Research Universities (very high research activity)
RU/H	Research Universities (high research activity)
DRU	Doctoral/Research Universities
Master's L	Master's Colleges and Universities (larger programs)
Master's M	Master's Colleges and Universities (medium programs)
Master's S	Master's Colleges and Universities (smaller programs)
Bac/A&S	Baccalaureate Colleges-Arts & Sciences
Bac/Diverse	Baccalaureate Colleges-Diverse Fields

- a. Percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classes in the table. Totals may not sum to 100% due to rounding.
- b. U.S. percentages are based on data from the 2009 IPEDS Institutional Characteristics File.
- c. For information on the 2005 Carnegie Classifications, see [classifications.carnegiefoundation.org](http://classifications.carnegiefoundation.org).

Table 1 also shows the distribution of NSSE 2010 respondents and the national distribution of students by these same characteristics. NSSE 2010 respondents largely reflect the U.S. undergraduate population, but the patterns of institutional representation discussed above are also evident at the student level. Students from the largest and most research-intensive institutions are well represented in NSSE 2010 but fall short of their national representation. While small and private institutions account for a majority of institutions in NSSE and nationally, a majority of students and NSSE respondents attend large and public institutions. NSSE comparison reports use weights to ensure proportional representation.

Table 2 shows selected characteristics of NSSE 2010 U.S. respondents. The first column represents the students who responded to the survey in 2010. The second column represents the first-year and senior student population at NSSE 2010 participating institutions. The third column shows the profile of all students attending all baccalaureate-granting institutions in the US as indicated by IPEDS data.

## NSSE 2010 U.S. Cohort Profile

The standard NSSE sampling scheme calls for either all first-year and senior students at a given institution (Web-only administrations) or an equal number of randomly sampled students from each group (with the sample size based on the total number of undergraduate students enrolled). Web+ administrations were afforded larger standard sample sizes than paper mode institutions of comparable enrollment because of the efficiency of Web-based data collection. Many Web+ and paper-mode institutions request random oversamples to increase the number of respondents, thereby reducing sampling error and enhancing their ability to examine results by subgroups. All randomly selected eligible student respondents from U.S. institutions are referred to collectively as the NSSE 2010 U.S. cohort. (“Randomly selected” respondents include those from census administrations.) Only randomly selected respondents are included in institutional reports. The NSSE 2010 U.S. cohort consists of 367,645 first-year and senior respondents. The data provided in the remainder of this *NSSE 2010 Overview* are based on the NSSE 2010 U.S. cohort unless otherwise noted.

**Table 2**  
**Characteristics of NSSE 2010 Respondents, Undergraduate Population at Participating U.S. NSSE Institutions, and Undergraduate Population at All U.S. Baccalaureate-Granting Institutions<sup>a</sup>**

	NSSE 2010 Respondents	NSSE 2010 Population <sup>b</sup>	U.S. Baccalaureate Population <sup>c</sup>
<b>Gender</b>			
Male	36%	44%	44%
Female	64%	56%	56%
<b>Race/Ethnicity<sup>d</sup></b>			
African American/Black	11%	14%	12%
American Indian/Alaska Native	1%	1%	1%
Asian/Asian American/Pacific Islander	6%	6%	7%
Caucasian/White	73%	66%	67%
Hispanic	9%	10%	10%
Other	1%	<1%	n/a
Multiracial/Ethnic	<1%	<1%	n/a
<b>International</b>	6%	2%	3%
<b>Enrollment Status</b>			
Full-time	88%	85%	82%
Part-time	11%	15%	18%

a. Totals may not sum to 100% due to rounding.

b. NSSE 2010 population data are provided by participating institutions.

c. U.S. percentages are unweighted and based on data from the 2009 IPEDS Institutional Characteristics and Enrollment data.

d. IPEDS and NSSE categories for race and ethnicity differ. Percentages exclude students whose ethnicity was unknown or not provided.

## Select NSSE 2010 U.S. Cohort Characteristics<sup>a</sup>

### Year in School

The NSSE 2010 U.S. cohort respondents were almost equally divided between first-year (46%) and senior (54%) students.

### Gender

Women made up more than three-fifths (64%) of respondents, compared with 56% of first-year and senior students enrolled at NSSE 2010 institutions and 56% of students enrolled nationally (Table 2). The larger proportion of female respondents is consistent with widely reported survey research findings that women are more likely than men to respond to surveys. Weighting adjusts for the gender imbalance in institutional comparisons.

### Age

Approximately three-quarters (76%) of all respondents were less than 24 years old. About 10% of respondents were between the ages of 24 and 29, and 13% were 30 years of age or older. Of first-year student respondents, 15% were 20 years of age or older, while 36% of seniors were 24 years of age or older.

### Race and Ethnicity

African American/Black students are somewhat underrepresented, while Caucasian/White students are overrepresented (Table 2).

### Living Arrangements

Overall, approximately 37% of respondents lived in campus housing (65% of first-year students and 15% of seniors). The next most common locations were within driving distance (38%) and within walking distance (17%). The remainder lived in a fraternity or sorority house (1%) or indicated that none of the choices applied (7%).

### Fraternity or Sorority

About 11% of men and 10% of women were members of a fraternity or sorority.

### Grades

Approximately 46% of all students reported earning mostly A grades (42% of first-year students and 49% of seniors). Only 4% of students reported earning mostly C grades or lower (6% of first-year students and 2% of seniors).

### Enrollment Status

About 88% of all respondents were enrolled full time, slightly higher than the NSSE 2010 population (Table 2). Institutional reports are weighted to adjust for the overrepresentation of full-time students among NSSE respondents.

### Parents' Education

Of all respondents for whom education information was provided for one or both parents, about 80% of respondents had at least one parent with some college education. Approximately 56% had at least one parent who completed a baccalaureate degree, and about one-third of respondents (30%) indicated both parents having a baccalaureate or higher degree.

### Transfer Status

Approximately two-fifths (44%) of senior respondents began postsecondary education at an institution other than the one they were attending when they completed the NSSE survey. About 51% of these transfer students had previously attended another baccalaureate-granting institution, 71% had attended a community college, 14% had attended a vocational-technical school, and 5% had enrolled in some other form of postsecondary education (percentages sum to more than 100% because some students previously attended more than one type of institution).

### Primary Major Field

Table 3 shows the percentage of students pursuing majors in various fields of study, by class and by gender. Proportionally more men pursue studies in business and engineering, while majors in the arts and humanities, education, the social sciences, and other professional fields (e.g., nursing) are more popular among women.

<sup>a</sup>. Students for whom institutions did not provide class level are omitted from "Select NSSE 2010 U.S. Cohort Characteristics" findings. Percentages reported are unweighted.



Elon University

**Table 3**  
**Primary Majors by Class and Gender at NSSE U.S. Institutions <sup>a</sup>**

	First-Years		Seniors	
	Male	Female	Male	Female
Arts & Humanities	12%	13%	12%	14%
Biological Sciences	8%	10%	7%	7%
Business	18%	12%	22%	17%
Education	5%	12%	5%	13%
Engineering	14%	2%	12%	2%
Physical Sciences	5%	3%	4%	2%
Professional (other)	6%	16%	5%	13%
Social Sciences	10%	14%	11%	16%
Other	20%	13%	22%	15%
Undecided	4%	4%	<1%	<1%

a. NSSE codes major information using 85 categories developed by NSSE from the 2000 Classification of Instructional Programs. For information on the classification, see [nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165). The condensed major categories above are used for NSSE reporting purposes. Additional details concerning the majors included in each category are available in the *NSSE 2010 Codebook*.

## U.S. and Canadian Response Rates

The average institutional response rate for NSSE 2010 was 37% (Table 4). For paper mode schools (institutions where students were invited by postal mail, but had the option of completing either the paper or the Web version of the survey) the average institutional response rate was 33%. More than half of the students responding at these institutions (57%) elected to complete NSSE online. The average institutional response rate for NSSE 2010 Web-only institutions (institutions where students were

invited by e-mail to complete the survey online) was 38%. Institutions participating using the Web mode of administration recorded an average institutional response rate of 35%. The highest institutional response rate in NSSE 2010 was 89%, and 69% of institutions achieved a response rate of at least 30%

Additional information about response rates, including response rates for your institution, is provided in the *NSSE 2010 Respondent Characteristics* report.

**Table 4**  
**NSSE 2010 Participation and Response Information by Survey Administration Mode<sup>a</sup>**

Survey Administration Mode	Number of Institutions <sup>b</sup>	Average Institutional Response Rate	Percentage of Students Responding via Web
Paper	26	33%	57%
Web-only	486	38%	100%
Web+	77	35%	96%
<b>All Institutions</b>	<b>589</b>	<b>37%</b>	<b>99%</b>

a. Response rates and percentage of students responding via Web are based on census and randomly sampled participants only.  
b. Table does not include results for six U.S. NSSE 2010 institutions that participated as part of a special research project,

## Canadian Institutions and Respondents

Twenty-three Canadian institutions from six provinces participated in NSSE 2010. Of these, nine institutions were from British Columbia, another seven institutions were from Ontario, three were from Alberta, two were from Manitoba, and one each was from Quebec and New Brunswick. All Canadian institutions participated via the Web-only administration mode.

### Response Rates

The average Canadian institutional response rate for NSSE 2010 was 38%, with the highest rate achieved being 89%. About three-quarters (74%) of Canadian institutions achieved a response rate of at least 30%.

### Student Overview

More than 57,000 Canadian students were invited to participate and the total number of respondents was 19,148 (Table 5). Women made up 66% of the respondents, and 83% of respondents were enrolled full-time. Of all respondents, 23% were enrolled in a social science major, 18% in arts & humanities, 13% in business, and 9% in biological sciences.

### Summary of Ethno-cultural Categories

The majority of students providing ethno-cultural information identified themselves as White (77%). Additionally, 8% identified as Chinese, 5% as South Asian, 3% as Black, and 2% self-identified as North American Indian. Less than 2% of respondents identified with each of the remaining categories. Ethno-cultural categories for Canadian institutions participating in NSSE were adapted from Statistics Canada, Canada's national statistical agency.

[statcan.gc.ca](http://statcan.gc.ca)



Sweet Briar College

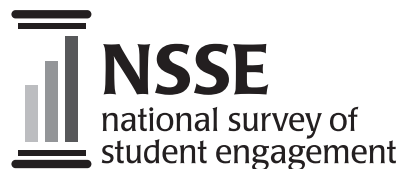
## Age

Approximately three-quarters (76%) of all Canadian respondents were less than 24 years old. About 15% were between 24 and 29 years old and 9% were 30 years old or more.

**Table 5**  
**Characteristics of Canadian NSSE 2010 Respondents<sup>a</sup>**

NSSE 2010 Respondents at Canadian Institutions		N= 19,148
<b>Gender</b>		
Male		34%
Female		66%
<b>Enrollment Status</b>		
Full-time		83%
Part-time		17%
<b>Major</b>		
Arts & Humanities		18%
Biological Sciences		9%
Business		13%
Education		5%
Engineering		4%
Physical Sciences		3%
Professional (other)		9%
Social Sciences		23%
Other		16%
Undecided		1%

a. Percentages are unweighted.



Indiana University Center for Postsecondary Research  
1900 East Tenth Street, Suite 419  
Bloomington, IN 47406-7512

Phone: 812-856-5824  
Fax: 812-856-5150  
E-mail: [nsse@indiana.edu](mailto:nsse@indiana.edu)  
Web: [nsse.iub.edu](http://nsse.iub.edu)



## NSSE 2010 Psychometric Properties

The National Survey of Student Engagement (NSSE) was designed to assess the extent to which students participate in empirically derived effective educational practices and what they gain from their college experience. A large, growing body of research on college student development shows that the time and energy students devote to educationally purposeful activities contributes to their learning and personal development (see NSSE Conceptual Framework at [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm) for more details). NSSE collects data on student behaviors that are highly correlated with many desirable learning and personal development outcomes of a college education. This document summarizes many of the projects that the NSSE research team conducts in order to measure various psychometric properties of NSSE, beginning with an overview of the content and construction of the survey instrument. It also discusses various measurements of validity and reliability as well as investigations of potential bias. This document concludes with information on where to find additional psychometric information about NSSE.

### Validity

The validity of a survey refers to how well the survey measures what it is intended to measure. This section summarizes many of the ways the NSSE research team analyzed the survey instrument's validity: through question creation, question analysis, and correlations with various student outcomes.

### What does the instrument cover?

NSSE asks students to report how often they participate in activities that represent good educational practice. The survey also covers students' perceptions of the college environment associated with achievement and satisfaction. In addition, students are asked to estimate their educational and personal growth since starting college. Finally, students provide information about their background, including age, gender, race/ethnicity, living situation, educational status, and major.

### Does the instrument yield valid information?

The NSSE research team worked diligently to ensure that survey items were clearly worded, well-defined, and had high content and construct validity. Cognitive interviews and focus groups revealed that very few of the survey items posed difficulty for students to interpret as intended. Although some students had trouble understanding such things as the meaning of a learning community or distinguishing between socializing and relaxing, these problems were consistent across different types of students from different types of institutions. Additionally, items that contribute to the five NSSE benchmarks were not problematic, implying that the benchmarks are also valid measures of the quality of student engagement experiences.

In the *Connecting the Dots* project, researchers used qualitative methods to investigate whether or not NSSE survey questions were working as intended for different types of students at different types of institutions. The researchers found that the NSSE survey works equally well for students from different racial and ethnic backgrounds as well as for students from different types of institutions.

[www.nsse.iub.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://www.nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf)

Overall, the pattern of responses from first-year students and seniors suggests the items measure what they are supposed to measure. For example, as one would expect, seniors are, on average, more engaged in educational pursuits that involve working on research with faculty members, tutoring other students, and talking about career plans with an advisor. Senior students are likely to be further in their program of study and more likely to be planning for their futures after graduation. First-year students are, on average, more engaged in educational pursuits such as preparing two or more drafts of a paper, participating in co-curricular activities, and taking part in experiences that help them to understand people of other racial and ethnic backgrounds. First-year students are more likely to take classes that require multiple drafts of papers, or seniors may need fewer drafts of papers to produce acceptable work. First-year students are also more likely to live on campus which puts them in closer proximity to co-curricular activities and peers from different backgrounds. These differences in responses to

**Table 1**  
**Correlations Between NSSE Benchmarks and Self-reported Outcomes**

NSSE Benchmarks	Practical Competence		General Education		Personal & Social Development		Grades		Satisfaction	
	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
Level of Academic Challenge	.49	.45	.50	.47	.43	.40	.16	.12	.27	.26
Active & Collaborative Learning	.40	.39	.35	.34	.37	.35	.14	.15	.22	.22
Student-Faculty Interaction	.40	.36	.35	.33	.41	.38	.07	.15	.21	.26
Enriching Educational Experiences	.34	.28	.30	.28	.36	.34	.10	.15	.20	.20
Supportive Campus Environment	.58	.57	.53	.52	.57	.58	.10	.12	.54	.58

Note: All correlations are significant at the  $p < .01$  level.

items are not surprising and support the validity of the NSSE survey instrument.

## How does student engagement relate to other student outcomes?

The NSSE survey includes a number of self-reported student outcome measures such as educational and personal growth, average grades, and satisfaction. An exploratory factor analysis based on all randomly sampled students who responded to the NSSE 2006 educational and personal growth items in question 11 yielded three factors: personal and social development, practical competence, and general education. NSSE also uses a satisfaction scale comprised of answers to question 13 that asked students to evaluate their entire educational experience and question 14 that asks whether students would attend the same institution again if they could start over. Table 1 shows the correlations between NSSE benchmarks of effective educational practice and these self-reported outcomes based upon NSSE 2009 data.

More details about student engagement and college outcomes can be found in the *Connecting the Dots* report. In this report, researchers found that student engagement during college had a positive effect on students' first-year grades and persistence to the second year of college while controlling for a variety of pre-college and first-year experience variables such as pre-college GPA and number of hours per week working off-campus. Although student engagement during college is a benefit for students of all racial and ethnic backgrounds, this study found that for historically underserved students, the gains may be greater. For example, increases in student involvement resulted in higher gains in GPA for Hispanic students than White students. Similarly, African American students and female students engaging in educationally meaningful activities were more likely to

persist to their second year of college than comparable White students and male students, respectively.

## Can we trust student self-reported data?

The credibility of self-reports have been examined extensively. Self-reported data are likely to be valid under five general conditions: (1) the information requested is known to the respondents; (2) the questions are phrased clearly and unambiguously; (3) the questions refer to recent activities; (4) the respondents think the questions merit a serious and thoughtful response; and (5) answering the questions does not threaten, embarrass, or violate the privacy of respondents or encourage respondents to respond in socially desirable ways (Bradburn & Sudman, 1988; Brandt, 1958; Converse & Presser, 1989; DeNisi & Shaw, 1977; Hansford & Hattie, 1982; Laing, Swayer, & Noble, 1989; Lowman & Williams, 1987; Pace, 1985; Pike, 1995). NSSE was intentionally designed to satisfy all these conditions.

## How often is often?

Survey researchers often wonder about the meaning of vague quantifiers such as "sometimes" or "often" as employed by the NSSE survey. When we use results from these questions in our assessment efforts and research, we assume that the following questions can all be answered affirmatively:

- Does each response option have a distinct meaning (e.g., Does "often" mean something different from "sometimes")?
- Do the assumed intervals between the options progressively increase in frequency from "never" to "very often?"

- Are the intervals approximately equal (e.g., “very often” means nine times per week, “often” means six times per week, and “sometimes” means three times per week)?
- Can response options change their meaning from item to item (e.g., “often” asking questions in class means doing so six times per week, whereas “often” discussing ideas outside of class means doing so twice per week)?

In 2006, we asked students to quantify their responses to several survey items to which they responded with vague quantifiers earlier on the survey. The results show that across the board students on average assigned distinct and increasing quantities to “never,” “sometimes,” “often,” and “very often.” For example, when asked how often they asked questions in class or contributed to class discussions, students said that “never” meant zero to one times per week, “sometimes” meant two times per week, “often” meant six times per week, and “very often” meant 15 times per week. As this example shows, we found that for most items the intervals between response options are roughly even (see figures at right). Additionally, we found that students adapted the meaning of the vague response options from item to item. In the figures, for example, “very often” means 15 times per week for one item and only five times per week for the other.

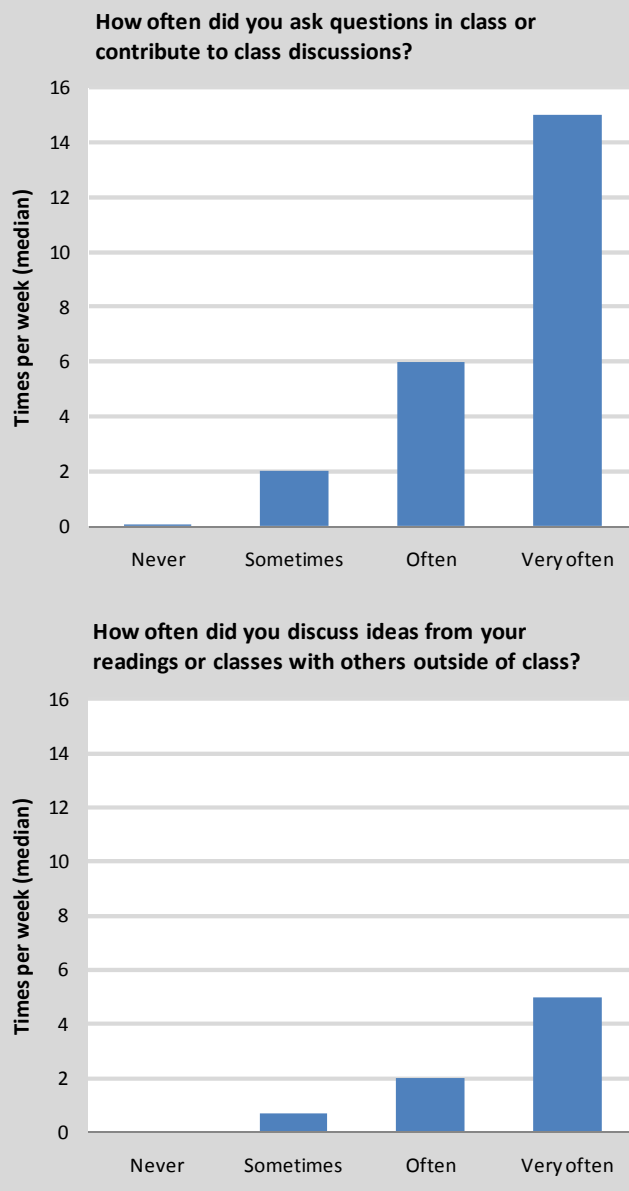
## Reliability

Student responses to the survey are reliable to the extent that they are consistent and reproducible. Research analysts at NSSE examined the reliability of student responses in two ways: test-retest analysis at the student level and stability analysis at the institutional level.

### How stable are students’ responses between survey administrations?

Assuming little variation in an individual student’s behavior within a short time period, we expect consistent or reliable responses to the survey items. In 2002, we conducted a test-retest analysis using 1,226 respondents who completed the same form of the paper survey twice over a period of several months. For the students’ responses on the items related to three of the benchmarks (i.e., Level of Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences), the reliability coefficients were 0.74. Student responses for the items related to Student-Faculty Interaction and to Supportive Campus Environment had reliability coefficients of 0.75 and 0.78, respectively. In 2005, we conducted the study again using 1,536 respondents who completed the paper or Web survey twice within a period of several months. The results were similar to the earlier study with the reliability coefficients ranging from 0.69 (Level of Academic Challenge) to 0.74

**Figure 1**  
How Students Quantify NSSE’s Frequency of Behavior Response Options



(Enriching Educational Experiences). Table 2 shows the test-retest analysis results from the 2002 and 2005 NSSE survey administration. These findings suggest little variation in student responses from one testing period to the next.

**Table 2**  
**NSSE Test-Retest Correlations**

NSSE Benchmarks	2002	2005
Level of Academic Challenge	0.74	0.69
Active and Collaborative Learning	0.74	0.72
Student-Faculty Interaction	0.75	0.70
Enriching Educational Experiences	0.74	0.74
Supportive Campus Environment	0.78	0.70
N	1,226	1,536

## How stable are institutions' scores between survey administrations?

Assuming no major shifts in an institution's policies, we would expect an institution to have relatively stable or reliable benchmark scores from one year to the next. Over the years we have conducted three analyses to measure the stability of benchmark scores for institutions that participated in consecutive years. The first was in 2003 using 214 institutions that participated in the 2002 and 2003 administrations of the survey. Benchmark scores were calculated using unweighted student responses to survey items that were similar for the two years. Correlations for these benchmark scores ranged from 0.81 (Student-Faculty Interaction) to 0.88 (Level of Academic Challenge) for first-year students, and from 0.83 (Active and Collaborative Learning) to 0.93 (Enriching Educational Experiences) for seniors. We conducted this study again using data from 236 institutions that participated in both the 2004 and 2005 administrations. The results of the study showed the correlations ranged from 0.78 (Student-Faculty Interaction) to 0.89 (Enriching Educational Experiences) for first-year students, and from 0.78 (Active and Collaborative Learning) to 0.92 (Enriching Educational Experiences) for seniors. Finally, using 283 institutions that participated in both the 2008 and 2009 NSSE administrations, we found similar results. Pearson's *r* correlations ranged from 0.74 (Student-Faculty Interaction) to 0.87 (Level of Academic Challenge) for first-years, and from 0.81 (Supportive Campus Environment) to 0.94 (Enriching Educational Experiences) for seniors. These findings suggest that institution-level NSSE data are relatively stable from year to year.

## Do nonrespondents differ from respondents?

Psychometric bias refers to a poor estimate of true scores in a population due to variants such as respondent characteristics or testing situations. The NSSE research team has investigated potential bias in a variety of ways including analysis of nonresponse, mode of administration, type of institution, and students' race/ethnicity.

To determine whether respondents and nonrespondents differed in their engagement in selected effective educational practices, the Indiana University Center for Survey Research conducted telephone interviews with 553 nonrespondents from 21 different colleges and universities that participated in the NSSE 2001 survey administration. A similar study was conducted again in 2005 with 1,400 nonrespondents from 24 different colleges and universities. We also conducted a nonresponse study by comparing NSSE 2005 benchmark scores of early and late respondents. Although some differences were found between respondents and nonrespondents, no consistent trend was found to support the existence of nonresponse bias. Generally speaking, undergraduate students who do not complete the NSSE survey when invited to do so may actually be slightly more engaged than respondents. This is counter to what many observers believe, that nonrespondents have a less educationally productive experience and, as a result, do not respond to surveys. The results of the nonresponse and early-late respondent studies show no significant sign of nonresponse bias in NSSE.

## Do students respond differently depending on the mode of administration (paper vs. Web)?

Using ordinary least squares (OLS) regression, we analyzed NSSE 2000 data to ascertain whether students who completed the survey on the Web responded differently than those who responded via a traditional paper format. We controlled for a variety of student and institutional characteristics that may be associated with either engagement or mode. Responses to Web and paper surveys showed small, but consistent, differences that tended to favor the Web mode (i.e., slightly higher engagement) where differences existed. Items related to computing and information technology exhibited some of the largest effects favoring the Web, which is not surprising, given that many students who receive a paper survey choose to complete the Web version, suggesting a predilection for technology. On the other hand, students who answered paper surveys spent more time preparing for class and did more reading and writing. These findings, combined with previous analysis, especially for items unrelated to computing and information technology,

are generally consistent with the results from single institution studies. The full-length report can be downloaded from: [www.nsse.iub.edu/pdf/mode.pdf](http://www.nsse.iub.edu/pdf/mode.pdf).

The percentage of students who respond to NSSE using the Web version has increased dramatically over the years. In 2000, fewer than 40% of NSSE respondents completed the Web version. By 2009, more than 97% of respondents completed the survey online. Because nearly all NSSE respondents now complete the Web version, mode effects pose little threat to NSSE's reliability.

## Where can we find additional psychometric information on NSSE?

NSSE has a growing portfolio of psychometric analyses that it conducts on a regular basis. A comprehensive summary can be found on the NSSE Web site: [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm).

### References

- Bradburn, N. M., & Sudman, S. (1988). *Polls and surveys: Understanding what they tell us*. San Francisco: Jossey-Bass.
- Brandt, R. M. (1958). The accuracy of self estimates. *Genetic Psychology Monographs*, 58, 55-99.
- Converse, J. M., & Presser, S. (1989). *Survey questions: Handcrafting the standardized questionnaire*. Newbury Park, CA: Sage.
- DeNisi, A. S., & Shaw, J. B. (1977). Investigation of the uses of self-reports of abilities. *Journal of Applied Psychology*, 62, 641-644.
- Hansford, B. C., & Hattie, J. A. (1982). The relationship between self and achievement/performance measures. *Review of Educational Research*, 52, 123-142.
- Laing, J., Swayer, R., & Noble, J. (1989). Accuracy of self-reported activities and accomplishments of college-bound seniors. *Journal of College Student Development*, 29, 362-368.
- Lowman, R. L., & Williams, R. E. (1987). Validity of self-ratings of abilities and competencies. *Journal of Vocational Behavior*, 31, 1-13.
- Pace, C. R. (1985). *The credibility of student self-reports*. Los Angeles: University of California, Center for the Study of Evaluation.
- Pike, G. R. (1995). The relationships between self reports of college experiences and achievement test scores. *Research in Higher Education*, 36, 1-22.



Indiana University Center for Postsecondary Research  
1900 East Tenth Street, Suite 419  
Bloomington, IN 47406-7512

Phone: 812-856-5824  
Fax: 812-856-5150  
E-mail: [nsse@indiana.edu](mailto:nsse@indiana.edu)  
Web: [www.nsse.iub.edu](http://www.nsse.iub.edu)





# Western Michigan University

---

Respondent Characteristics

August 2010

	WMU		High Research Public		Carnegie Class		NSSE 2010	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>								
Overall	30%		26%		29%		32%	
By class	24%	35%	25%	27%	28%	30%	30%	33%
NSSE sample size <sup>b</sup>	2,932	3,616	69,324	85,361	95,443	112,159	556,704	581,698
<b>Sampling Error<sup>c</sup></b>								
Overall	1.8%		0.4%		0.3%		0.1%	
By class	3.2%	2.2%	0.7%	0.6%	0.5%	0.5%	0.2%	0.2%
Number of respondents <sup>b</sup>	710	1,256	17,240	22,673	26,778	33,644	165,236	194,265
Total population	2,932	3,616	76,488	101,043	102,634	127,852	585,386	612,590
<b>Student Characteristics<sup>d</sup></b>								
<i>Mode of Completion</i>								
Paper	0%	0%	1%	1%	0%	1%	1%	1%
Web	100%	100%	99%	99%	100%	99%	99%	99%
<i>Enrollment Status<sup>e</sup></i>								
Full-time	98%	87%	97%	81%	97%	85%	95%	83%
Less than full-time	2%	13%	3%	19%	3%	15%	5%	17%
<i>Gender<sup>e</sup></i>								
Female	59%	60%	59%	58%	59%	57%	64%	64%
Male	41%	40%	41%	42%	41%	43%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	1%	0%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	4%	3%	7%	5%	8%	6%	7%	5%
Black/African American	9%	3%	9%	10%	8%	8%	9%	8%
White (non-Hispanic)	74%	82%	63%	66%	65%	69%	66%	68%
Mexican/Mexican American	2%	1%	5%	3%	4%	3%	3%	3%
Puerto Rican	0%	0%	1%	0%	1%	0%	1%	1%
Other Hispanic or Latino	1%	0%	5%	4%	4%	4%	3%	3%
Multiracial	3%	2%	3%	3%	3%	3%	3%	3%
Other	1%	1%	2%	2%	1%	1%	1%	1%
I prefer not to respond	6%	7%	5%	6%	5%	6%	5%	6%
<i>International Student</i>	4%	4%	5%	5%	6%	5%	6%	5%
<i>Place of Residence</i>								
On-campus <sup>f</sup>	80%	7%	65%	9%	71%	10%	67%	16%
<i>Transfer Status</i>								
Transfer students	6%	47%	8%	49%	7%	41%	9%	43%
<i>Age</i>								
Non-traditional (24 or older)	3%	30%	4%	38%	3%	33%	7%	36%
Traditional (less than 24)	97%	70%	96%	62%	97%	67%	93%	64%

<sup>a</sup> Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

<sup>b</sup> This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

<sup>c</sup> Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

<sup>d</sup> Percent of total respondents within each category. These results are *not* weighted.

<sup>e</sup> Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

<sup>f</sup> Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."



# Western Michigan University

---

Selected Comparison Groups  
August 2010

# Reviewing Your NSSE 2010 Selected Comparison Groups Report

NSSE participants are able to customize their *Institutional Report* by tailoring up to three comparison groups. In June of 2010, your institution was invited to select comparison groups via the "Report Form" on the Institution Interface. This Selected Comparison Groups Report summarizes how your institution selected its comparison groups and lists the institutions within them.

NSSE reports display results for each institution alongside three comparison group columns. Institutions have the option to customize each column or select a recommended default group of institutions. NSSE comparison groups may be customized in several ways. Contacts may identify specific institutions from the list of all current-year NSSE participants, create the list using institutional criteria, or begin with institutional criteria, then add or remove specific institutions to refine the comparison group.

If an institution does not customize a comparison group, NSSE provides default comparison groups which we have found to provide relevant comparisons for most institutions. If your institution opted for any of the default groups, they are:

**Comparison Group 1** - For institutions not participating in a NSSE consortium, this group contains current-year NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, this group contains results for the other consortium members.

**Comparison Group 2** - All other current-year U.S. NSSE institutions sharing your institution's Basic Carnegie Classification.

**Comparison Group 3** - All other current-year U.S. NSSE institutions (Canadian participants are also included in this group for Canadian institutions).

The selected comparison group locations in the institutional reports are illustrated in the mock report below for NSSEville State. Comparison group 1 is "Mid East Public," comparison group 2 "Carnegie Class," and comparison group 3 "NSSE 2010."

				Your Institution's Responses	Comparison Group 1 or Consortium				Comparison Group 2			Comparison Group 3			
				↓	↓				↓			↓			
				NSSEville State	Mid East Public				Carnegie Class			NSSE 2010			
				<i>NSSEville State compared with:</i>											
Variable	Benchmark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>															
<b>1. Academic and Intellectual Experiences</b>															
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	3.05	2.85	***	.23	2.88	**	.20	2.84	***	.25	
				SR	3.37	3.11	***	.31	3.17	**	.24	3.11	***	.31	
b.	Made a class presentation	CLPRESEN	ACL	FY	2.53	2.25	***	.35	2.34	***	.24	2.27	***	.32	
				SR	3.15	2.77	***	.45	2.84	***	.34	2.78	***	.42	

The Selected Comparison Groups report consists of a summary page that details when and how your comparison groups were selected (or if you received the default due to not completing the Report Form) and three sections that provide details for each of the comparison groups.

**Comp. Group Name**  
Comparison group name in your reports.

**Comparison Group 1 Details**

This report displays the 2010 comparison group 1 institutions for NSSEville State University. The institutions listed below are represented in the 'Mid East Public' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

**HOW GROUP WAS SELECTED**

Your institution did not customize comparison group 1. The default group includes all institutions in your geographic region and sector (public/private).

**SELECTED PEER GROUP CRITERIA<sup>a</sup>**

Basic 2005 Carnegie Classification(s):  
Carnegie - Undergraduate Instructional Program(s):  
Carnegie - Graduate Instructional Program(s):  
Carnegie - Enrollment Profile(s):  
Carnegie - Undergraduate Profile(s):  
Carnegie - Size and Setting(s):  
Sector(s) (public/private): 1  
Undergraduate enrollment(s):  
Locale(s):  
Geographic Region(s): 2  
State(s):  
Barron's admissions selectivity ratings(s):

**COMPARISON GROUP 1 INSTITUTIONS**

Institution Name	City	State
California University of Pennsylvania	California	PA
Coppin State University	Baltimore	MD
CUNY Bernard M Baruch College	New York	NY

**How Group was Selected**  
Indicates whether your group was drawn from a list, built based on criteria, or is the default group.

**Institution Names**  
The name, city and state of the comparison institutions are listed for your reference.

**Selection Criteria**  
If criteria were used to build your comparison group, they are listed here. The criterion codes are explained on the Comparison Group Selection Criteria Codelist.

## **SUMMARY - Comparison Group Selection**

This page provides an overview of how your three NSSE 2010 comparison groups were selected. These groups were either (a) submitted by your institution through the *Report Form* located on the NSSE Institution Interface or (b) defaults your institution did not change through the *Report Form*. Included below are the date the groups were submitted, the method used to select them, the column labels your institutional contact provided for each group, the number of institutions in each group, and a short description of the group provided by your contact at the time of submission. The following pages list the institutions selected for each comparison group.

---

### **COMPARISON GROUP 1 SELECTION**

Date Submitted: 6/15/10  
Selection Method: Institution-level criteria used to build this comparison group.  
Column Label: High Research Public  
Number of Institutions: 26  
Description: All public institutions listed as high research (RU/H) according to the 2005 Carnegie Ratings.

---

### **COMPARISON GROUP 2 SELECTION**

Date Submitted: 6/15/10  
Selection Method: DEFAULT GROUP - Institution Selected  
Column Label: Carnegie Class  
Number of Institutions: 42  
Description:

---

### **COMPARISON GROUP 3 SELECTION**

Date Submitted: 6/15/10  
Selection Method: DEFAULT GROUP - Institution Selected  
Column Label: NSSE 2010  
Number of Institutions: 563  
Description:

## Comparison Group 1 Details

This report displays the 2010 comparison group 1 institutions for Western Michigan University. The institutions listed below are represented in the 'High Research Public' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Custom group was selected using institutional characteristics.

---

### SELECTED PEER GROUP CRITERIA <sup>a</sup>

---

Basic 2005 Carnegie Classification(s): 16

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private): 1

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

---

### COMPARISON GROUP 1 INSTITUTIONS

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Auburn University	Auburn University	AL
Clemson University	Clemson	SC
Florida Atlantic University	Boca Raton	FL
Florida International University	Miami	FL
Jackson State University	Jackson	MS
Mississippi State University	Mississippi State	MS
Missouri University of Science & Technology	Rolla	MO
New Jersey Institute of Technology	Newark	NJ
Northern Arizona University	Flagstaff	AZ
Old Dominion University	Norfolk	VA
South Dakota State University	Brookings	SD
Southern Illinois University Carbondale	Carbondale	IL
University of Alabama, The	Tuscaloosa	AL
University of Arkansas	Fayetteville	AR
University of Houston	Houston	TX
University of Louisiana at Lafayette	Lafayette	LA

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

---

**COMPARISON GROUP 1 INSTITUTIONS**

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
University of Mississippi	University	MS
University of New Orleans, The	New Orleans	LA
University of North Texas	Denton	TX
University of Oklahoma	Norman	OK
University of Southern Mississippi	Hattiesburg	MS
University of Texas at Arlington, The	Arlington	TX
University of Texas at Dallas, The	Richardson	TX
University of Texas at El Paso, The	El Paso	TX
Virginia Commonwealth University	Richmond	VA
West Virginia University	Morgantown	WV

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

## Comparison Group 2 Details

This report displays the 2010 comparison group 2 institutions for Western Michigan University. The institutions listed below are represented in the 'Carnegie Class' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your institution selected the default group of all institutions with the same 2005 Basic Carnegie Classification.

---

### SELECTED COMPARISON GROUP CRITERIA <sup>a</sup>

---

Basic 2005 Carnegie Classification(s): 16

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

---

### COMPARISON GROUP 2 INSTITUTIONS

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Auburn University	Auburn University	AL
Baylor University	Waco	TX
Brigham Young University	Provo	UT
Catholic University of America, The	Washington	DC
Clark Atlanta University	Atlanta	GA
Clarkson University	Potsdam	NY
Clemson University	Clemson	SC
Drexel University	Philadelphia	PA
Florida Atlantic University	Boca Raton	FL
Florida International University	Miami	FL
Fordham University	Bronx	NY
Illinois Institute of Technology	Chicago	IL
Jackson State University	Jackson	MS
Loyola University Chicago	Chicago	IL
Marquette University	Milwaukee	WI
Mississippi State University	Mississippi State	MS

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

---

**COMPARISON GROUP 2 INSTITUTIONS**

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Missouri University of Science & Technology	Rolla	MO
New Jersey Institute of Technology	Newark	NJ
Northern Arizona University	Flagstaff	AZ
Old Dominion University	Norfolk	VA
Polytechnic Institute of NYU	Brooklyn	NY
Saint Louis University	Saint Louis	MO
South Dakota State University	Brookings	SD
Southern Illinois University Carbondale	Carbondale	IL
Stevens Institute of Technology	Hoboken	NJ
University of Alabama, The	Tuscaloosa	AL
University of Arkansas	Fayetteville	AR
University of Dayton	Dayton	OH
University of Denver	Denver	CO
University of Houston	Houston	TX
University of Louisiana at Lafayette	Lafayette	LA
University of Mississippi	University	MS
University of New Orleans, The	New Orleans	LA
University of North Texas	Denton	TX
University of Oklahoma	Norman	OK
University of Southern Mississippi	Hattiesburg	MS
University of Texas at Arlington, The	Arlington	TX
University of Texas at Dallas, The	Richardson	TX
University of Texas at El Paso, The	El Paso	TX
University of Tulsa	Tulsa	OK
Virginia Commonwealth University	Richmond	VA
West Virginia University	Morgantown	WV

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

## Comparison Group 3 Details

This report displays the 2010 comparison group 3 institutions for Western Michigan University. The institutions listed below are represented in the 'NSSE 2010' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your institution selected the default group of all U.S. NSSE 2010 institutions.

---

### SELECTED COMPARISON GROUP CRITERIA <sup>a</sup>

---

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

---

### COMPARISON GROUP 3 INSTITUTIONS

---

**Institution Name**

**City**

**State**

ALL U.S. NSSE 2010 INSTITUTIONS

View list at [nsse.iub.edu/pdf/2010\\_comparison\\_group3.pdf](http://nsse.iub.edu/pdf/2010_comparison_group3.pdf)

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.



# Western Michigan University

---

Mean Comparisons

August 2010

# 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](http://nsse.iub.edu/links/institutional_reporting)

## Class

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

## Statistical Significance

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

## Effect Size

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



NSSE 2010 Mean Comparisons  
NSSEville State University

NSSEville State compared with:

Variable	Bench- mark	Class	NSSEville State				Mid East Public			Carnegie Class			NSSE 2010		
			Mean *	Sig *	Effect Size *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *
1. Academic and Intellectual Experiences															
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	3.05	***	.23	2.85	***	.20	2.88	**	.20	2.84	***	.25
			SR	3.37	***	.31	3.11	***	.31	3.17	**	.24	3.11	***	.31
b. Made a class presentation	CLPRESEN	ACL	FY	2.53	***	.35	2.25	***	.35	2.34	***	.24	2.27	***	.32
			SR	3.15	***	.45	2.77	***	.45	2.84	***	.34	2.78	***	.42
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	SFI	FY	2.56		-.12	2.68		-.12	2.76	**	-.20	2.69	*	-.13
			SR	2.48		.08	2.40		.08	2.54		-.07	2.49		-.01
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	SFI	FY	3.25	**	.19	3.10	**	.19	3.13	*	.16	3.10	**	.19
			SR	3.57	***	.36	3.30	***	.36	3.36	***	.29	3.33	***	.32
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	SCE	FY	2.88		.00	2.88		.00	2.84		.05	2.80		.09
			SR	2.99		.11	2.89		.11	2.89		.11	2.83	*	.17
f. Come to class without completing readings or assignments	CLUNPREP	SCE	FY	1.87		-.13	1.97		-.13	1.99	*	-.15	2.03	**	-.20
			SR	1.95		-.22	2.12	**	-.22	2.06		-.15	2.13	**	-.23

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).

## NSSE 2010 Mean Comparisons Western Michigan University

				<i>WMU compared with:</i>												
				WMU			High Research Public			Carnegie Class			NSSE 2010			
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>			
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>																
<b>1. Academic and Intellectual Experiences</b>																
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.60			2.69	*	-.10	2.72	***	-.13	2.85	***	-.29
				SR	3.05			2.99	*	.07	3.01		.05	3.13	**	-.09
b.	Made a class presentation	CLPRESEN	ACL	FY	2.09			2.12		-.04	2.14		-.07	2.29	***	-.25
				SR	2.75			2.66	***	.10	2.70	*	.06	2.79		-.05
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.57			2.68	**	-.11	2.65	*	-.08	2.70	***	-.14
				SR	2.37			2.51	***	-.14	2.47	***	-.10	2.51	***	-.14
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.05			3.05		.01	3.06		-.01	3.11	*	-.08
				SR	3.34			3.28	**	.08	3.29	*	.07	3.35		-.01
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.67			2.76	*	-.09	2.76	*	-.10	2.80	***	-.14
				SR	2.76			2.76		.00	2.76		.00	2.85	***	-.10
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.10			2.07		.04	2.07		.04	1.99	***	.14
				SR	2.18			2.12	**	.07	2.14		.05	2.09	***	.11
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.62			2.47	***	.18	2.44	***	.22	2.46	***	.19
				SR	2.66			2.56	***	.10	2.54	***	.13	2.56	***	.11
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.40			2.44		-.04	2.48	*	-.08	2.45		-.06
				SR	2.76			2.81		-.05	2.84	**	-.09	2.78		-.02
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.58			2.60		-.02	2.63		-.06	2.65	*	-.08
				SR	2.97			2.92		.05	2.94		.03	2.95		.02
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.56			1.76	***	-.23	1.77	***	-.24	1.70	***	-.16
				SR	1.84			1.87		-.04	1.90	*	-.07	1.86		-.02
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.60			1.58		.02	1.62		-.03	1.60		-.01
				SR	1.70			1.68		.02	1.70		-.01	1.74		-.05

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## NSSE 2010 Mean Comparisons Western Michigan University

				<i>WMU compared with:</i>									
				WMU	High Research Public			Carnegie Class			NSSE 2010		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.56			2.70	***	-.14	2.71	***	-.14
				SR	2.73			2.87	***	-.14	2.88	***	-.15
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.26			3.18	*	.10	3.20		.08
				SR	3.45			3.41		.05	3.43		.03
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.60			2.59		.01	2.60		.01
				SR	2.82			2.81		.01	2.81		.01
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.31			2.17	***	.15	2.16	***	.17
				SR	2.33			2.37		-.04	2.38		-.05
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.81			1.83		-.02	1.84		-.03
				SR	1.96			2.03	*	-.07	2.04	**	-.08
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.55			2.62	*	-.08	2.64	**	-.11
				SR	2.68			2.76	***	-.10	2.78	***	-.12
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.69			2.67		.02	2.68		.01
				SR	2.70			2.78	**	-.08	2.77	*	-.07
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.60			1.63		-.03	1.63		-.03
				SR	1.82			1.79		.04	1.81		.01
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.71			2.71		.01	2.74		-.03
				SR	2.86			2.88		-.02	2.89		-.03
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.59			2.66		-.06	2.66		-.06
				SR	2.58			2.74	***	-.16	2.72	***	-.14
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.72			2.71		.00	2.71		.00
				SR	2.67			2.74	*	-.07	2.72		-.05

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## NSSE 2010 Mean Comparisons Western Michigan University

				WMU compared with:											
				WMU			High Research Public			Carnegie Class			NSSE 2010		
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>															
<b>2. Mental Activities</b>															
a.	MEMORIZE	FY	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	3.08	3.00	*	.09	2.98	**	.11	2.95	***	.15		
			SR		2.89	2.84		.05	2.83	*	.06	2.80	***	.10	
b.	ANALYZE	LAC	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.00	3.14	***	-.17	3.17	***	-.22	3.15	***	-.19		
			SR		3.21	3.27	*	-.07	3.29	***	-.10	3.29	***	-.11	
c.	SYNTHESZ	LAC	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.80	2.93	***	-.15	2.96	***	-.20	2.94	***	-.17		
			SR		2.99	3.05	*	-.06	3.07	**	-.09	3.10	***	-.13	
d.	EVALUATE	LAC	Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.89	2.92		-.04	2.94		-.06	2.94		-.07		
			SR		2.98	3.01		-.03	3.02		-.05	3.05	**	-.08	
e.	APPLYING	LAC	Applying theories or concepts to practical problems or in new situations	3.04	3.07		-.04	3.10		-.07	3.08		-.05		
			SR		3.20	3.24		-.04	3.25	*	-.06	3.26	*	-.07	
<i>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</i>															
<b>3. Reading and Writing</b>															
a.	READASGN	LAC	Number of assigned textbooks, books, or book-length packs of course readings	3.22	3.13	*	.09	3.22		.00	3.27		-.05		
			SR		3.16	3.07	**	.09	3.12		.04	3.21		-.04	
b.	READOWN	LAC	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1.94	2.05	**	-.12	2.04	**	-.11	2.07	***	-.14		
			SR		2.13	2.21	**	-.08	2.20	*	-.07	2.20	*	-.07	
c.	WRITEMOR	LAC	Number of written papers or reports of <b>20 pages or more</b>	1.30	1.27		.04	1.27		.04	1.32		-.03		
			SR		1.65	1.61		.05	1.62		.04	1.65		.00	
d.	WRITEMID	LAC	Number of written papers or reports <b>between 5 and 19 pages</b>	2.15	2.17		-.03	2.23	**	-.10	2.27	***	-.15		
			SR		2.58	2.40	***	.19	2.44	***	.14	2.55	***	.02	
e.	WRITESML	LAC	Number of written papers or reports of <b>fewer than 5 pages</b>	3.22	2.84	***	.38	2.96	***	.26	3.03	***	.19		
			SR		3.42	2.82	***	.52	2.90	***	.45	3.00	***	.36	

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## NSSE 2010 Mean Comparisons Western Michigan University

			WMU				<i>WMU compared with:</i>			NSSE 2010				
			High Research		Public		Carnegie Class							
Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>														
<b>4. Problem Sets</b>														
a.	Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	FY	2.84	2.76		.07	2.77		.06	2.74	*	.09	
				SR	2.79	2.71	*	.06	2.70	*	.07	2.67	***	.10
b.	Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	FY	3.01	2.86	**	.12	2.83	***	.14	2.79	***	.18	
				SR	2.64	2.41	***	.19	2.40	***	.19	2.40	***	.20
<b>5. Examinations</b>														
<i>1=Very little to 7=Very much</i>														
	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	FY	5.49	5.48		.01	5.53		-.03	5.48		.01	
			SR	5.43	5.54	**	-.08	5.54	**	-.09	5.51	*	-.07	
<b>6. Additional Collegiate Experiences</b>														
<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
a.	Attended an art exhibit, play, dance, music, theater or other performance	ATDART07	FY	2.43	2.12	***	.33	2.17	***	.28	2.17	***	.27	
				SR	2.03	1.95	**	.09	2.01		.02	2.03		.00
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.95	2.84	**	.11	2.87	*	.08	2.82	***	.13	
				SR	2.82	2.69	***	.13	2.74	**	.08	2.72	***	.10
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	1.80	2.13	***	-.29	2.22	***	-.37	2.09	***	-.26	
				SR	1.90	2.21	***	-.27	2.29	***	-.34	2.16	***	-.23
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.55	2.62		-.07	2.65	**	-.11	2.63	*	-.08	
				SR	2.66	2.70		-.04	2.72	*	-.07	2.73	*	-.08
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.77	2.79		-.03	2.81		-.05	2.81		-.05	
				SR	2.83	2.85		-.03	2.86		-.04	2.88	*	-.07
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.85	2.86		-.01	2.89		-.05	2.90		-.06	
				SR	2.87	2.89		-.03	2.92	*	-.06	2.93	**	-.08
<b>7. Enriching Educational Experiences</b>														
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>														
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.05	.07		-.04	.06		-.04	.07		-.06
					SR	.49	.43	***	.13	.47		.04	.50	

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## NSSE 2010 Mean Comparisons Western Michigan University

				<i>WMU compared with:</i>											
				WMU			High Research Public			Carnegie Class			NSSE 2010		
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.37		-.05	.43	*	-.10	.40		-.05		
				SR	.60		*.06	.60		-.01	.60		.00		
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.16		-.01	.18		-.06	.16		-.01		
				SR	.25		.03	.26		-.01	.27		-.03		
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.04		-.07	.05		-.07	.05	*	-.08		
				SR	.18		.01	.19		-.03	.19		-.04		
e.	Foreign language coursework	FORLNG04	EEE	FY	.17		-.06	.21	**	-.10	.21	*	-.09		
				SR	.34		-.09	.41	***	-.15	.41	***	-.13		
f.	Study abroad	STDABR04	EEE	FY	.03		-.01	.03		.01	.03		-.03		
				SR	.12		*.07	.13		-.03	.14	**	-.08		
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.01		-.13	.04	***	-.13	.04	***	-.15		
				SR	.13		-.05	.16	*	-.07	.17	***	-.10		
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		-.06	.02		-.05	.02		-.06		
				SR	.30		.03	.31		-.02	.33	*	-.06		

*Select the circle that best represents the quality of your relationships with people at your institution.*

*1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging*

### 8. Quality of Relationships

a.	Relationships with <b>other students</b>	ENVSTU	SCE	FY	5.51		.02	5.52		.00	5.49		.01
				SR	5.58		-.03	5.65		-.05	5.65		-.05
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>													
b.	Relationships with <b>faculty members</b>	ENVFAC	SCE	FY	5.15		.04	5.15		.00	5.27	*	-.09
				SR	5.24		-.09	5.39	***	-.11	5.49	***	-.19
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>													
c.	Relationships with <b>administrative personnel and offices</b>	ENVADM	SCE	FY	4.96		.20	4.70	***	.17	4.82	*	.09
				SR	4.51		-.07	4.62	*	-.07	4.70	***	-.11

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## NSSE 2010 Mean Comparisons Western Michigan University

				<i>WMU compared with:</i>											
				WMU			High Research Public			Carnegie Class			NSSE 2010		
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>															
<b>9. Time Usage</b>															
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.08	4.14	-.04	4.28	**	-.12	4.21		-.08		
				SR	4.49	4.23	***	.15	4.29	***	.11	4.29	***	.11	
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.66	1.42	***	.20	1.47	***	.16	1.52	**	.11	
				SR	1.88	1.77	*	.06	1.89		-.01	1.84		.02	
c.	Working for pay <b>off campus</b>	WORKOF01		FY	1.62	2.06	***	-.23	1.94	***	-.17	2.27	***	-.30	
				SR	3.58	3.62		-.01	3.41	*	.06	3.62		-.01	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.12	2.33	***	-.13	2.36	***	-.15	2.30	**	-.11	
				SR	2.10	2.02		.05	2.10		.00	2.13		-.02	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	4.10	3.87	***	.14	3.84	***	.16	3.77	***	.20	
				SR	3.64	3.55		.05	3.56		.05	3.53	*	.07	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.42	1.69	***	-.18	1.61	***	-.14	1.89	***	-.26	
				SR	1.91	2.53	***	-.26	2.38	***	-.21	2.51	***	-.25	
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.39	2.43		-.03	2.35		.04	2.31		.07	
				SR	2.32	2.49	***	-.15	2.43	***	-.10	2.37		-.04	
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>															
<b>10. Institutional Environment</b>															
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.13	3.15		-.03	3.19	*	-.08	3.16		-.05	
				SR	3.10	3.14		-.05	3.17	**	-.09	3.16	**	-.08	
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.07	3.08		-.01	3.11		-.05	3.11		-.05	
				SR	2.81	2.91	***	-.12	2.94	***	-.15	2.98	***	-.21	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.66	2.73		-.08	2.74	*	-.09	2.74	*	-.08	
				SR	2.34	2.54	***	-.20	2.52	***	-.19	2.57	***	-.24	

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

**NSSE 2010 Mean Comparisons  
Western Michigan University**

				WMU compared with:											
				WMU			High Research Public			Carnegie Class			NSSE 2010		
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.23		-0.06	2.33	*	-0.10	2.30		-0.07		
				SR	1.76	***	-0.22	2.02	***	-0.27	2.04	***	-0.28		
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.48	*	-0.08	2.58	**	-0.11	2.54		-0.06		
				SR	2.07	***	-0.17	2.28	***	-0.22	2.28	***	-0.22		
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.87		-0.04	2.95	*	-0.09	2.87		.00		
				SR	2.55	***	-0.10	2.70	***	-0.16	2.66	***	-0.11		
g.	Using computers in academic work	ENVCOMPT		FY	3.26	**	-0.13	3.36	**	-0.13	3.33	*	-0.09		
				SR	3.46		-0.01	3.48		-0.02	3.47		-0.01		

*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*

**11. Educational and Personal Growth**

a.	Acquiring a broad general education	GNGENLED		FY	3.12		-0.07	3.20	**	-0.11	3.19	*	-0.09
				SR	3.14	***	-0.11	3.25	***	-0.14	3.27	***	-0.17
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.91	**	.12	2.84	*	.08	2.84		.07
				SR	3.09		.04	3.08		.02	3.08		.01
c.	Writing clearly and effectively	GNWRITE		FY	2.97		.00	2.99		-0.02	3.05	*	-0.09
				SR	2.99	**	-0.09	3.08	***	-0.11	3.13	***	-0.17
d.	Speaking clearly and effectively	GNSPEAK		FY	2.76		-0.05	2.81		-0.05	2.89	**	-0.14
				SR	2.86	***	-0.10	2.97	***	-0.12	3.02	***	-0.18
e.	Thinking critically and analytically	GNANALY		FY	3.15	*	-0.08	3.24	**	-0.12	3.25	**	-0.12
				SR	3.27	**	-0.08	3.36	***	-0.12	3.38	***	-0.14
f.	Analyzing quantitative problems	GNQUANT		FY	2.88	***	-0.15	3.03	***	-0.17	2.99	**	-0.13
				SR	2.99	***	-0.16	3.14	***	-0.18	3.11	***	-0.14
g.	Using computing and information technology	GNCMPTS		FY	2.99	*	-0.10	3.07	*	-0.09	3.05		-0.07
				SR	3.13	***	-0.14	3.24	***	-0.13	3.22	***	-0.11
h.	Working effectively with others	GNOTHERS		FY	3.05		.06	3.01		.05	3.03		.02
				SR	3.09	*	-0.07	3.17	***	-0.10	3.19	***	-0.13

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## NSSE 2010 Mean Comparisons Western Michigan University

			WMU				<i>WMU compared with:</i>			NSSE 2010			
			High Research					Carnegie Class					
			Public										
Variable	Benchmark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
i. Voting in local, state, or national elections	GNCITIZN	FY	1.98	1.99		-.01	1.95		.03	1.94		.04	
		SR	2.05	2.11	*	-.06	2.11	*	-.06	2.12	*	-.07	
j. Learning effectively on your own	GNINQ	FY	2.92	2.95		-.03	2.97		-.05	2.95		-.03	
		SR	2.96	3.05	**	-.09	3.06	***	-.11	3.07	***	-.12	
k. Understanding yourself	GNSELF	FY	2.85	2.80		.05	2.83		.02	2.84		.01	
		SR	2.69	2.79	***	-.10	2.83	***	-.14	2.86	***	-.17	
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.68	2.70		-.02	2.68		-.01	2.70		-.02	
		SR	2.50	2.66	***	-.17	2.65	***	-.15	2.69	***	-.19	
m. Solving complex real-world problems	GNPROBSV	FY	2.71	2.71		-.01	2.73		-.03	2.72		-.02	
		SR	2.74	2.81	*	-.08	2.84	***	-.10	2.83	**	-.09	
n. Developing a personal code of values and ethics	GNETHICS	FY	2.71	2.69		.02	2.76		-.05	2.73		-.03	
		SR	2.59	2.69	***	-.10	2.77	***	-.18	2.77	***	-.18	
o. Contributing to the welfare of your community	GNCOMMUN	FY	2.36	2.48	**	-.12	2.57	***	-.21	2.50	***	-.14	
		SR	2.27	2.44	***	-.16	2.53	***	-.24	2.52	***	-.25	
p. Developing a deepened sense of spirituality	GNSPIRIT	FY	2.06	2.13		-.07	2.28	***	-.19	2.19	**	-.12	
		SR	1.66	1.91	***	-.23	2.06	***	-.35	2.00	***	-.30	
<b>12. Academic Advising</b>			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	3.14	3.04	**	.11	3.07		.08	3.07		.08	
		SR	2.72	2.86	***	-.16	2.88	***	-.18	2.94	***	-.24	
<b>13. Satisfaction</b>			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.22	3.23		-.02	3.26		-.06	3.23		-.01	
		SR	3.08	3.19	***	-.15	3.24	***	-.22	3.24	***	-.22	
<b>14.</b>			<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>										
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.30	3.29		.01	3.30		.00	3.24		.08	
		SR	3.14	3.22	**	-.09	3.24	***	-.12	3.22	***	-.10	

IPEDS: 172699

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

**NSSE 2010 Detailed Statistics <sup>a</sup>**  
**Western Michigan University**  
**First-Year Students**

	N		Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>				Significance <sup>e</sup>				Effect Size <sup>f</sup>			
	WMU		High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	WMU compared with:				WMU compared with:					
	WMU	WMU															High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public
CLQUEST	705	2.60	2.69	2.72	2.85	.03	.01	.01	.00	.82	.86	.86	.85	18,998	25,269	140,443	.012	.001	.000	-.10	-.13	-.29				
CLPRESENT	705	2.09	2.12	2.14	2.29	.03	.01	.01	.00	.74	.81	.80	.82	769	751	712	.220	.057	.000	-.04	-.07	-.25				
REWROPAP	703	2.57	2.68	2.65	2.70	.04	.01	.01	.00	.96	1.00	1.00	.98	18,945	25,188	140,090	.005	.035	.000	-.11	-.08	-.14				
INTEGRAT	707	3.05	3.05	3.06	3.11	.03	.01	.01	.00	.80	.81	.80	.79	19,028	25,303	140,658	.833	.736	.037	.01	-.01	-.08				
DIVCLASS	703	2.67	2.76	2.76	2.80	.04	.01	.01	.00	.93	.90	.89	.89	753	739	708	.019	.014	.000	-.09	-.10	-.14				
CLUNPREP	703	2.10	2.07	2.07	1.99	.03	.01	.00	.00	.80	.78	.78	.78	18,987	25,261	709	.280	.279	.000	.04	.04	.14				
CLASSGRP	706	2.62	2.47	2.44	2.46	.03	.01	.01	.00	.83	.87	.87	.86	19,006	25,282	140,553	.000	.000	.000	.18	.22	.19				
OCCGRP	707	2.40	2.44	2.48	2.45	.03	.01	.01	.00	.92	.89	.89	.90	19,085	25,373	141,018	.242	.026	.142	-.04	-.08	-.06				
INTIDEAS	662	2.58	2.60	2.63	2.65	.03	.01	.01	.00	.79	.82	.82	.83	18,010	23,967	133,656	.632	.153	.047	-.02	-.06	-.08				
TUTOR	665	1.56	1.76	1.77	1.70	.03	.01	.01	.00	.78	.87	.87	.86	728	712	672	.000	.000	.000	-.23	-.24	-.16				
COMMPROJ	658	1.60	1.58	1.62	1.60	.03	.01	.01	.00	.81	.83	.85	.84	17,915	23,850	133,278	.662	.460	.850	.02	-.03	-.01				
ITACADEM	667	2.56	2.70	2.71	2.64	.04	.01	.01	.00	1.02	1.02	1.02	1.03	18,069	24,044	134,130	.001	.000	.052	-.14	-.14	-.08				
EMAIL	666	3.26	3.18	3.20	3.21	.03	.01	.01	.00	.77	.81	.81	.80	18,040	24,017	134,009	.016	.054	.106	.10	.08	.06				
FACGRADE	666	2.60	2.59	2.60	2.65	.03	.01	.01	.00	.88	.89	.88	.88	18,027	24,000	133,892	.834	.890	.124	.01	.01	-.06				
FACPLANS	664	2.31	2.17	2.16	2.22	.04	.01	.01	.00	.92	.89	.89	.91	711	699	133,953	.000	.000	.018	.15	.17	.09				
FACIDEAS	662	1.81	1.83	1.84	1.89	.03	.01	.01	.00	.88	.90	.89	.91	18,058	24,037	134,149	.554	.427	.024	-.02	-.03	-.09				
FACFEED	655	2.55	2.62	2.64	2.70	.03	.01	.01	.00	.84	.85	.85	.85	17,724	23,589	131,543	.034	.005	.000	-.08	-.11	-.18				
WORKHARD	653	2.69	2.67	2.68	2.73	.03	.01	.01	.00	.83	.86	.86	.85	17,692	23,548	131,481	.554	.733	.286	.02	.01	-.04				
FACOTHER	651	1.60	1.63	1.63	1.66	.03	.01	.01	.00	.84	.86	.85	.87	17,639	23,480	131,124	.475	.460	.080	-.03	-.03	-.07				
OOCIDEAS	653	2.71	2.71	2.74	2.77	.03	.01	.01	.00	.89	.89	.88	.88	17,678	23,527	131,437	.893	.434	.112	.01	-.03	-.06				
DIVRSTUD	652	2.59	2.66	2.66	2.61	.04	.01	.01	.00	1.00	1.02	1.02	1.03	17,737	23,603	131,700	.113	.114	.680	-.06	-.06	-.02				
DIFFSTU2	653	2.72	2.71	2.71	2.69	.04	.01	.01	.00	.97	1.00	1.00	1.00	17,731	23,594	131,647	.943	.927	.489	.00	.00	.03				
MEMORIZE	644	3.08	3.00	2.98	2.95	.03	.01	.01	.00	.81	.84	.85	.85	17,588	23,430	130,605	.018	.004	.000	.09	.11	.15				
ANALYZE	642	3.00	3.14	3.17	3.15	.03	.01	.01	.00	.78	.78	.77	.78	690	676	647	.000	.000	.000	-.17	-.22	-.19				
SYNTHESZ	639	2.80	2.93	2.96	2.94	.03	.01	.01	.00	.84	.84	.83	.84	687	674	644	.000	.000	.000	-.15	-.20	-.17				
EVALUATE	641	2.89	2.92	2.94	2.94	.03	.01	.01	.00	.86	.85	.85	.85	17,535	23,359	130,241	.313	.142	.093	-.04	-.06	-.07				
APPLYING	642	3.04	3.07	3.10	3.08	.03	.01	.01	.00	.79	.86	.85	.84	700	684	648	.309	.060	.144	-.04	-.07	-.05				
READASGN	638	3.22	3.13	3.22	3.27	.04	.01	.01	.00	.99	.97	.98	.98	17,529	23,342	130,147	.024	.937	.225	.09	.00	-.05				

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.  
<sup>b</sup> 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.  
<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.  
<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.  
<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

**NSSE 2010 Detailed Statistics <sup>a</sup>**  
**Western Michigan University**  
**First-Year Students**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>				Significance <sup>e</sup>				Effect Size <sup>f</sup>			
	WMU	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	WMU compared with:				WMU compared with:				
																	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010			
READOWN	635	1.94	2.05	2.04	2.07	.03	.01	.01	.00	.87	.93	.91	.93	17,512	23,329	130,047	.002	.005	.000	-.12	-.11	-.14			
WRITEMOR	637	1.30	1.27	1.27	1.32	.03	.01	.00	.00	.71	.69	.69	.75	17,483	23,289	129,856	.374	.381	.383	.04	.04	-.03			
WRITEMID	635	2.15	2.17	2.23	2.27	.03	.01	.01	.00	.75	.82	.83	.85	691	677	641	.437	.005	.000	-.03	-.10	-.15			
WRITESML	638	3.22	2.84	2.96	3.03	.04	.01	.01	.00	1.07	.99	1.02	1.04	679	670	643	.000	.000	.000	.38	.26	.19			
PROBSETA	638	2.84	2.76	2.77	2.74	.05	.01	.01	.00	1.17	1.13	1.13	1.13	17,474	23,269	129,761	.100	.161	.029	.07	.06	.09			
PROBSETB	641	3.01	2.86	2.83	2.79	.05	.01	.01	.00	1.27	1.24	1.23	1.23	17,489	23,287	129,757	.003	.000	.000	.12	.14	.18			
EXAMS	643	5.49	5.48	5.53	5.48	.04	.01	.01	.00	1.08	1.13	1.12	1.16	17,558	23,377	649	.866	.403	.812	.01	-.03	.01			
ATDART07	626	2.43	2.12	2.17	2.17	.04	.01	.01	.00	1.00	.91	.91	.93	664	654	630	.000	.000	.000	.33	.28	.27			
EXRCSE05	624	2.95	2.84	2.87	2.82	.04	.01	.01	.00	.98	1.01	1.01	1.04	674	660	630	.006	.038	.001	.11	.08	.13			
WORSHPO5	622	1.80	2.13	2.22	2.09	.04	.01	.01	.00	1.00	1.12	1.15	1.12	680	667	629	.000	.000	.000	-.29	-.37	-.26			
OWNVIEW	622	2.55	2.62	2.65	2.63	.04	.01	.01	.00	.92	.90	.90	.90	17,238	22,959	128,167	.073	.009	.035	-.07	-.11	-.08			
OTHRVIEW	625	2.77	2.79	2.81	2.81	.04	.01	.01	.00	.88	.87	.87	.87	17,302	23,040	128,394	.478	.255	.194	-.03	-.05	-.05			
CHNGVIEW	625	2.85	2.86	2.89	2.90	.03	.01	.01	.00	.84	.84	.84	.84	17,335	23,086	128,629	.736	.203	.139	-.01	-.05	-.06			
INTERN04	614	.05	.07	.06	.07	.01	.00	.00	.00	.23	.25	.24	.26	668	22,769	620	.242	.363	.079	-.04	-.04	-.06			
VOLNTR04	609	.37	.40	.43	.40	.02	.00	.00	.00	.48	.49	.49	.49	655	644	614	.225	.011	.235	-.05	-.10	-.05			
LRNCOM04	605	.16	.17	.18	.16	.02	.00	.00	.00	.37	.37	.39	.37	16,973	641	126,009	.736	.153	.872	-.01	-.06	-.01			
RESRCH04	608	.04	.05	.05	.05	.01	.00	.00	.00	.19	.22	.22	.23	670	654	616	.062	.059	.015	-.07	-.07	-.08			
FORLNG04	612	.17	.20	.21	.21	.02	.00	.00	.00	.38	.40	.41	.41	662	651	618	.116	.007	.018	-.06	-.10	-.09			
STDABR04	610	.03	.03	.03	.03	.01	.00	.00	.00	.16	.17	.16	.18	17,053	22,715	126,267	.797	.899	.475	-.01	.01	-.03			
INDSTD04	606	.01	.04	.04	.04	.00	.00	.00	.00	.11	.19	.18	.20	748	706	625	.000	.000	.000	-.13	-.13	-.15			
SNRX04	610	.01	.02	.02	.02	.00	.00	.00	.00	.12	.15	.14	.15	683	661	619	.093	.139	.066	-.06	-.05	-.06			
ENVSTU	611	5.51	5.48	5.52	5.49	.05	.01	.01	.00	1.33	1.36	1.36	1.37	17,065	22,745	126,490	.623	.948	.749	.02	.00	.01			
ENVFAC	610	5.15	5.09	5.15	5.27	.05	.01	.01	.00	1.32	1.32	1.30	1.32	17,052	22,729	126,472	.321	.962	.020	.04	.00	-.09			
ENVADM	608	4.96	4.66	4.70	4.82	.06	.01	.01	.00	1.49	1.51	1.50	1.53	17,050	22,720	126,400	.000	.000	.024	.20	.17	.09			
ACADPR01	611	4.08	4.14	4.28	4.21	.07	.01	.01	.00	1.66	1.61	1.64	1.64	16,902	22,554	125,571	.365	.003	.054	-.04	-.12	-.08			
WORKON01	608	1.66	1.42	1.47	1.52	.05	.01	.01	.00	1.30	1.19	1.21	1.23	645	636	612	.000	.000	.009	.20	.16	.11			
WORKOF01	607	1.62	2.06	1.94	2.27	.06	.02	.01	.01	1.50	1.98	1.88	2.19	686	659	618	.000	.000	.000	-.23	-.17	-.30			
COCURR01	610	2.12	2.33	2.36	2.30	.06	.01	.01	.00	1.50	1.60	1.58	1.59	662	648	616	.001	.000	.005	-.13	-.15	-.11			

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.  
<sup>b</sup> 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.  
<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.  
<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.  
<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

**NSSE 2010 Detailed Statistics <sup>a</sup>**  
**Western Michigan University**  
**First-Year Students**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>				Significance <sup>e</sup>				Effect Size <sup>f</sup>			
	WMU	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	WMU compared with:				WMU compared with:				
																	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010			
SOCIAL05	602	4.10	3.87	3.84	3.77	.07	.01	.01	.00	1.71	1.65	1.63	1.65	16,855	22,479	125,123	.001	.000	.000	.14	.16	.20			
CAREDE01	601	1.42	1.69	1.61	1.89	.05	.01	.01	.01	1.15	1.49	1.41	1.79	677	651	615	.000	.000	.000	-.18	-.14	-.26			
COMMUTE	604	2.39	2.43	2.35	2.31	.04	.01	.01	.00	1.04	1.10	1.08	1.16	16,887	22,522	125,298	.426	.392	.090	-.03	.04	.07			
ENVSCHOL	596	3.13	3.15	3.19	3.16	.03	.01	.01	.00	.74	.76	.75	.76	16,648	22,219	123,738	.403	.043	.230	-.03	-.08	-.05			
ENVSUPRT	593	3.07	3.08	3.11	3.11	.03	.01	.01	.00	.80	.81	.80	.80	16,592	22,135	123,228	.779	.243	.243	-.01	-.05	-.05			
ENVDIVRS	592	2.66	2.73	2.74	2.74	.04	.01	.01	.00	.97	.96	.96	.97	16,592	22,135	123,193	.055	.039	.044	-.08	-.09	-.08			
ENVNACAD	597	2.23	2.30	2.33	2.30	.04	.01	.01	.00	.96	.97	.97	.97	16,610	22,157	123,439	.121	.021	.076	-.06	-.10	-.07			
ENVSOCAL	593	2.48	2.56	2.58	2.54	.04	.01	.01	.00	.89	.93	.94	.94	641	629	598	.043	.006	.119	-.08	-.11	-.06			
ENVEVENT	595	2.87	2.91	2.95	2.87	.04	.01	.01	.00	.91	.91	.91	.94	16,615	22,160	123,297	.296	.038	.982	-.04	-.09	.00			
ENVCOMPT	595	3.26	3.36	3.36	3.33	.03	.01	.01	.00	.81	.77	.77	.79	16,639	22,202	123,489	.002	.002	.030	-.13	-.13	-.09			
NGNENLED	577	3.12	3.17	3.20	3.19	.03	.01	.01	.00	.76	.78	.77	.78	16,356	609	582	.090	.010	.025	-.07	-.11	-.09			
GNWORK	576	2.91	2.80	2.84	2.84	.04	.01	.01	.00	.87	.93	.93	.93	624	611	581	.004	.044	.056	.12	.08	.07			
GNWRITE	576	2.97	2.97	2.99	3.05	.04	.01	.01	.00	.85	.87	.87	.85	16,370	21,863	121,773	.945	.660	.040	.00	-.02	-.09			
GNSPEAK	576	2.76	2.81	2.81	2.89	.04	.01	.01	.00	.96	.93	.93	.91	614	604	580	.215	.241	.002	-.05	-.05	-.14			
GNANALY	574	3.15	3.22	3.24	3.25	.03	.01	.01	.00	.76	.78	.78	.78	619	606	579	.044	.004	.003	-.08	-.12	-.12			
GNQUANT	571	2.88	3.01	3.03	2.99	.04	.01	.01	.00	.87	.86	.86	.87	16,290	21,755	121,237	.000	.000	.002	-.15	-.17	-.13			
GNCMPTS	576	2.99	3.08	3.07	3.05	.04	.01	.01	.00	.88	.88	.88	.88	16,346	21,835	121,730	.015	.038	.074	-.10	-.09	-.07			
GNOTHERS	576	3.05	2.99	3.01	3.03	.04	.01	.01	.00	.87	.88	.87	.87	16,351	21,836	121,694	.125	.257	.600	.06	.05	.02			
GNCITIZN	556	1.98	1.99	1.95	1.94	.04	.01	.01	.00	.99	1.00	.99	1.01	16,136	21,536	119,893	.865	.430	.301	-.01	.03	.04			
GNINQ	554	2.92	2.95	2.97	2.95	.04	.01	.01	.00	.86	.85	.85	.85	16,088	21,486	119,639	.456	.252	.420	-.03	-.05	-.03			
GNSELF	557	2.85	2.80	2.83	2.84	.04	.01	.01	.00	.95	.96	.95	.95	16,081	21,466	119,515	.217	.613	.775	.05	.02	.01			
GNDIVERS	556	2.68	2.70	2.68	2.70	.04	.01	.01	.00	.95	.95	.95	.96	16,112	21,497	119,882	.634	.894	.656	-.02	-.01	-.02			
GNPROBSV	560	2.71	2.71	2.73	2.72	.04	.01	.01	.00	.91	.92	.91	.92	16,132	21,533	119,941	.855	.527	.708	-.01	-.03	-.02			
GNETHICS	556	2.71	2.69	2.76	2.73	.04	.01	.01	.00	.97	.99	.99	.98	16,102	21,495	119,886	.622	.218	.513	.02	-.05	-.03			
GNCOMMUN	554	2.36	2.48	2.57	2.50	.04	.01	.01	.00	.95	.97	.98	.99	16,123	21,523	559	.006	.000	.001	-.12	-.21	-.14			
GNSPIRIT	558	2.06	2.13	2.28	2.19	.05	.01	.01	.00	1.07	1.07	1.12	1.10	16,131	590	563	.109	.000	.005	-.07	-.19	-.12			
ADVISE	565	3.14	3.04	3.07	3.07	.03	.01	.01	.00	.77	.83	.83	.83	16,260	21,722	121,204	.009	.066	.066	.11	.08	.08			
ENTIREXP	567	3.22	3.23	3.26	3.23	.03	.01	.00	.00	.67	.69	.70	.72	16,261	600	572	.725	.128	.735	-.02	-.06	-.01			
SAMECOLL	564	3.30	3.29	3.30	3.24	.03	.01	.01	.00	.79	.79	.79	.82	16,282	21,748	121,321	.741	.974	.057	.01	.00	.08			

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> 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.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

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

**NSSE 2010 Detailed Statistics <sup>a</sup>**  
**Western Michigan University**  
**Seniors**

	N		Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>				Significance <sup>e</sup>				Effect Size <sup>f</sup>			
	WMU		High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	WMU compared with:				WMU compared with:					
	WMU	WMU															High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public
CLQUEST	1,250	3.05	2.99	3.01	3.13	.02	.00	.00	.00	.85	.88	.88	.85	35,906	45,102	1,264	.012	.086	.003	.07	.05	-.09				
CLPRESENT	1,247	2.75	2.66	2.70	2.79	.02	.00	.00	.00	.85	.91	.90	.88	1,350	1,326	211,992	.000	.024	.096	.10	.06	-.05				
REWROPAP	1,248	2.37	2.51	2.47	2.51	.03	.01	.00	.00	.93	.99	.98	.98	1,350	1,327	1,264	.000	.000	.000	-.14	-.10	-.14				
INTEGRAT	1,249	3.34	3.28	3.29	3.35	.02	.00	.00	.00	.72	.77	.76	.74	1,353	1,329	212,190	.003	.014	.620	.08	.07	-.01				
DIVCLASS	1,252	2.76	2.76	2.76	2.85	.03	.01	.00	.00	.92	.97	.96	.93	1,353	1,330	211,716	.878	.975	.000	.00	.00	-.10				
CLUNPREP	1,249	2.18	2.12	2.14	2.09	.02	.00	.00	.00	.80	.81	.81	.81	36,039	45,261	1,263	.010	.103	.000	.07	.05	.11				
CLASSGRP	1,248	2.66	2.56	2.54	2.56	.02	.01	.00	.00	.88	.94	.93	.91	1,353	1,329	1,263	.000	.000	.000	.10	.13	.11				
OCCGRP	1,254	2.76	2.81	2.84	2.78	.03	.01	.00	.00	.91	.94	.93	.93	1,352	45,372	212,694	.068	.002	.548	-.05	-.09	-.02				
INTIDEAS	1,209	2.97	2.92	2.94	2.95	.02	.00	.00	.00	.80	.84	.83	.82	1,305	1,283	205,561	.051	.293	.573	.05	.03	.02				
TUTOR	1,212	1.84	1.87	1.90	1.86	.03	.01	.00	.00	.95	.95	.96	.96	35,067	44,006	206,243	.215	.023	.407	-.04	-.07	-.02				
COMMPROJ	1,212	1.70	1.68	1.70	1.74	.03	.00	.00	.00	.87	.91	.91	.91	34,957	43,874	205,486	.560	.760	.117	.02	-.01	-.05				
ITACADEM	1,213	2.73	2.87	2.88	2.88	.03	.01	.00	.00	1.02	1.01	1.01	1.01	35,072	1,280	1,226	.000	.000	.000	-.14	-.15	-.15				
EMAIL	1,216	3.45	3.41	3.43	3.45	.02	.00	.00	.00	.71	.74	.73	.71	1,311	43,965	206,122	.071	.351	.841	.05	.03	-.01				
FACGRADE	1,211	2.82	2.81	2.81	2.84	.02	.00	.00	.00	.87	.89	.88	.88	35,061	43,998	206,273	.773	.720	.394	.01	.01	-.02				
FACPLANS	1,216	2.33	2.37	2.38	2.43	.03	.01	.00	.00	.96	.97	.97	.96	35,107	44,052	206,281	.191	.095	.000	-.04	-.05	-.10				
FACIDEAS	1,214	1.96	2.03	2.04	2.09	.03	.01	.00	.00	.92	.94	.93	.93	35,115	44,077	206,480	.015	.004	.000	-.07	-.08	-.13				
FACFEED	1,194	2.68	2.76	2.78	2.83	.02	.00	.00	.00	.80	.84	.83	.82	34,754	43,601	204,189	.000	.000	.000	-.10	-.12	-.19				
WORKHARD	1,195	2.70	2.78	2.77	2.79	.02	.00	.00	.00	.85	.87	.87	.86	34,750	43,586	204,167	.005	.015	.001	-.08	-.07	-.10				
FACOTHER	1,195	1.82	1.79	1.81	1.85	.03	.01	.00	.00	.96	.95	.95	.97	34,679	43,488	203,728	.177	.732	.388	.04	.01	-.03				
OOCIDEAS	1,196	2.86	2.88	2.89	2.90	.02	.00	.00	.00	.85	.88	.87	.86	34,727	43,558	204,143	.595	.295	.125	-.02	-.03	-.04				
DIVRSTUD	1,201	2.58	2.74	2.72	2.68	.03	.01	.00	.00	.99	1.01	1.00	1.00	34,800	43,649	204,457	.000	.000	.000	-.16	-.14	-.10				
DIFFSTU2	1,199	2.67	2.74	2.72	2.73	.03	.01	.00	.00	.95	.99	.99	.97	34,811	43,662	204,417	.024	.091	.054	-.07	-.05	-.06				
MEMORIZE	1,194	2.89	2.84	2.83	2.80	.03	.00	.00	.00	.88	.91	.91	.92	1,286	1,267	1,208	.074	.025	.001	.05	.06	.10				
ANALYZE	1,190	3.21	3.27	3.29	3.29	.02	.00	.00	.00	.74	.76	.75	.74	1,279	1,258	202,685	.018	.001	.000	-.07	-.10	-.11				
SYNTHESZ	1,189	2.99	3.05	3.07	3.10	.02	.00	.00	.00	.85	.86	.85	.83	34,478	43,233	202,462	.038	.002	.000	-.06	-.09	-.13				
EVALUATE	1,190	2.98	3.01	3.02	3.05	.03	.00	.00	.00	.88	.88	.87	.86	34,531	43,298	202,759	.283	.090	.006	-.03	-.05	-.08				
APPLYING	1,189	3.20	3.24	3.25	3.26	.02	.00	.00	.00	.84	.83	.82	.81	34,569	43,355	203,085	.157	.046	.024	-.04	-.06	-.07				
READASGN	1,187	3.16	3.07	3.12	3.21	.03	.01	.01	.00	1.00	1.03	1.03	1.05	34,495	43,276	1,202	.003	.177	.135	.09	.04	-.04				

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> 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.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

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

**NSSE 2010 Detailed Statistics <sup>a</sup>**  
**Western Michigan University**  
**Seniors**

	N		Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>				Significance <sup>e</sup>				Effect Size <sup>f</sup>			
	WMU		High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	WMU compared with:				WMU compared with:					
	WMU	WMU															High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public
READOWN	1,186	2.13	2.21	2.20	2.20	.03	.01	.00	.00	.98	1.00	.98	.98	34,511	43,288	202,662	.009	.014	.016	-.08	-.07	-.07				
WRITEMOR	1,186	1.65	1.61	1.62	1.65	.02	.00	.00	.00	.81	.83	.82	.82	34,449	43,214	202,380	.103	.191	.942	.05	.04	.00				
WRITEMID	1,187	2.58	2.40	2.44	2.55	.03	.01	.00	.00	.99	.95	.96	.96	1,266	1,250	202,374	.000	.000	.416	.19	.14	.02				
WRITESML	1,188	3.42	2.82	2.90	3.00	.03	.01	.01	.00	1.18	1.15	1.16	1.16	1,268	1,252	1,200	.000	.000	.000	.52	.45	.36				
PROBSETA	1,176	2.79	2.71	2.70	2.67	.04	.01	.01	.00	1.24	1.24	1.23	1.22	34,319	43,056	201,653	.031	.016	.001	.06	.07	.10				
PROBSETB	1,181	2.64	2.41	2.40	2.40	.04	.01	.01	.00	1.30	1.23	1.22	1.22	1,257	1,240	1,193	.000	.000	.000	.19	.19	.20				
EXAMS	1,189	5.43	5.54	5.54	5.51	.04	.01	.01	.00	1.21	1.23	1.22	1.23	34,471	43,251	202,552	.005	.004	.025	-.08	-.09	-.07				
ATDART07	1,175	2.03	1.95	2.01	2.03	.03	.00	.00	.00	.93	.89	.90	.91	34,106	42,795	199,919	.002	.404	.990	.09	.02	.00				
EXRCSE05	1,172	2.82	2.69	2.74	2.72	.03	.01	.01	.00	1.01	1.04	1.03	1.04	1,262	1,242	1,186	.000	.006	.001	.13	.08	.10				
WORSHPO5	1,172	1.90	2.21	2.29	2.16	.03	.01	.01	.00	1.05	1.14	1.17	1.14	1,272	1,254	1,187	.000	.000	.000	-.27	-.34	-.23				
OWNVIEW	1,171	2.66	2.70	2.72	2.73	.03	.01	.00	.00	.89	.91	.90	.90	34,036	42,697	200,275	.147	.018	.010	-.04	-.07	-.08				
OTHRVIEW	1,174	2.83	2.85	2.86	2.88	.03	.00	.00	.00	.87	.87	.86	.86	34,083	42,769	200,425	.360	.131	.019	-.03	-.04	-.07				
CHNGVIEW	1,176	2.87	2.89	2.92	2.93	.02	.00	.00	.00	.82	.83	.83	.82	34,126	42,829	200,796	.347	.041	.009	-.03	-.06	-.08				
INTERN04	1,169	.49	.43	.47	.50	.01	.00	.00	.00	.50	.50	.50	.50	1,251	42,486	198,937	.000	.144	.650	.13	.04	-.01				
VOLNTR04	1,163	.60	.57	.60	.60	.01	.00	.00	.00	.49	.50	.49	.49	1,249	42,330	198,138	.031	.857	.919	.06	-.01	.00				
LRNCOM04	1,159	.25	.24	.26	.27	.01	.00	.00	.00	.44	.43	.44	.44	33,661	42,244	197,748	.349	.706	.366	.03	-.01	-.03				
RESRCH04	1,162	.18	.17	.19	.19	.01	.00	.00	.00	.38	.38	.39	.39	33,783	1,231	1,176	.731	.252	.198	.01	-.03	-.04				
FORLNG04	1,164	.34	.39	.41	.41	.01	.00	.00	.00	.47	.49	.49	.49	1,252	1,235	1,178	.001	.000	.000	-.09	-.15	-.13				
STDABR04	1,161	.12	.10	.13	.14	.01	.00	.00	.00	.32	.30	.33	.35	1,232	42,257	1,177	.039	.346	.004	.07	-.03	-.08				
INDSTD04	1,165	.13	.15	.16	.17	.01	.00	.00	.00	.34	.36	.36	.37	1,260	1,242	1,181	.068	.011	.000	-.05	-.07	-.10				
SNRX04	1,167	.30	.28	.31	.33	.01	.00	.00	.00	.46	.45	.46	.47	1,248	42,463	1,180	.317	.444	.028	.03	-.02	-.06				
ENVSTU	1,167	5.58	5.63	5.65	5.65	.04	.01	.01	.00	1.28	1.31	1.30	1.30	33,715	42,330	198,566	.262	.090	.089	-.03	-.05	-.05				
ENVFAC	1,163	5.24	5.36	5.39	5.49	.04	.01	.01	.00	1.36	1.37	1.34	1.32	33,740	42,357	198,573	.003	.000	.000	-.09	-.11	-.19				
ENVADM	1,165	4.51	4.63	4.62	4.70	.05	.01	.01	.00	1.65	1.66	1.65	1.66	33,734	42,347	198,564	.016	.022	.000	-.07	-.07	-.11				
ACADPR01	1,156	4.49	4.23	4.29	4.29	.05	.01	.01	.00	1.80	1.78	1.78	1.76	33,560	42,123	1,168	.000	.000	.000	.15	.11	.11				
WORKON01	1,156	1.88	1.77	1.89	1.84	.05	.01	.01	.00	1.67	1.65	1.68	1.59	1,237	42,037	1,168	.045	.840	.486	.06	-.01	.02				
WORKOF01	1,158	3.58	3.62	3.41	3.62	.08	.02	.01	.01	2.64	2.85	2.77	2.82	1,255	1,230	1,173	.676	.033	.644	-.01	.06	-.01				
COCURR01	1,156	2.10	2.02	2.10	2.13	.04	.01	.01	.00	1.52	1.49	1.52	1.57	33,532	42,093	1,170	.074	.940	.501	.05	.00	-.02				

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> 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.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

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

**NSSE 2010 Detailed Statistics <sup>a</sup>**  
**Western Michigan University**  
**Seniors**

	N					Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>				Effect Size <sup>f</sup>				
																	WMU				WMU				
	WMU	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	WMU	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	WMU compared with:				WMU compared with:				
																	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010	High Research Public	Carnegie Class	NSSE 2010
SOCIAL05	1,148	3.64	3.55	3.56	3.53	.05	.01	.01	.00	1.54	1.59	1.57	1.56	33,455	42,004	196,868	.077	.102	.018	.05	.05	.07			
CAREDE01	1,150	1.91	2.53	2.38	2.51	.06	.01	.01	.01	1.91	2.36	2.26	2.38	1,278	1,241	1,170	.000	.000	.000	-.26	-.21	-.25			
COMMUTE	1,151	2.32	2.49	2.43	2.37	.03	.01	.01	.00	.85	1.13	1.10	1.11	1,300	1,260	1,173	.000	.000	.064	-.15	-.10	-.04			
ENVSCHOL	1,140	3.10	3.14	3.17	3.16	.02	.00	.00	.00	.78	.79	.78	.77	33,196	1,205	195,485	.112	.004	.005	-.05	-.09	-.08			
ENVSUPRT	1,139	2.81	2.91	2.94	2.98	.02	.00	.00	.00	.80	.86	.85	.84	33,129	41,591	194,904	.000	.000	.000	-.12	-.15	-.21			
ENVDIVRS	1,140	2.34	2.54	2.52	2.57	.03	.01	.00	.00	.96	1.01	1.00	1.00	1,229	1,210	1,153	.000	.000	.000	-.20	-.19	-.24			
ENVNACAD	1,138	1.76	1.98	2.02	2.04	.03	.01	.00	.00	.88	.96	.97	.97	33,107	41,582	195,049	.000	.000	.000	-.22	-.27	-.28			
ENVSOCAL	1,138	2.07	2.24	2.28	2.28	.03	.01	.00	.00	.89	.96	.96	.95	1,234	1,214	1,152	.000	.000	.000	-.17	-.22	-.22			
ENVEVENT	1,137	2.55	2.65	2.70	2.66	.03	.01	.00	.00	.93	.96	.96	.97	33,024	41,486	1,150	.001	.000	.000	-.10	-.16	-.11			
ENVCOMPT	1,135	3.46	3.47	3.48	3.47	.02	.00	.00	.00	.73	.74	.74	.75	33,104	41,584	195,128	.860	.518	.852	-.01	-.02	-.01			
NGNENLED	1,125	3.14	3.23	3.25	3.27	.02	.00	.00	.00	.80	.81	.80	.80	1,207	1,188	1,137	.000	.000	.000	-.11	-.14	-.17			
GNWORK	1,122	3.09	3.05	3.08	3.08	.03	.01	.00	.00	.88	.92	.91	.91	32,793	1,190	1,135	.151	.569	.804	.04	.02	.01			
GNWRITE	1,124	2.99	3.07	3.08	3.13	.03	.00	.00	.00	.86	.88	.87	.85	1,208	1,189	1,136	.002	.000	.000	-.09	-.11	-.17			
GNSPEAK	1,116	2.86	2.96	2.97	3.02	.03	.01	.00	.00	.89	.93	.92	.90	32,699	41,071	192,856	.001	.000	.000	-.10	-.12	-.18			
GNANALY	1,120	3.27	3.33	3.36	3.38	.02	.00	.00	.00	.77	.77	.76	.75	32,775	41,150	192,898	.008	.000	.000	-.08	-.12	-.14			
GNQUANT	1,122	2.99	3.13	3.14	3.11	.03	.00	.00	.00	.89	.87	.86	.87	32,671	41,031	192,488	.000	.000	.000	-.16	-.18	-.14			
GNCMPTS	1,126	3.13	3.24	3.24	3.22	.03	.00	.00	.00	.87	.85	.85	.85	32,820	41,213	193,255	.000	.000	.000	-.14	-.13	-.11			
GNOTHERS	1,126	3.09	3.15	3.17	3.19	.03	.00	.00	.00	.85	.87	.86	.84	1,209	1,189	193,208	.022	.001	.000	-.07	-.10	-.13			
GNCITIZN	1,112	2.05	2.11	2.11	2.12	.03	.01	.01	.00	1.02	1.06	1.04	1.05	1,197	1,177	1,125	.036	.043	.014	-.06	-.06	-.07			
GNINQ	1,110	2.96	3.05	3.06	3.07	.03	.01	.00	.00	.90	.90	.88	.87	32,372	40,645	190,795	.002	.000	.000	-.09	-.11	-.12			
GNSELF	1,108	2.69	2.79	2.83	2.86	.03	.01	.01	.00	1.02	1.01	1.00	.99	32,290	1,168	1,119	.001	.000	.000	-.10	-.14	-.17			
GNDIVERS	1,112	2.50	2.66	2.65	2.69	.03	.01	.01	.00	.97	1.00	1.00	.99	32,431	40,717	191,125	.000	.000	.000	-.17	-.15	-.19			
GNPROBSV	1,111	2.74	2.81	2.84	2.83	.03	.01	.00	.00	.96	.96	.95	.94	32,468	1,171	1,123	.014	.001	.003	-.08	-.10	-.09			
GNETHICS	1,112	2.59	2.69	2.77	2.77	.03	.01	.01	.00	1.01	1.04	1.04	1.02	1,197	40,785	191,223	.001	.000	.000	-.10	-.18	-.18			
GNCOMMUN	1,111	2.27	2.44	2.53	2.52	.03	.01	.01	.00	.98	1.03	1.03	1.02	1,199	1,181	1,124	.000	.000	.000	-.16	-.24	-.25			
GNSPIRIT	1,115	1.66	1.91	2.06	2.00	.03	.01	.01	.00	.94	1.08	1.14	1.10	1,220	1,208	1,132	.000	.000	.000	-.23	-.35	-.30			
ADVISE	1,125	2.72	2.86	2.88	2.94	.03	.01	.00	.00	.96	.95	.95	.93	1,204	1,186	1,137	.000	.000	.000	-.16	-.18	-.24			
ENTIREXP	1,122	3.08	3.19	3.24	3.24	.02	.00	.00	.00	.75	.73	.73	.74	1,198	1,182	1,134	.000	.000	.000	-.15	-.22	-.22			
SAMECOLL	1,125	3.14	3.22	3.24	3.22	.03	.00	.00	.00	.84	.86	.85	.85	1,208	1,190	1,138	.002	.000	.001	-.09	-.12	-.10			

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> 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.

<sup>c</sup> A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

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

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



# Western Michigan University

---

Frequency Distributions

August 2010

# 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.

## 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.

## 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](http://nsse.iub.edu/links/institutional_reporting)

## 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 non-randomly selected students are not included in this report.

## Class

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

**NSSE 2010 Engagement Item Frequency Distributions \*  
NSSEville State University**

Variable	Response Option	First-Year Students				Seniors					
		NSSEville State	Mid East Public	Carnegie Class	NSSE 2010	NSSEville State	Mid East Public	Carnegie Class	NSSE 2010		
		Count	%	Count	%	Count	%	Count	%		
a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	15	2%	211	2%	1,248	3%	4,922	3%	
	Sometimes	300	32%	2,905	34%	14,781	35%	57,335	35%	203	19%
	Often	333	37%	2,967	35%	15,134	36%	57,083	35%	321	32%
	Very often	263	29%	2,079	29%	11,163	26%	44,027	27%	487	49%
	Total	911	100%	8,162	100%	42,326	100%	163,367	100%	1,020	100%
b. Made a class presentation	CLPRESEN (ACL)	Never	80	9%	775	9%	5,215	13%	21,742	14%	
	Sometimes	541	59%	4,202	50%	21,727	50%	85,258	51%	310	30%
	Often	240	27%	2,406	30%	11,642	28%	42,552	26%	438	43%
	Very often	47	5%	802	11%	3,780	9%	13,872	9%	255	24%
	Total	908	100%	8,185	100%	42,364	100%	163,424	100%	1,027	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	137	15%	960	11%	4,445	11%	20,566	13%	
	Sometimes	346	39%	2,658	32%	12,162	29%	49,181	30%	384	38%
	Often	282	31%	2,709	33%	14,262	34%	52,973	33%	268	26%
	Very often	145	15%	1,803	25%	11,341	27%	40,180	25%	176	17%
	Total	910	100%	8,130	100%	42,210	100%	162,900	100%	1,027	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	12	1%	133	2%	805	2%	3,275	2%	
	Sometimes	189	21%	1,558	19%	7,790	19%	30,757	19%	79	8%
	Often	438	48%	3,796	46%	18,693	44%	71,661	43%	388	38%
	Very often	272	29%	2,696	33%	15,110	35%	57,856	35%	551	54%
	Total	911	100%	8,183	100%	42,398	100%	163,549	100%	1,022	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	DIVCLASS	Never	66	7%	516	6%	2,614	7%	10,590	7%	
	Sometimes	319	35%	2,548	30%	12,747	30%	50,123	31%	306	30%
	Often	359	40%	3,248	39%	16,448	38%	62,783	38%	360	34%
	Very often	160	17%	1,865	25%	10,544	25%	39,804	24%	308	30%
	Total	904	100%	8,177	100%	42,353	100%	163,300	100%	1,026	100%

## 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.

## Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

		First-Year Students								Seniors								
		WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	33	5%	876	5%	1,250	5%	4,904	3%	29	2%	710	3%	908	3%	3,518	2%
		Sometimes	335	47%	7,114	41%	10,842	40%	57,300	35%	333	27%	6,798	30%	9,853	29%	46,457	25%
		Often	221	31%	5,682	33%	8,770	33%	57,195	35%	418	34%	7,075	32%	10,541	32%	60,772	32%
		Very often	116	17%	3,391	20%	5,646	22%	44,174	27%	470	37%	7,799	35%	11,940	36%	81,931	41%
	Total	705	100%	17,063	100%	26,508	100%	163,573	100%	1,250	100%	22,382	100%	33,242	100%	192,678	100%	
1b. Made a class presentation	CLPRESEN (ACL)	Never	132	18%	3,401	21%	4,934	19%	21,690	14%	64	5%	1,799	9%	2,232	8%	10,825	6%
		Sometimes	424	60%	9,146	53%	14,520	54%	85,375	51%	439	36%	8,501	38%	12,475	37%	61,955	33%
		Often	110	16%	3,475	20%	5,417	21%	42,682	26%	469	37%	7,498	33%	11,431	33%	71,216	36%
		Very often	39	5%	1,057	6%	1,652	6%	13,880	9%	275	21%	4,651	21%	7,188	22%	49,247	25%
	Total	705	100%	17,079	100%	26,523	100%	163,627	100%	1,247	100%	22,449	100%	33,326	100%	193,243	100%	
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	103	15%	2,414	14%	3,869	15%	20,600	13%	221	18%	3,709	17%	5,813	17%	30,622	16%
		Sometimes	222	32%	4,823	28%	7,979	30%	49,305	30%	529	42%	8,205	36%	12,757	37%	72,229	37%
		Often	240	34%	5,590	33%	8,517	32%	53,015	33%	318	26%	6,163	28%	8,773	27%	52,525	28%
		Very often	138	19%	4,184	25%	6,046	24%	40,187	25%	182	14%	4,336	20%	5,926	19%	37,516	20%
	Total	703	100%	17,011	100%	26,411	100%	163,107	100%	1,250	100%	22,413	100%	33,269	100%	192,892	100%	
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	23	3%	476	3%	690	3%	3,264	2%	12	1%	357	2%	457	2%	1,996	1%
		Sometimes	141	20%	3,577	22%	5,456	21%	30,805	19%	147	12%	3,237	14%	4,633	14%	22,086	12%
		Often	316	45%	7,471	43%	11,660	44%	71,783	43%	481	39%	8,554	38%	12,768	38%	71,076	37%
		Very often	227	32%	5,568	32%	8,732	33%	57,901	35%	609	48%	10,339	46%	15,503	46%	98,300	50%
	Total	707	100%	17,092	100%	26,538	100%	163,753	100%	1,249	100%	22,487	100%	33,361	100%	193,458	100%	
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	72	11%	1,331	8%	1,923	8%	10,584	7%	95	8%	2,381	11%	3,227	10%	12,930	7%
		Sometimes	227	33%	5,337	31%	8,487	32%	50,215	31%	403	32%	6,889	30%	10,677	31%	56,219	29%
		Often	245	35%	6,346	37%	9,992	38%	62,897	38%	428	34%	7,128	32%	10,735	32%	66,308	34%
		Very often	159	22%	4,024	23%	6,065	23%	39,805	24%	326	25%	6,002	28%	8,612	27%	57,692	29%
	Total	703	100%	17,038	100%	26,467	100%	163,501	100%	1,252	100%	22,400	100%	33,251	100%	193,149	100%	
1f. Come to class without completing readings or assignments	CLUNPREP	Never	144	20%	3,623	21%	5,615	21%	41,201	25%	216	17%	4,399	20%	5,928	19%	40,781	21%
		Sometimes	404	57%	9,964	58%	15,442	58%	93,223	56%	711	57%	12,852	57%	19,137	57%	110,163	56%
		Often	106	15%	2,436	15%	3,845	15%	20,542	13%	218	18%	3,489	15%	5,566	16%	28,677	15%
		Very often	50	7%	1,032	6%	1,599	6%	8,719	6%	103	8%	1,718	8%	2,715	8%	13,762	7%
	Total	704	100%	17,055	100%	26,501	100%	163,685	100%	1,248	100%	22,458	100%	33,346	100%	193,383	100%	
1g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	53	7%	2,003	12%	3,481	13%	19,955	12%	97	8%	2,671	13%	4,066	13%	21,457	11%
		Sometimes	272	39%	7,068	41%	11,396	42%	70,314	42%	461	37%	8,751	38%	13,596	39%	77,694	40%
		Often	268	38%	5,813	34%	8,534	33%	53,745	33%	446	36%	6,883	30%	9,983	29%	60,470	31%
		Very often	112	16%	2,195	13%	3,113	12%	19,686	13%	245	19%	4,144	20%	5,694	19%	33,794	18%
	Total	705	100%	17,079	100%	26,524	100%	163,700	100%	1,249	100%	22,449	100%	33,339	100%	193,415	100%	

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	119	16%	2,332	14%	3,144	13%	20,211	14%	97	8%	1,723	8%	2,145	7%	14,802	8%
		Sometimes	290	41%	7,110	41%	10,980	41%	67,755	41%	415	32%	6,843	31%	9,893	30%	61,533	32%
		Often	208	30%	5,432	31%	8,661	32%	53,002	31%	446	36%	7,494	32%	11,292	33%	66,710	34%
		Very often	90	13%	2,270	14%	3,826	14%	23,244	14%	296	24%	6,463	28%	10,103	29%	50,883	26%
	Total		707	100%	17,144	100%	26,611	100%	164,212	100%	1,254	100%	22,523	100%	33,433	100%	193,928	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	44	7%	1,144	7%	1,547	7%	9,437	7%	30	3%	803	4%	981	3%	5,716	3%
		Sometimes	271	41%	6,571	40%	9,949	39%	59,873	38%	315	25%	5,934	28%	8,455	27%	48,308	26%
		Often	266	40%	6,156	38%	9,816	39%	61,372	39%	530	44%	8,963	41%	13,693	42%	80,035	42%
		Very often	82	12%	2,341	14%	3,897	15%	25,536	16%	335	28%	6,105	28%	9,231	28%	53,779	28%
	Total		663	100%	16,212	100%	25,209	100%	156,218	100%	1,210	100%	21,805	100%	32,360	100%	187,838	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	397	59%	7,712	47%	11,682	46%	80,081	51%	563	45%	9,331	43%	13,106	42%	83,141	45%
		Sometimes	193	29%	5,667	35%	9,016	36%	51,781	33%	418	35%	7,782	35%	11,723	36%	64,342	34%
		Often	57	9%	2,002	12%	3,195	13%	17,234	11%	120	10%	2,791	13%	4,360	13%	23,054	12%
		Very often	19	3%	870	5%	1,371	6%	7,620	5%	111	9%	1,978	9%	3,258	10%	17,905	9%
	Total		666	100%	16,251	100%	25,264	100%	156,716	100%	1,212	100%	21,882	100%	32,447	100%	188,442	100%
1k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	379	57%	9,639	60%	14,284	58%	89,738	59%	629	52%	12,004	56%	16,769	54%	93,021	51%
		Sometimes	195	30%	4,279	26%	6,936	27%	42,487	26%	378	31%	6,175	28%	9,934	29%	59,027	30%
		Often	64	10%	1,562	10%	2,712	11%	16,524	10%	134	11%	2,177	10%	3,502	10%	22,463	11%
		Very often	22	4%	663	4%	1,173	5%	7,049	4%	72	5%	1,460	7%	2,149	7%	13,235	7%
	Total		660	100%	16,143	100%	25,105	100%	155,798	100%	1,213	100%	21,816	100%	32,354	100%	187,746	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	121	18%	2,298	14%	3,520	14%	24,366	16%	153	13%	2,390	11%	3,429	10%	19,334	10%
		Sometimes	201	30%	4,812	29%	7,398	29%	47,790	30%	378	31%	5,949	27%	8,725	27%	51,247	27%
		Often	199	30%	4,728	29%	7,360	29%	44,449	28%	318	27%	5,977	27%	8,891	28%	51,925	28%
		Very often	147	22%	4,428	27%	7,008	28%	40,122	26%	364	29%	7,596	35%	11,458	35%	66,158	35%
	Total		668	100%	16,266	100%	25,286	100%	156,727	100%	1,213	100%	21,912	100%	32,503	100%	188,664	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	4	1%	173	1%	267	1%	1,640	1%	3	0%	133	1%	168	1%	751	0%
		Sometimes	116	18%	3,269	22%	4,965	21%	27,917	20%	134	12%	2,523	13%	3,585	12%	19,833	12%
		Often	241	37%	5,678	35%	8,916	35%	55,828	36%	369	31%	6,611	31%	9,780	31%	54,759	30%
		Very often	306	45%	7,112	42%	11,105	43%	71,193	43%	710	57%	12,607	56%	18,914	57%	113,009	58%
	Total		667	100%	16,232	100%	25,253	100%	156,578	100%	1,216	100%	21,874	100%	32,447	100%	188,352	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	54	8%	1,331	9%	2,084	9%	11,136	7%	51	4%	1,038	5%	1,449	5%	7,632	4%
		Sometimes	276	42%	6,710	41%	10,605	42%	62,332	40%	429	36%	7,655	36%	11,725	36%	64,284	35%
		Often	211	31%	5,101	32%	7,910	32%	51,426	33%	409	34%	7,191	33%	10,637	33%	63,598	34%
		Very often	126	18%	3,085	18%	4,645	18%	31,583	20%	322	26%	6,014	27%	8,647	27%	52,955	27%
	Total		667	100%	16,227	100%	25,244	100%	156,477	100%	1,211	100%	21,898	100%	32,458	100%	188,469	100%

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

**NSSE 2010 Engagement Item Frequency Distributions <sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors							
			High Research				High Research											
			WMU		Public		Carnegie Class		NSSE 2010		WMU		Public		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	121	18%	3,572	23%	5,969	24%	32,980	22%	232	20%	4,121	20%	5,770	19%	29,894	17%
		Sometimes	305	46%	7,484	46%	11,645	46%	71,079	45%	530	43%	8,820	40%	13,467	41%	75,581	40%
		Often	146	22%	3,576	21%	5,279	21%	35,532	22%	267	22%	5,420	24%	8,063	24%	49,164	25%
		Very often	93	14%	1,609	10%	2,355	9%	16,969	11%	187	15%	3,538	16%	5,169	16%	33,782	17%
	Total		665	100%	16,241	100%	25,248	100%	156,560	100%	1,216	100%	21,899	100%	32,469	100%	188,421	100%
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	302	44%	7,165	44%	10,970	43%	62,265	40%	447	36%	7,101	33%	10,151	32%	54,137	30%
		Sometimes	235	36%	5,865	36%	9,381	37%	60,453	38%	490	40%	9,104	41%	13,927	42%	80,922	42%
		Often	87	14%	2,225	14%	3,394	14%	23,355	15%	176	16%	3,666	17%	5,438	17%	34,222	18%
		Very often	38	6%	1,012	6%	1,549	6%	10,719	7%	102	8%	2,045	9%	2,990	9%	19,367	10%
	Total		662	100%	16,267	100%	25,294	100%	156,792	100%	1,215	100%	21,916	100%	32,506	100%	188,648	100%
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	65	10%	1,211	9%	1,772	8%	9,552	7%	74	6%	1,234	6%	1,588	6%	7,603	5%
		Sometimes	256	39%	5,839	37%	8,946	36%	52,116	34%	418	35%	6,758	31%	9,836	31%	52,887	29%
		Often	246	38%	6,253	38%	9,986	39%	63,537	40%	524	44%	9,251	42%	14,234	43%	83,889	44%
		Very often	88	13%	2,659	16%	4,124	16%	28,756	18%	181	15%	4,434	20%	6,484	20%	42,274	22%
	Total		655	100%	15,962	100%	24,828	100%	153,961	100%	1,197	100%	21,677	100%	32,142	100%	186,653	100%
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	39	6%	1,100	7%	1,691	7%	9,075	6%	84	7%	1,303	6%	1,940	6%	9,826	6%
		Sometimes	230	36%	5,696	36%	8,810	36%	52,303	34%	407	35%	6,956	32%	10,684	33%	60,018	33%
		Often	264	40%	6,158	38%	9,607	38%	61,605	39%	479	40%	8,472	39%	12,424	38%	73,858	39%
		Very often	121	18%	2,977	18%	4,672	19%	30,866	20%	228	19%	4,953	23%	7,086	22%	42,913	23%
	Total		654	100%	15,931	100%	24,780	100%	153,849	100%	1,198	100%	21,684	100%	32,134	100%	186,615	100%
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	391	59%	9,078	57%	14,140	57%	83,256	55%	572	48%	10,418	50%	14,693	48%	83,431	47%
		Sometimes	163	25%	4,324	27%	6,837	27%	44,456	28%	371	31%	6,521	29%	10,229	31%	58,380	30%
		Often	72	12%	1,735	11%	2,620	11%	18,045	12%	150	13%	2,914	13%	4,411	13%	27,370	14%
		Very often	25	4%	742	5%	1,106	5%	7,676	5%	104	9%	1,763	8%	2,703	8%	17,037	9%
	Total		651	100%	15,879	100%	24,703	100%	153,433	100%	1,197	100%	21,616	100%	32,036	100%	186,218	100%
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	41	7%	1,151	8%	1,587	7%	8,927	6%	45	4%	995	5%	1,304	4%	6,920	4%
		Sometimes	250	38%	5,775	36%	8,657	35%	52,471	34%	390	33%	6,754	31%	9,721	31%	55,916	30%
		Often	212	33%	5,545	35%	8,829	36%	55,389	36%	443	37%	7,864	36%	11,906	37%	69,420	37%
		Very often	151	22%	3,466	22%	5,704	23%	37,019	24%	320	27%	6,057	28%	9,185	28%	54,325	29%
	Total		654	100%	15,937	100%	24,777	100%	153,806	100%	1,198	100%	21,670	100%	32,116	100%	186,581	100%
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	98	15%	2,347	15%	3,640	14%	23,630	16%	162	13%	2,716	12%	4,063	12%	23,711	13%
		Sometimes	228	34%	5,113	31%	8,010	32%	50,284	32%	465	39%	6,758	30%	10,529	31%	62,640	33%
		Often	175	28%	4,379	27%	6,777	27%	41,500	27%	296	25%	6,188	29%	8,959	28%	51,420	28%
		Very often	152	23%	4,139	26%	6,415	26%	38,734	25%	280	23%	6,038	29%	8,617	28%	49,087	27%
	Total		653	100%	15,978	100%	24,842	100%	154,148	100%	1,203	100%	21,700	100%	32,168	100%	186,858	100%

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	67	10%	1,927	12%	3,016	12%	18,318	13%	113	10%	2,415	11%	3,740	11%	19,266	11%
		Sometimes	227	34%	5,136	32%	8,124	32%	49,913	32%	468	38%	6,940	32%	10,922	33%	62,509	33%
		Often	191	30%	4,557	29%	7,061	29%	44,513	29%	324	28%	6,326	29%	9,074	28%	54,993	29%
		Very often	169	26%	4,355	27%	6,635	27%	41,353	26%	296	25%	6,035	28%	8,450	27%	50,078	27%
		Total	654	100%	15,975	100%	24,836	100%	154,097	100%	1,201	100%	21,716	100%	32,186	100%	186,846	100%
2a. Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	19	3%	661	4%	1,074	4%	7,461	5%	80	7%	1,613	8%	2,498	8%	15,796	8%
		Some	135	21%	3,607	23%	5,866	24%	37,223	24%	300	25%	6,020	28%	9,078	28%	54,214	29%
		Quite a bit	262	42%	6,566	41%	10,123	41%	63,123	41%	482	41%	8,117	37%	11,931	37%	68,490	37%
		Very much	229	34%	5,032	31%	7,626	31%	45,224	29%	334	27%	5,834	27%	8,479	27%	47,340	26%
		Total	645	100%	15,866	100%	24,689	100%	153,031	100%	1,196	100%	21,584	100%	31,986	100%	185,840	100%
2b. Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	15	2%	293	2%	393	2%	2,900	2%	20	2%	368	2%	464	2%	2,442	1%
		Some	154	24%	2,836	18%	3,951	17%	25,757	18%	175	15%	2,980	14%	4,076	13%	22,869	13%
		Quite a bit	289	46%	6,934	44%	10,750	44%	66,135	43%	532	45%	8,666	40%	12,772	40%	75,194	41%
		Very much	185	28%	5,718	36%	9,475	38%	57,622	37%	465	39%	9,497	44%	14,569	45%	84,794	45%
		Total	643	100%	15,781	100%	24,569	100%	152,414	100%	1,192	100%	21,511	100%	31,881	100%	185,299	100%
2c. Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	32	5%	626	4%	864	4%	5,728	4%	46	4%	859	4%	1,123	4%	5,504	3%
		Some	210	33%	4,151	26%	6,066	25%	38,378	26%	301	25%	4,705	22%	6,600	21%	36,068	20%
		Quite a bit	253	40%	6,602	42%	10,322	42%	63,817	42%	455	39%	8,440	39%	12,575	39%	74,005	40%
		Very much	144	22%	4,401	28%	7,303	29%	44,289	28%	389	32%	7,504	35%	11,569	36%	69,553	37%
		Total	639	100%	15,780	100%	24,555	100%	152,212	100%	1,191	100%	21,508	100%	31,867	100%	185,130	100%
2d. Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	41	6%	763	5%	1,112	5%	6,975	5%	56	5%	1,123	5%	1,527	5%	7,845	5%
		Some	161	26%	3,997	26%	6,200	25%	37,454	25%	301	25%	4,820	22%	6,966	22%	38,481	21%
		Quite a bit	267	42%	6,634	42%	10,253	42%	63,794	41%	446	37%	8,314	38%	12,428	39%	73,014	39%
		Very much	172	26%	4,418	28%	7,048	28%	44,346	29%	389	33%	7,275	34%	10,984	34%	66,044	35%
		Total	641	100%	15,812	100%	24,613	100%	152,569	100%	1,192	100%	21,532	100%	31,905	100%	185,384	100%
2e. Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	18	3%	549	4%	785	3%	4,930	4%	36	3%	616	3%	841	3%	4,518	3%
		Some	136	21%	3,406	22%	4,943	21%	31,236	21%	214	18%	3,441	16%	4,909	16%	27,478	15%
		Quite a bit	292	46%	5,958	37%	9,349	38%	60,083	39%	410	34%	7,468	35%	11,086	35%	66,221	36%
		Very much	197	30%	5,929	37%	9,582	38%	56,559	36%	531	44%	10,049	46%	15,134	46%	87,511	46%
		Total	643	100%	15,842	100%	24,659	100%	152,808	100%	1,191	100%	21,574	100%	31,970	100%	185,728	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	11	2%	238	2%	319	1%	1,742	1%	14	1%	434	2%	567	2%	2,797	2%
		1-4	130	21%	3,923	26%	5,072	23%	29,327	21%	309	27%	6,491	31%	8,616	29%	46,399	26%
		5-10	276	43%	6,636	42%	10,180	41%	60,601	40%	476	40%	8,114	38%	12,162	38%	67,994	37%
		11-20	133	20%	3,199	20%	5,841	22%	38,804	24%	228	19%	3,655	17%	6,175	18%	38,756	20%
		More than 20	88	13%	1,816	11%	3,190	12%	22,045	14%	163	13%	2,822	13%	4,386	13%	29,441	15%
		Total	638	100%	15,812	100%	24,602	100%	152,519	100%	1,190	100%	21,516	100%	31,906	100%	185,387	100%

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

	First-Year Students										Seniors									
	Variable		WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010			
			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	193	31%	4,168	27%	6,446	27%	38,992	26%	288	25%	4,554	21%	6,541	21%	38,603	21%		
		1-4	334	52%	8,185	52%	13,074	53%	80,817	52%	601	50%	11,198	52%	17,078	53%	98,176	53%		
		5-10	71	11%	2,257	14%	3,396	14%	21,248	14%	189	16%	3,543	16%	5,212	16%	30,270	16%		
		11-20	22	3%	638	4%	917	4%	6,237	4%	57	5%	1,182	6%	1,693	6%	9,725	5%		
		More than 20	16	2%	553	3%	761	3%	5,139	3%	55	4%	1,057	5%	1,392	4%	8,596	5%		
	Total	636	100%	15,801	100%	24,594	100%	152,433	100%	1,190	100%	21,534	100%	31,916	100%	185,370	100%			
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	507	80%	13,074	82%	20,230	82%	122,610	79%	596	49%	11,565	54%	16,799	53%	91,937	50%		
		1-4	94	15%	1,728	11%	2,934	12%	19,849	14%	484	41%	7,790	36%	12,030	37%	74,580	39%		
		5-10	17	3%	585	4%	827	4%	5,577	4%	74	7%	1,374	6%	1,988	6%	12,171	7%		
		11-20	10	1%	209	1%	310	1%	2,301	2%	11	1%	446	2%	604	2%	3,515	2%		
		More than 20	8	1%	174	1%	249	1%	1,859	1%	23	2%	324	2%	454	2%	2,943	2%		
	Total	636	100%	15,770	100%	24,550	100%	152,196	100%	1,188	100%	21,499	100%	31,875	100%	185,146	100%			
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	92	15%	2,709	18%	3,645	16%	20,641	15%	119	10%	2,804	14%	3,656	13%	16,747	10%		
		1-4	394	63%	8,413	54%	12,897	53%	79,958	52%	513	43%	10,246	48%	14,834	47%	80,898	44%		
		5-10	115	18%	3,688	22%	6,202	24%	39,280	25%	364	31%	5,716	26%	9,062	27%	57,855	30%		
		11-20	26	4%	786	5%	1,482	6%	9,963	6%	132	11%	1,960	9%	3,099	9%	21,330	11%		
		More than 20	8	1%	186	1%	334	1%	2,326	2%	61	5%	755	4%	1,200	4%	8,296	4%		
	Total	635	100%	15,782	100%	24,560	100%	152,168	100%	1,189	100%	21,481	100%	31,851	100%	185,126	100%			
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	15	2%	615	4%	769	4%	4,172	3%	30	3%	1,676	9%	2,037	8%	10,617	6%		
		1-4	166	26%	5,864	38%	7,886	34%	45,950	32%	289	24%	8,134	38%	11,015	36%	60,721	34%		
		5-10	218	34%	5,531	35%	8,559	35%	52,789	34%	313	27%	5,913	27%	9,022	28%	52,383	28%		
		11-20	141	23%	2,648	16%	4,887	19%	32,095	20%	252	21%	3,307	15%	5,505	16%	33,751	18%		
		More than 20	99	15%	1,147	7%	2,492	9%	17,520	11%	306	26%	2,482	12%	4,323	13%	27,884	14%		
	Total	639	100%	15,805	100%	24,593	100%	152,526	100%	1,190	100%	21,512	100%	31,902	100%	185,356	100%			
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	60	9%	1,706	11%	2,621	11%	17,564	12%	188	15%	3,637	17%	5,491	17%	33,182	17%		
		1-2	221	36%	5,364	34%	8,170	34%	52,279	35%	356	30%	6,663	31%	9,824	31%	58,057	32%		
		3-4	197	30%	5,312	34%	8,253	34%	49,802	33%	338	30%	6,125	28%	9,122	28%	53,368	29%		
		5-6	73	11%	1,635	10%	2,779	11%	16,637	11%	134	11%	2,190	10%	3,284	10%	18,362	10%		
		More than 6	87	14%	1,751	11%	2,708	11%	15,844	11%	164	14%	2,821	13%	4,050	13%	21,513	12%		
	Total	638	100%	15,768	100%	24,531	100%	152,126	100%	1,180	100%	21,436	100%	31,771	100%	184,482	100%			
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	64	10%	1,658	11%	2,747	11%	19,044	13%	233	20%	5,475	25%	8,140	25%	47,859	26%		
		1-2	204	31%	5,668	36%	8,865	36%	53,904	36%	409	34%	7,927	37%	11,680	37%	66,471	36%		
		3-4	164	26%	4,142	26%	6,494	26%	40,124	26%	261	22%	4,305	20%	6,508	20%	38,034	20%		
		5-6	86	13%	1,803	11%	2,777	11%	17,811	11%	116	10%	1,599	8%	2,358	8%	14,437	8%		
		More than 6	123	19%	2,507	16%	3,665	15%	21,209	14%	165	14%	2,131	10%	3,058	10%	17,505	10%		
	Total	641	100%	15,778	100%	24,548	100%	152,092	100%	1,184	100%	21,437	100%	31,744	100%	184,306	100%			

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

## NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup> Western Michigan University

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. 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	1	0%	70	1%	107	1%	877	1%	10	1%	207	1%	267	1%	1,791	1%
		2	9	2%	144	1%	236	1%	1,578	1%	30	2%	314	2%	455	2%	2,743	2%
		3	18	3%	467	3%	646	3%	4,751	3%	39	3%	733	4%	1,047	4%	6,355	4%
		4	63	10%	1,828	12%	2,499	11%	16,786	12%	116	10%	2,185	10%	3,118	10%	19,002	10%
		5	209	32%	4,785	31%	7,068	30%	44,931	29%	374	32%	5,814	27%	8,718	27%	50,691	27%
		6	233	36%	5,551	34%	9,090	36%	54,386	34%	400	34%	7,268	33%	11,240	34%	63,957	34%
		7 Very much	110	17%	2,989	19%	4,991	20%	29,360	19%	222	18%	4,994	23%	7,058	22%	40,763	22%
	Total		643	100%	15,834	100%	24,637	100%	152,669	100%	1,191	100%	21,515	100%	31,903	100%	185,302	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	105	17%	4,010	26%	5,550	24%	33,555	25%	357	31%	7,363	34%	9,342	31%	53,589	31%
		Sometimes	272	43%	7,241	46%	11,365	46%	68,151	45%	534	45%	9,339	44%	14,412	45%	82,751	45%
		Often	120	19%	2,820	18%	4,756	19%	30,544	19%	153	13%	2,851	14%	4,848	15%	28,371	15%
		Very often	130	21%	1,563	10%	2,657	11%	17,868	11%	132	11%	1,717	8%	2,952	9%	18,380	9%
	Total		627	100%	15,634	100%	24,328	100%	150,118	100%	1,176	100%	21,270	100%	31,554	100%	183,091	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	55	9%	1,595	11%	2,247	10%	16,844	12%	118	10%	2,774	14%	3,510	13%	23,246	13%
		Sometimes	160	25%	4,362	28%	6,725	28%	41,124	27%	365	31%	6,716	32%	9,653	31%	57,642	32%
		Often	178	29%	4,224	27%	6,553	27%	38,534	25%	302	26%	5,298	24%	7,917	25%	44,638	24%
		Very often	233	38%	5,433	34%	8,767	35%	54,191	35%	388	33%	6,465	29%	10,449	31%	57,969	31%
	Total		626	100%	15,614	100%	24,292	100%	150,693	100%	1,173	100%	21,253	100%	31,529	100%	183,495	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	Never	322	52%	6,082	39%	8,410	36%	59,830	41%	560	48%	7,589	36%	9,973	34%	68,101	38%
		Sometimes	162	26%	4,290	27%	6,329	27%	41,304	27%	322	28%	5,848	27%	7,986	26%	50,500	27%
		Often	74	12%	2,420	16%	3,910	16%	22,705	15%	139	12%	3,399	16%	4,899	16%	27,346	15%
		Very often	66	10%	2,813	18%	5,634	21%	26,713	17%	151	13%	4,420	21%	8,684	24%	37,379	20%
	Total		624	100%	15,605	100%	24,283	100%	150,552	100%	1,172	100%	21,256	100%	31,542	100%	183,326	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	78	13%	1,567	10%	2,151	9%	14,221	10%	101	9%	1,899	9%	2,469	9%	14,167	8%
		Sometimes	233	37%	5,793	36%	8,855	36%	55,522	36%	429	36%	7,172	33%	10,497	33%	61,503	33%
		Often	205	33%	5,383	35%	8,533	35%	52,207	35%	412	35%	7,605	36%	11,334	36%	66,552	36%
		Very often	107	17%	2,826	19%	4,693	19%	28,411	19%	229	20%	4,557	21%	7,188	22%	41,045	22%
	Total		623	100%	15,569	100%	24,232	100%	150,361	100%	1,171	100%	21,233	100%	31,488	100%	183,267	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	42	7%	911	6%	1,297	6%	8,029	6%	63	6%	1,141	6%	1,489	5%	8,139	5%
		Sometimes	200	32%	5,156	33%	7,890	32%	47,770	32%	362	31%	6,408	30%	9,368	29%	52,780	29%
		Often	243	38%	5,896	38%	9,321	38%	58,329	38%	453	39%	8,192	39%	12,270	39%	72,795	40%
		Very often	141	23%	3,659	24%	5,801	24%	36,516	24%	296	25%	5,525	26%	8,423	26%	49,719	27%
	Total		626	100%	15,622	100%	24,309	100%	150,644	100%	1,174	100%	21,266	100%	31,550	100%	183,433	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	24	4%	619	4%	847	4%	5,101	4%	39	3%	709	3%	883	3%	4,963	3%
		Sometimes	198	32%	4,901	31%	7,199	30%	44,128	30%	359	31%	6,567	31%	9,182	30%	52,164	29%
		Often	249	40%	6,171	39%	9,752	40%	60,828	40%	486	40%	8,411	39%	12,608	40%	74,533	40%
		Very often	155	24%	3,963	25%	6,561	26%	40,876	27%	293	25%	5,609	27%	8,921	28%	52,122	28%
	Total		626	100%	15,654	100%	24,359	100%	150,933	100%	1,177	100%	21,296	100%	31,594	100%	183,782	100%

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	74	13%	1,979	13%	2,961	13%	18,790	13%	85	7%	1,937	10%	2,448	9%	14,796	9%
		Do not plan to do	20	3%	608	4%	889	4%	5,582	4%	169	15%	3,212	16%	4,465	15%	26,512	15%
		Plan to do	488	79%	11,869	75%	18,732	77%	114,080	75%	324	28%	6,228	31%	8,447	29%	45,008	26%
		Done	33	5%	981	7%	1,452	6%	10,416	7%	591	49%	9,747	43%	15,979	47%	95,841	50%
	Total		615	100%	15,437	100%	24,034	100%	148,868	100%	1,169	100%	21,124	100%	31,339	100%	182,157	100%
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	78	14%	1,781	12%	2,401	11%	16,676	12%	115	10%	2,133	11%	2,705	10%	16,096	10%
		Do not plan to do	42	8%	854	6%	1,160	6%	7,553	6%	167	15%	2,847	14%	3,713	13%	22,955	14%
		Plan to do	255	41%	6,388	41%	9,668	41%	61,812	42%	168	15%	3,624	18%	4,793	17%	28,467	17%
		Done	235	37%	6,367	40%	10,713	43%	62,297	40%	714	60%	12,457	57%	20,019	60%	113,881	60%
	Total		610	100%	15,390	100%	23,942	100%	148,338	100%	1,164	100%	21,061	100%	31,230	100%	181,399	100%
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	222	36%	4,736	31%	7,064	30%	48,635	32%	164	15%	3,461	17%	4,451	15%	27,268	16%
		Do not plan to do	124	20%	3,983	26%	6,539	27%	34,910	24%	598	51%	10,224	48%	15,443	49%	87,247	48%
		Plan to do	167	27%	3,999	27%	5,707	25%	39,750	27%	92	8%	2,091	11%	2,692	10%	16,490	10%
		Done	93	16%	2,627	17%	4,590	18%	24,719	16%	306	25%	5,232	24%	8,591	26%	50,073	27%
	Total		606	100%	15,345	100%	23,900	100%	148,014	100%	1,160	100%	21,008	100%	31,177	100%	181,078	100%
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	260	42%	5,700	37%	8,898	37%	56,762	38%	201	17%	4,105	20%	5,476	19%	31,847	18%
		Do not plan to do	146	23%	3,528	23%	5,151	22%	32,809	22%	634	53%	9,810	46%	14,655	46%	89,842	49%
		Plan to do	181	31%	5,465	35%	8,821	37%	51,530	34%	129	12%	3,326	17%	4,697	16%	23,945	14%
		Done	22	4%	729	5%	1,130	5%	7,519	5%	198	18%	3,857	17%	6,463	19%	36,276	19%
	Total		609	100%	15,422	100%	24,000	100%	148,620	100%	1,162	100%	21,098	100%	31,291	100%	181,910	100%
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	139	22%	2,902	19%	4,417	18%	27,029	19%	101	9%	2,033	10%	2,615	9%	16,110	9%
		Do not plan to do	198	33%	4,419	28%	6,369	27%	37,713	26%	590	51%	8,717	41%	12,372	40%	72,762	41%
		Plan to do	169	27%	4,975	33%	7,820	33%	49,571	34%	69	6%	1,992	10%	2,601	10%	15,685	9%
		Done	107	17%	3,153	20%	5,445	21%	34,517	21%	404	34%	8,377	39%	13,737	41%	77,581	41%
	Total		613	100%	15,449	100%	24,051	100%	148,830	100%	1,164	100%	21,119	100%	31,325	100%	182,138	100%
7f. Study abroad	STDABR04 (EEE)	Have not decided	192	32%	4,635	30%	6,979	29%	41,913	29%	144	13%	3,256	17%	4,136	15%	23,947	14%
		Do not plan to do	161	27%	3,880	27%	5,497	25%	36,141	26%	803	69%	13,126	62%	19,234	61%	111,870	62%
		Plan to do	242	38%	6,459	41%	10,913	44%	65,979	42%	73	6%	2,373	12%	3,162	11%	16,136	9%
		Done	15	3%	415	3%	577	3%	4,282	3%	142	12%	2,266	10%	4,654	13%	29,374	14%
	Total		610	100%	15,389	100%	23,966	100%	148,315	100%	1,162	100%	21,021	100%	31,186	100%	181,327	100%
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	229	38%	5,063	33%	7,785	33%	50,248	34%	145	13%	3,168	16%	4,033	14%	23,873	14%
		Do not plan to do	284	46%	7,243	47%	11,614	47%	66,741	44%	778	65%	12,501	58%	19,147	60%	109,128	60%
		Plan to do	87	15%	2,528	17%	3,732	16%	25,649	18%	91	8%	2,149	11%	2,923	10%	16,314	10%
		Done	7	1%	520	4%	778	4%	5,390	4%	152	13%	3,150	15%	5,019	16%	31,736	17%
	Total		607	100%	15,354	100%	23,909	100%	148,028	100%	1,166	100%	20,968	100%	31,122	100%	181,051	100%

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

	Variable	Response Options	First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	245	40%	5,634	37%	8,724	36%	55,115	37%	133	12%	2,687	14%	3,397	12%	19,379	11%
		Do not plan to do	73	11%	1,701	12%	2,520	11%	15,642	11%	378	31%	4,684	23%	6,923	23%	39,964	23%
		Plan to do	286	48%	7,780	49%	12,313	50%	75,032	49%	317	27%	7,320	35%	10,638	34%	59,539	33%
		Done	8	1%	326	2%	473	2%	2,957	2%	339	30%	6,434	28%	10,374	31%	63,237	33%
		<b>Total</b>	<b>612</b>	<b>100%</b>	<b>15,441</b>	<b>100%</b>	<b>24,030</b>	<b>100%</b>	<b>148,746</b>	<b>100%</b>	<b>1,167</b>	<b>100%</b>	<b>21,125</b>	<b>100%</b>	<b>31,332</b>	<b>100%</b>	<b>182,119</b>	<b>100%</b>
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	6	1%	159	1%	245	1%	1,652	1%	5	1%	189	1%	252	1%	1,522	1%
		2	13	2%	352	2%	546	2%	3,471	2%	28	2%	424	2%	597	2%	3,392	2%
		3	27	4%	775	5%	1,135	5%	7,186	5%	51	4%	871	4%	1,224	4%	6,981	4%
		4	90	15%	1,933	13%	2,795	12%	17,611	12%	116	10%	2,285	11%	3,169	11%	18,647	11%
		5	118	19%	3,273	21%	4,986	21%	31,352	21%	249	22%	4,199	20%	6,064	20%	35,839	20%
		6	201	33%	4,832	31%	7,659	31%	46,597	31%	408	35%	6,676	31%	10,261	32%	58,708	32%
		7 Friendly, Supportive, Sense of belonging	157	26%	4,090	26%	6,650	27%	40,777	27%	310	26%	6,420	30%	9,701	31%	56,795	30%
		<b>Total</b>	<b>612</b>	<b>100%</b>	<b>15,414</b>	<b>100%</b>	<b>24,016</b>	<b>100%</b>	<b>148,646</b>	<b>100%</b>	<b>1,167</b>	<b>100%</b>	<b>21,064</b>	<b>100%</b>	<b>31,268</b>	<b>100%</b>	<b>181,884</b>	<b>100%</b>
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	6	1%	152	1%	214	1%	1,261	1%	12	1%	260	1%	324	1%	1,697	1%
		2	17	3%	408	3%	562	3%	3,160	2%	41	4%	558	3%	729	2%	3,706	2%
		3	40	6%	1,048	7%	1,501	7%	8,070	6%	74	7%	1,158	6%	1,592	5%	7,974	5%
		4	118	19%	3,022	20%	4,292	18%	23,381	16%	175	15%	2,997	14%	4,198	13%	21,286	12%
		5	166	27%	4,441	28%	6,889	28%	39,239	26%	276	23%	5,102	24%	7,622	24%	41,065	23%
		6	169	28%	4,194	27%	6,955	28%	45,760	30%	389	33%	6,412	31%	10,025	31%	60,145	33%
		7 Available, Helpful, Sympathetic	95	16%	2,144	14%	3,593	15%	27,744	18%	197	17%	4,579	22%	6,782	22%	45,998	24%
		<b>Total</b>	<b>611</b>	<b>100%</b>	<b>15,409</b>	<b>100%</b>	<b>24,006</b>	<b>100%</b>	<b>148,615</b>	<b>100%</b>	<b>1,164</b>	<b>100%</b>	<b>21,066</b>	<b>100%</b>	<b>31,272</b>	<b>100%</b>	<b>181,871</b>	<b>100%</b>
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	16	3%	495	3%	697	3%	3,907	3%	54	5%	1,082	5%	1,525	5%	8,091	5%
		2	22	4%	826	5%	1,206	5%	7,296	5%	97	8%	1,576	7%	2,326	7%	12,746	7%
		3	45	8%	1,656	11%	2,427	11%	13,782	10%	153	13%	2,289	11%	3,391	11%	18,783	11%
		4	150	24%	3,863	25%	5,847	25%	32,755	22%	240	21%	4,313	21%	6,493	21%	36,232	20%
		5	134	22%	3,752	24%	5,893	24%	35,800	24%	254	22%	4,580	22%	7,022	22%	40,004	22%
		6	139	23%	2,954	19%	4,928	20%	32,976	21%	230	20%	4,150	19%	6,194	20%	37,669	20%
		7 Helpful, Considerate, Flexible	102	17%	1,861	12%	2,996	12%	22,016	15%	137	12%	3,073	15%	4,316	14%	28,341	15%
		<b>Total</b>	<b>608</b>	<b>100%</b>	<b>15,407</b>	<b>100%</b>	<b>23,994</b>	<b>100%</b>	<b>148,532</b>	<b>100%</b>	<b>1,165</b>	<b>100%</b>	<b>21,063</b>	<b>100%</b>	<b>31,267</b>	<b>100%</b>	<b>181,866</b>	<b>100%</b>

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

## NSSE 2010 Engagement Item Frequency Distributions <sup>a</sup>

### Western Michigan University

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options		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 (LAC)	0 hrs/wk	0	0%	62	0%	86	0%	630	0%	4	0%	71	0%	93	0%	569	0%
		1-5 hrs/wk	96	16%	2,165	15%	2,773	13%	18,720	14%	155	14%	3,325	17%	4,377	16%	25,849	15%
		6-10 hrs/wk	174	29%	3,761	25%	5,314	23%	34,303	24%	241	21%	5,184	25%	7,367	24%	43,088	24%
		11-15 hrs/wk	128	21%	3,514	23%	5,411	23%	32,879	22%	223	19%	4,083	19%	6,169	19%	36,602	20%
		16-20 hrs/wk	99	16%	2,858	18%	4,686	19%	27,848	18%	204	17%	3,426	16%	5,290	17%	30,799	17%
		21-25 hrs/wk	50	8%	1,496	10%	2,765	11%	16,699	10%	142	12%	2,015	10%	3,319	10%	18,912	10%
		26-30 hrs/wk	31	5%	693	4%	1,403	5%	8,663	5%	86	7%	1,194	5%	1,943	6%	11,278	6%
		30+ hrs/wk	33	6%	743	5%	1,411	6%	7,895	5%	101	9%	1,656	8%	2,540	8%	13,804	8%
Total		611	100%	15,292	100%	23,849	100%	147,637	100%	1,156	100%	20,954	100%	31,098	100%	180,901	100%	
9b. Working for pay <b>on campus</b>	WORKON01	0 hrs/wk	454	75%	13,200	86%	19,827	84%	115,646	80%	851	74%	16,113	78%	21,576	73%	127,250	73%
		1-5 hrs/wk	17	3%	313	2%	668	3%	6,631	4%	35	3%	593	2%	1,120	3%	8,874	4%
		6-10 hrs/wk	66	10%	511	3%	1,121	4%	11,816	7%	67	6%	1,033	4%	2,251	6%	15,617	8%
		11-15 hrs/wk	41	7%	562	4%	1,078	4%	7,017	5%	71	6%	1,082	5%	2,181	6%	11,667	6%
		16-20 hrs/wk	20	3%	439	3%	773	3%	4,233	3%	78	7%	1,212	6%	2,670	7%	10,615	6%
		21-25 hrs/wk	5	1%	118	1%	162	1%	968	1%	23	2%	347	2%	546	2%	2,845	2%
		26-30 hrs/wk	1	0%	35	0%	51	0%	384	0%	16	1%	148	1%	189	1%	1,126	1%
		30+ hrs/wk	5	1%	94	1%	139	1%	786	1%	15	1%	370	2%	495	2%	2,504	2%
Total		609	100%	15,272	100%	23,819	100%	147,481	100%	1,156	100%	20,898	100%	31,028	100%	180,498	100%	
9c. Working for pay <b>off campus</b>	WORKOF01	0 hrs/wk	490	81%	11,223	72%	18,303	74%	104,470	68%	483	42%	10,016	46%	16,091	48%	82,860	45%
		1-5 hrs/wk	21	3%	638	4%	1,014	4%	6,959	5%	59	5%	986	5%	1,608	5%	9,533	5%
		6-10 hrs/wk	27	4%	642	4%	940	4%	6,838	5%	74	6%	1,109	5%	1,770	6%	11,019	6%
		11-15 hrs/wk	21	3%	708	5%	961	4%	6,801	5%	88	7%	1,213	5%	1,835	6%	11,335	6%
		16-20 hrs/wk	19	3%	811	5%	1,030	5%	7,464	5%	138	11%	1,638	7%	2,439	8%	14,756	8%
		21-25 hrs/wk	14	2%	514	4%	612	3%	4,750	4%	106	9%	1,365	7%	1,838	7%	11,354	6%
		26-30 hrs/wk	6	1%	287	2%	343	2%	2,930	2%	66	6%	1,033	5%	1,305	5%	8,152	5%
		30+ hrs/wk	9	2%	457	4%	599	3%	7,168	6%	144	13%	3,567	19%	4,189	17%	31,781	19%
Total		607	100%	15,280	100%	23,802	100%	147,380	100%	1,158	100%	20,927	100%	31,075	100%	180,790	100%	
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	268	43%	5,642	39%	7,984	36%	53,540	40%	516	45%	9,976	50%	13,189	46%	81,055	47%
		1-5 hrs/wk	188	31%	4,542	29%	7,831	31%	45,876	29%	362	31%	5,665	26%	9,443	28%	50,680	27%
		6-10 hrs/wk	74	13%	2,246	14%	3,640	15%	21,009	13%	137	12%	2,425	11%	3,813	12%	20,906	11%
		11-15 hrs/wk	30	5%	1,218	8%	1,891	8%	11,562	7%	52	5%	1,200	5%	1,928	6%	11,214	6%
		16-20 hrs/wk	21	4%	799	5%	1,226	5%	7,468	5%	36	3%	718	3%	1,182	4%	7,331	4%
		21-25 hrs/wk	15	2%	386	2%	584	2%	3,758	2%	16	1%	388	2%	624	2%	3,852	2%
		26-30 hrs/wk	4	1%	143	1%	232	1%	1,639	1%	11	1%	174	1%	289	1%	1,982	1%
		30+ hrs/wk	11	2%	320	2%	465	2%	2,796	2%	26	2%	389	2%	615	2%	3,838	2%
Total		611	100%	15,296	100%	23,853	100%	147,648	100%	1,156	100%	20,935	100%	31,083	100%	180,858	100%	

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

**NSSE 2010 Engagement Item Frequency Distributions <sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	4	1%	127	1%	220	1%	1,734	1%	11	1%	281	2%	375	1%	2,387	1%
		1-5 hrs/wk	94	15%	3,050	20%	4,816	20%	32,989	22%	276	24%	5,652	27%	8,259	27%	50,426	28%
		6-10 hrs/wk	169	27%	4,451	29%	7,045	29%	42,756	28%	351	30%	6,299	30%	9,481	30%	54,815	30%
		11-15 hrs/wk	147	25%	3,346	22%	5,207	22%	30,852	21%	241	21%	3,982	19%	6,067	19%	34,345	19%
		16-20 hrs/wk	82	14%	2,081	14%	3,239	14%	19,177	13%	149	13%	2,361	11%	3,544	11%	19,798	11%
		21-25 hrs/wk	41	7%	915	6%	1,386	6%	8,642	6%	51	4%	1,025	5%	1,488	5%	8,396	5%
		26-30 hrs/wk	22	4%	433	3%	676	3%	3,911	3%	26	2%	456	2%	653	2%	3,763	2%
		30+ hrs/wk	43	8%	848	6%	1,190	5%	7,098	5%	43	4%	835	4%	1,157	4%	6,439	4%
Total		602	100%	15,251	100%	23,779	100%	147,159	100%	1,148	100%	20,891	100%	31,024	100%	180,369	100%	
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	482	80%	11,114	71%	18,270	74%	105,771	69%	814	71%	12,501	57%	19,509	60%	107,935	58%
		1-5 hrs/wk	66	11%	1,987	14%	2,712	12%	18,089	13%	129	11%	2,563	13%	3,809	13%	22,253	13%
		6-10 hrs/wk	19	3%	839	6%	1,096	5%	7,685	6%	56	5%	1,408	7%	2,130	7%	11,899	7%
		11-15 hrs/wk	17	3%	484	4%	638	3%	4,490	4%	32	3%	905	5%	1,272	5%	7,053	4%
		16-20 hrs/wk	6	1%	266	2%	354	2%	2,713	2%	23	2%	667	3%	875	3%	5,533	3%
		21-25 hrs/wk	1	0%	112	1%	143	1%	1,306	1%	11	1%	353	2%	453	2%	3,034	2%
		26-30 hrs/wk	2	0%	62	0%	77	0%	846	1%	12	1%	286	2%	357	1%	2,394	1%
		30+ hrs/wk	9	1%	355	3%	451	2%	5,980	5%	74	6%	2,206	11%	2,607	10%	20,153	12%
Total		602	100%	15,219	100%	23,741	100%	146,880	100%	1,151	100%	20,889	100%	31,012	100%	180,254	100%	
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	39	7%	1,175	8%	2,584	10%	24,311	15%	44	4%	1,301	7%	2,383	8%	21,678	11%
		1-5 hrs/wk	408	67%	9,754	63%	15,439	63%	89,909	60%	826	71%	13,315	60%	20,537	62%	111,744	61%
		6-10 hrs/wk	92	15%	2,625	18%	3,535	16%	19,868	15%	199	18%	4,132	21%	5,361	19%	30,661	18%
		11-15 hrs/wk	36	6%	923	6%	1,214	6%	6,778	5%	61	5%	1,218	7%	1,599	6%	9,299	6%
		16-20 hrs/wk	16	3%	407	3%	534	2%	3,073	2%	8	1%	431	2%	552	2%	3,300	2%
		21-25 hrs/wk	6	1%	151	1%	198	1%	1,271	1%	4	0%	182	1%	226	1%	1,317	1%
		26-30 hrs/wk	5	1%	73	0%	90	0%	607	0%	1	0%	79	0%	93	0%	706	0%
		30+ hrs/wk	3	0%	170	1%	222	1%	1,553	1%	8	1%	262	1%	319	1%	1,990	1%
Total		605	100%	15,278	100%	23,816	100%	147,370	100%	1,151	100%	20,920	100%	31,070	100%	180,695	100%	
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	6	1%	270	2%	359	2%	2,467	2%	24	2%	456	3%	585	2%	3,504	2%
		Some	108	18%	2,396	16%	3,268	15%	21,731	16%	212	18%	3,473	17%	4,615	16%	27,932	16%
		Quite a bit	279	47%	6,897	46%	10,674	46%	66,088	46%	521	46%	9,095	44%	13,423	44%	78,946	44%
		Very much	203	33%	5,516	36%	9,228	37%	55,438	36%	385	33%	7,719	36%	12,207	38%	68,829	37%
Total		596	100%	15,079	100%	23,529	100%	145,724	100%	1,142	100%	20,743	100%	30,830	100%	179,211	100%	
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	17	3%	423	3%	604	3%	3,544	3%	56	5%	1,107	6%	1,429	5%	7,325	5%
		Some	120	20%	2,909	20%	4,138	19%	25,399	19%	329	29%	5,078	25%	6,969	24%	38,166	22%
		Quite a bit	262	44%	6,585	43%	10,196	43%	62,801	43%	528	47%	8,800	42%	13,367	43%	77,223	43%
		Very much	194	33%	5,109	34%	8,508	35%	53,373	35%	227	20%	5,689	27%	8,938	28%	55,888	30%
Total		593	100%	15,026	100%	23,446	100%	145,117	100%	1,140	100%	20,674	100%	30,703	100%	178,602	100%	

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	74	13%	1,635	11%	2,554	11%	15,723	11%	250	22%	3,514	17%	5,323	18%	27,981	16%
		Some	189	32%	4,489	29%	6,948	29%	41,743	29%	414	36%	6,801	32%	10,288	33%	57,337	32%
		Quite a bit	193	33%	5,135	35%	7,941	34%	49,270	34%	315	28%	6,102	29%	8,971	29%	54,068	30%
		Very much	136	23%	3,757	25%	5,985	25%	38,310	26%	162	14%	4,236	21%	6,107	20%	39,174	22%
		<b>Total</b>		<b>592</b>	<b>100%</b>	<b>15,016</b>	<b>100%</b>	<b>23,428</b>	<b>100%</b>	<b>145,046</b>	<b>100%</b>	<b>1,141</b>	<b>100%</b>	<b>20,653</b>	<b>100%</b>	<b>30,689</b>	<b>100%</b>	<b>178,560</b>
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	148	25%	3,424	23%	4,943	22%	31,920	23%	542	48%	7,857	38%	10,451	36%	60,240	35%
		Some	234	38%	5,693	37%	8,802	37%	53,845	37%	386	34%	7,434	35%	11,274	36%	65,481	36%
		Quite a bit	141	25%	3,945	26%	6,398	27%	39,645	27%	148	13%	3,592	18%	5,955	19%	35,134	19%
		Very much	74	12%	1,970	13%	3,306	14%	19,926	13%	62	5%	1,803	9%	3,056	10%	17,969	10%
		<b>Total</b>		<b>597</b>	<b>100%</b>	<b>15,032</b>	<b>100%</b>	<b>23,449</b>	<b>100%</b>	<b>145,336</b>	<b>100%</b>	<b>1,138</b>	<b>100%</b>	<b>20,686</b>	<b>100%</b>	<b>30,736</b>	<b>100%</b>	<b>178,824</b>
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	81	14%	2,015	14%	2,987	13%	20,157	15%	328	29%	5,114	25%	6,726	23%	39,591	23%
		Some	220	37%	5,137	34%	7,750	34%	48,883	34%	477	42%	7,781	38%	11,269	38%	67,107	38%
		Quite a bit	210	36%	5,182	34%	8,134	34%	49,974	34%	254	22%	5,306	25%	8,544	26%	49,078	27%
		Very much	82	13%	2,650	18%	4,499	18%	25,709	17%	79	7%	2,395	12%	4,076	13%	22,361	12%
		<b>Total</b>		<b>593</b>	<b>100%</b>	<b>14,984</b>	<b>100%</b>	<b>23,370</b>	<b>100%</b>	<b>144,723</b>	<b>100%</b>	<b>1,138</b>	<b>100%</b>	<b>20,596</b>	<b>100%</b>	<b>30,615</b>	<b>100%</b>	<b>178,137</b>
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	45	8%	1,029	7%	1,433	7%	11,433	9%	162	14%	2,739	14%	3,367	12%	23,434	14%
		Some	148	25%	3,682	25%	5,298	23%	33,572	24%	375	33%	6,148	30%	8,428	29%	50,082	29%
		Quite a bit	236	40%	5,776	38%	9,040	38%	55,333	37%	407	36%	7,288	35%	11,291	36%	63,612	35%
		Very much	166	27%	4,555	30%	7,684	32%	44,866	29%	194	17%	4,446	22%	7,575	23%	41,182	22%
		<b>Total</b>		<b>595</b>	<b>100%</b>	<b>15,042</b>	<b>100%</b>	<b>23,455</b>	<b>100%</b>	<b>145,204</b>	<b>100%</b>	<b>1,138</b>	<b>100%</b>	<b>20,621</b>	<b>100%</b>	<b>30,661</b>	<b>100%</b>	<b>178,310</b>
10g. Using computers in academic work	ENVCOMPT	Very little	15	3%	295	2%	462	2%	3,137	2%	21	2%	399	2%	530	2%	3,392	2%
		Some	95	16%	1,785	12%	2,758	12%	18,704	13%	94	8%	1,924	9%	2,755	9%	16,719	9%
		Quite a bit	207	35%	5,025	33%	7,782	33%	49,531	34%	353	31%	5,987	29%	8,693	29%	50,756	28%
		Very much	278	47%	7,962	52%	12,505	53%	74,076	51%	668	59%	12,380	60%	18,767	60%	108,036	60%
		<b>Total</b>		<b>595</b>	<b>100%</b>	<b>15,067</b>	<b>100%</b>	<b>23,507</b>	<b>100%</b>	<b>145,448</b>	<b>100%</b>	<b>1,136</b>	<b>100%</b>	<b>20,690</b>	<b>100%</b>	<b>30,745</b>	<b>100%</b>	<b>178,903</b>
11a. Acquiring a broad general education	GNGENLED	Very little	12	2%	329	2%	486	2%	3,298	3%	32	3%	598	3%	781	3%	4,474	3%
		Some	102	18%	2,343	16%	3,427	15%	20,739	15%	189	17%	3,133	15%	4,241	14%	22,870	14%
		Quite a bit	266	46%	6,524	44%	9,807	43%	60,742	43%	483	43%	7,742	38%	11,280	38%	64,414	37%
		Very much	198	34%	5,629	38%	9,442	40%	58,569	39%	422	37%	9,006	44%	14,131	45%	85,176	47%
		<b>Total</b>		<b>578</b>	<b>100%</b>	<b>14,825</b>	<b>100%</b>	<b>23,162</b>	<b>100%</b>	<b>143,348</b>	<b>100%</b>	<b>1,126</b>	<b>100%</b>	<b>20,479</b>	<b>100%</b>	<b>30,433</b>	<b>100%</b>	<b>176,934</b>
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	37	6%	1,263	9%	1,768	8%	11,166	9%	52	5%	1,289	6%	1,726	6%	10,115	6%
		Some	137	23%	4,120	28%	6,218	27%	37,743	27%	219	20%	4,143	21%	5,868	20%	34,066	20%
		Quite a bit	242	43%	5,403	36%	8,467	36%	53,098	37%	410	36%	6,995	34%	10,337	34%	60,116	34%
		Very much	160	27%	4,030	27%	6,694	28%	41,282	28%	442	39%	8,049	39%	12,502	40%	72,770	40%
		<b>Total</b>		<b>576</b>	<b>100%</b>	<b>14,816</b>	<b>100%</b>	<b>23,147</b>	<b>100%</b>	<b>143,289</b>	<b>100%</b>	<b>1,123</b>	<b>100%</b>	<b>20,476</b>	<b>100%</b>	<b>30,433</b>	<b>100%</b>	<b>177,067</b>

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

	Variable	Response Options	First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	32	5%	780	5%	1,174	5%	5,839	4%	56	5%	1,002	5%	1,350	5%	6,429	4%
		Some	122	21%	3,386	23%	5,161	23%	28,854	21%	236	21%	4,072	20%	5,781	20%	31,398	18%
		Quite a bit	251	44%	5,956	40%	9,266	40%	58,697	41%	477	43%	7,846	38%	11,817	38%	66,988	38%
		Very much	172	29%	4,718	31%	7,572	32%	50,125	34%	356	31%	7,586	37%	11,518	37%	72,467	40%
		<b>Total</b>	<b>577</b>	<b>100%</b>	<b>14,840</b>	<b>100%</b>	<b>23,173</b>	<b>100%</b>	<b>143,515</b>	<b>100%</b>	<b>1,125</b>	<b>100%</b>	<b>20,506</b>	<b>100%</b>	<b>30,466</b>	<b>100%</b>	<b>177,282</b>	<b>100%</b>
11d. Speaking clearly and effectively	GNSPEAK	Very little	63	11%	1,245	9%	1,981	9%	10,048	7%	69	6%	1,436	7%	1,909	7%	9,476	6%
		Some	163	28%	4,098	28%	6,539	28%	36,245	25%	309	28%	4,794	23%	7,019	23%	37,119	22%
		Quite a bit	197	34%	5,475	37%	8,468	37%	55,004	38%	436	39%	7,385	36%	11,179	36%	65,584	37%
		Very much	153	26%	3,971	27%	6,112	27%	41,814	29%	304	27%	6,822	33%	10,260	34%	64,674	36%
		<b>Total</b>	<b>576</b>	<b>100%</b>	<b>14,789</b>	<b>100%</b>	<b>23,100</b>	<b>100%</b>	<b>143,111</b>	<b>100%</b>	<b>1,118</b>	<b>100%</b>	<b>20,437</b>	<b>100%</b>	<b>30,367</b>	<b>100%</b>	<b>176,853</b>	<b>100%</b>
11e. Thinking critically and analytically	GNANALY	Very little	15	3%	338	2%	498	2%	2,861	2%	23	2%	413	2%	519	2%	2,949	2%
		Some	82	14%	2,192	15%	3,117	14%	18,993	14%	147	13%	2,305	12%	3,045	11%	17,584	10%
		Quite a bit	279	48%	6,055	41%	9,269	40%	57,749	40%	447	40%	7,413	36%	10,781	36%	61,703	35%
		Very much	199	35%	6,218	42%	10,237	43%	63,571	43%	504	45%	10,318	50%	16,044	51%	94,613	52%
		<b>Total</b>	<b>575</b>	<b>100%</b>	<b>14,803</b>	<b>100%</b>	<b>23,121</b>	<b>100%</b>	<b>143,174</b>	<b>100%</b>	<b>1,121</b>	<b>100%</b>	<b>20,449</b>	<b>100%</b>	<b>30,389</b>	<b>100%</b>	<b>176,849</b>	<b>100%</b>
11f. Analyzing quantitative problems	GNQUANT	Very little	34	6%	653	5%	971	4%	6,996	5%	71	6%	867	4%	1,180	4%	7,638	4%
		Some	156	27%	3,230	22%	4,935	22%	32,107	23%	252	22%	3,863	19%	5,579	18%	35,027	20%
		Quite a bit	231	41%	5,994	40%	9,239	40%	57,759	40%	430	39%	7,440	37%	10,916	36%	63,979	36%
		Very much	151	26%	4,892	33%	7,917	34%	45,990	32%	370	33%	8,243	40%	12,662	41%	69,872	40%
		<b>Total</b>	<b>572</b>	<b>100%</b>	<b>14,769</b>	<b>100%</b>	<b>23,062</b>	<b>100%</b>	<b>142,852</b>	<b>100%</b>	<b>1,123</b>	<b>100%</b>	<b>20,413</b>	<b>100%</b>	<b>30,337</b>	<b>100%</b>	<b>176,516</b>	<b>100%</b>
11g. Using computing and information technology	GNCMPTS	Very little	33	6%	690	5%	1,148	5%	7,398	5%	51	5%	736	4%	1,048	4%	6,429	4%
		Some	133	22%	2,869	20%	4,645	20%	30,033	21%	196	17%	3,227	16%	4,958	16%	29,814	16%
		Quite a bit	225	39%	5,591	37%	8,683	37%	54,343	37%	427	38%	6,872	33%	10,342	33%	60,769	34%
		Very much	185	33%	5,671	38%	8,673	37%	51,663	37%	453	40%	9,650	48%	14,096	47%	80,172	46%
		<b>Total</b>	<b>576</b>	<b>100%</b>	<b>14,821</b>	<b>100%</b>	<b>23,149</b>	<b>100%</b>	<b>143,437</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>20,485</b>	<b>100%</b>	<b>30,444</b>	<b>100%</b>	<b>177,184</b>	<b>100%</b>
11h. Working effectively with others	GNOTHERS	Very little	27	5%	714	5%	1,030	5%	6,018	5%	43	4%	815	4%	1,027	4%	5,569	4%
		Some	120	21%	3,354	23%	5,140	22%	30,333	22%	226	21%	3,752	19%	5,168	18%	29,104	17%
		Quite a bit	224	38%	5,780	39%	9,051	39%	56,240	39%	428	38%	7,223	35%	10,830	35%	63,167	36%
		Very much	206	36%	4,967	33%	7,916	34%	50,830	35%	430	37%	8,687	42%	13,408	43%	79,294	44%
		<b>Total</b>	<b>577</b>	<b>100%</b>	<b>14,815</b>	<b>100%</b>	<b>23,137</b>	<b>100%</b>	<b>143,421</b>	<b>100%</b>	<b>1,127</b>	<b>100%</b>	<b>20,477</b>	<b>100%</b>	<b>30,433</b>	<b>100%</b>	<b>177,134</b>	<b>100%</b>
11i. Voting in local, state, or national elections	GNCITIZN	Very little	225	40%	5,983	40%	9,957	42%	63,092	44%	416	38%	7,460	36%	10,754	36%	61,508	35%
		Some	171	31%	4,494	31%	6,857	30%	41,489	29%	367	32%	6,249	30%	9,729	31%	55,469	31%
		Quite a bit	108	19%	2,662	19%	3,898	18%	23,413	17%	193	17%	3,787	19%	5,743	19%	34,086	19%
		Very much	54	10%	1,490	10%	2,118	10%	13,401	10%	139	12%	2,761	14%	3,894	14%	24,270	14%
		<b>Total</b>	<b>558</b>	<b>100%</b>	<b>14,629</b>	<b>100%</b>	<b>22,830</b>	<b>100%</b>	<b>141,395</b>	<b>100%</b>	<b>1,115</b>	<b>100%</b>	<b>20,257</b>	<b>100%</b>	<b>30,120</b>	<b>100%</b>	<b>175,333</b>	<b>100%</b>

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

**NSSE 2010 Engagement Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

	Variable	Response Options	First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	28	5%	719	5%	1,040	5%	6,624	5%	74	7%	1,176	6%	1,523	6%	8,841	5%
		Some	139	25%	3,299	23%	5,040	22%	32,041	23%	240	22%	3,915	19%	5,618	19%	31,923	19%
		Quite a bit	233	42%	6,328	44%	9,906	43%	62,027	43%	442	40%	7,927	38%	12,082	39%	69,917	39%
		Very much	156	28%	4,248	29%	6,803	29%	40,364	29%	357	32%	7,211	36%	10,830	37%	64,332	36%
		Total	556	100%	14,594	100%	22,789	100%	141,056	100%	1,113	100%	20,229	100%	30,053	100%	175,013	100%
11k. Understanding yourself	GNSELF	Very little	48	9%	1,529	11%	2,174	10%	13,012	10%	164	15%	2,564	13%	3,321	12%	17,596	11%
		Some	152	27%	3,788	26%	5,670	25%	34,926	25%	286	26%	5,134	25%	7,255	24%	40,692	24%
		Quite a bit	195	34%	5,293	36%	8,393	37%	52,713	37%	372	34%	6,599	32%	10,196	33%	59,562	34%
		Very much	164	30%	3,958	27%	6,506	28%	40,277	28%	289	25%	5,870	30%	9,215	31%	56,860	32%
		Total	559	100%	14,568	100%	22,743	100%	140,928	100%	1,111	100%	20,167	100%	29,987	100%	174,710	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	66	12%	1,668	11%	2,699	12%	16,440	12%	177	16%	2,949	14%	4,364	14%	22,259	13%
		Some	169	30%	4,541	31%	7,251	31%	42,815	30%	396	36%	6,282	30%	9,646	31%	53,400	30%
		Quite a bit	201	36%	5,037	35%	7,737	34%	49,078	34%	332	30%	6,225	31%	9,255	31%	56,000	32%
		Very much	122	22%	3,357	23%	5,093	23%	33,031	24%	210	18%	4,791	25%	6,823	24%	43,652	25%
		Total	558	100%	14,603	100%	22,780	100%	141,364	100%	1,115	100%	20,247	100%	30,088	100%	175,311	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	58	10%	1,418	10%	2,016	9%	13,250	10%	132	12%	1,984	10%	2,584	9%	15,464	9%
		Some	169	30%	4,396	30%	6,913	30%	43,392	30%	303	27%	5,398	27%	7,732	26%	46,485	27%
		Quite a bit	220	39%	5,528	37%	8,666	38%	53,163	37%	405	36%	7,258	35%	11,152	36%	64,098	36%
		Very much	115	21%	3,277	22%	5,221	23%	31,617	22%	274	25%	5,632	28%	8,652	29%	49,297	28%
		Total	562	100%	14,619	100%	22,816	100%	141,422	100%	1,114	100%	20,272	100%	30,120	100%	175,344	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	69	12%	1,880	14%	2,569	12%	16,394	13%	191	17%	3,162	16%	3,828	14%	21,944	14%
		Some	164	29%	4,169	28%	5,916	26%	37,837	27%	300	27%	5,456	26%	7,163	25%	43,748	25%
		Quite a bit	187	34%	5,021	34%	7,701	34%	49,625	34%	388	34%	6,151	30%	9,150	30%	55,492	31%
		Very much	138	25%	3,535	24%	6,611	27%	37,511	26%	235	21%	5,503	28%	9,992	31%	54,199	30%
		Total	558	100%	14,605	100%	22,797	100%	141,367	100%	1,114	100%	20,272	100%	30,133	100%	175,383	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	113	21%	2,457	17%	3,259	15%	22,807	18%	270	24%	4,160	21%	5,139	19%	29,728	18%
		Some	199	36%	5,021	35%	7,108	33%	46,558	33%	409	37%	6,710	33%	9,128	31%	55,444	32%
		Quite a bit	169	30%	4,585	31%	7,322	31%	44,213	30%	287	26%	5,571	27%	8,677	28%	51,115	28%
		Very much	75	13%	2,543	17%	5,113	21%	27,822	19%	149	13%	3,828	19%	7,186	22%	39,140	21%
		Total	556	100%	14,606	100%	22,802	100%	141,400	100%	1,115	100%	20,269	100%	30,130	100%	175,427	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	224	40%	5,342	37%	7,134	33%	48,829	36%	658	59%	9,951	50%	12,173	45%	76,262	46%
		Some	151	27%	4,098	28%	5,707	26%	37,458	26%	246	22%	4,833	23%	6,620	22%	42,447	24%
		Quite a bit	107	19%	3,001	20%	4,859	21%	30,201	21%	129	12%	2,879	14%	4,829	15%	28,067	15%
		Very much	78	14%	2,180	15%	5,134	20%	25,025	17%	84	7%	2,600	13%	6,512	18%	28,709	15%
		Total	560	100%	14,621	100%	22,834	100%	141,513	100%	1,117	100%	20,263	100%	30,134	100%	175,485	100%

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



## NSSE 2010 Engagement Item Frequency Distributions <sup>a</sup> Western Michigan University

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	22	4%	718	5%	1,052	5%	6,427	5%	141	13%	2,235	11%	3,046	10%	15,104	9%
		Fair	72	13%	2,497	17%	3,630	16%	21,879	16%	295	26%	4,239	21%	6,081	20%	32,989	19%
		Good	281	50%	6,864	46%	10,479	46%	66,100	46%	434	38%	8,076	40%	12,124	40%	70,812	40%
		Excellent	192	34%	4,685	32%	7,894	33%	48,512	33%	257	23%	5,915	29%	9,148	29%	58,198	32%
		Total		567	100%	14,764	100%	23,055	100%	142,918	100%	1,127	100%	20,465	100%	30,399	100%	177,103
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	6	1%	240	2%	386	2%	2,498	2%	35	4%	460	2%	600	2%	3,481	2%
		Fair	58	10%	1,448	10%	2,122	10%	14,440	11%	153	14%	2,425	12%	3,125	11%	18,674	11%
		Good	310	54%	7,599	52%	10,904	49%	69,496	49%	608	54%	10,049	49%	13,717	47%	80,895	46%
		Excellent	194	34%	5,466	36%	9,623	39%	56,456	38%	328	29%	7,523	36%	12,945	39%	73,996	40%
		Total		568	100%	14,753	100%	23,035	100%	142,890	100%	1,124	100%	20,457	100%	30,387	100%	177,046
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	21	4%	477	3%	765	3%	5,677	4%	50	5%	967	5%	1,346	5%	8,469	5%
		Probably no	52	9%	1,613	11%	2,450	11%	16,675	12%	165	15%	2,608	13%	3,573	13%	21,769	13%
		Probably yes	229	41%	5,725	39%	8,480	38%	55,878	40%	475	42%	7,613	37%	10,595	36%	65,495	37%
		Definitely yes	264	47%	6,962	46%	11,378	48%	64,815	44%	437	39%	9,280	45%	14,891	47%	81,414	45%
		Total		566	100%	14,777	100%	23,073	100%	143,045	100%	1,127	100%	20,468	100%	30,405	100%	177,147

IPEDS: 172699

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

**NSSE 2010 Background Item Frequency Distributions<sup>a</sup>**  
**Western Michigan University**

			First-Year Students								Seniors								
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010		
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
15.	Age	AGE	19 or younger	540	95%	13,404	88%	21,154	89%	122,915	82%	0	0%	70	0%	104	0%	566	0%
			20-23	14	3%	884	7%	1,238	6%	10,106	8%	782	68%	12,626	57%	20,339	61%	113,453	61%
			24-29	6	1%	267	2%	346	2%	3,961	4%	203	19%	3,990	22%	5,705	20%	28,346	18%
			30-39	8	1%	151	1%	212	1%	3,475	3%	74	7%	2,107	12%	2,374	10%	17,978	11%
			40-55	2	0%	95	1%	162	1%	2,638	2%	63	6%	1,492	8%	1,696	7%	15,043	9%
			Over 55	0	0%	10	0%	16	0%	267	0%	3	0%	168	1%	195	1%	1,696	1%
			Total	570	100%	14,811	100%	23,128	100%	143,362	100%	1,125	100%	20,453	100%	30,413	100%	177,082	100%
16.	Your sex:	SEX	Male	227	49%	5,980	49%	9,390	48%	51,248	45%	442	48%	8,450	47%	13,076	47%	63,671	43%
			Female	343	51%	8,834	51%	13,745	52%	92,189	55%	683	52%	12,043	53%	17,371	53%	113,592	57%
			Total	570	100%	14,814	100%	23,135	100%	143,437	100%	1,125	100%	20,493	100%	30,447	100%	177,263	100%
17.	Are you an international student or foreign national?	INTERNAT	No	548	96%	13,990	94%	21,701	94%	134,100	93%	1,079	96%	19,431	94%	28,868	95%	167,922	95%
			Yes	21	4%	760	6%	1,339	6%	8,618	7%	40	4%	1,002	6%	1,506	5%	8,779	5%
			Total	569	100%	14,750	100%	23,040	100%	142,718	100%	1,119	100%	20,433	100%	30,374	100%	176,701	100%
18.	What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	3	0%	174	1%	215	1%	1,109	1%	3	0%	243	1%	287	1%	1,364	1%
			Asian, Asian American, or Pacific Islander	20	4%	1,104	8%	1,877	9%	9,468	7%	37	4%	1,120	6%	1,742	6%	9,606	6%
			Black or African American	52	9%	1,391	10%	1,814	9%	13,156	11%	34	3%	1,964	10%	2,300	9%	14,789	9%
			White (non-Hispanic)	421	74%	9,295	59%	15,079	61%	94,438	62%	919	82%	13,508	62%	21,118	64%	120,518	65%
			Mexican or Mexican American	12	2%	685	5%	939	5%	4,960	4%	9	1%	679	5%	844	4%	5,783	4%
			Puerto Rican	2	0%	77	1%	125	1%	1,724	1%	0	0%	85	0%	144	0%	1,674	1%
			Other Hispanic or Latino	4	1%	678	6%	931	5%	4,799	4%	5	0%	884	6%	1,088	5%	5,430	3%
			Multiracial	17	3%	465	3%	693	3%	4,267	3%	25	2%	532	3%	768	3%	4,502	3%
			Other	5	1%	226	1%	331	1%	2,105	2%	13	1%	318	2%	452	2%	2,652	2%
			I prefer not to respond	35	6%	699	5%	1,096	5%	7,195	5%	75	7%	1,154	6%	1,691	6%	10,826	6%
			Total	571	100%	14,794	100%	23,100	100%	143,221	100%	1,120	100%	20,487	100%	30,434	100%	177,144	100%
19.	What is your current classification in college?	CLASS	Freshman/first year	553	97%	12,751	85%	20,190	86%	123,299	84%	1	0%	33	0%	38	0%	303	0%
			Sophomore	11	2%	1,703	13%	2,349	11%	15,945	13%	3	0%	104	1%	135	1%	875	1%
			Junior	2	0%	173	1%	308	2%	2,001	2%	24	2%	1,374	7%	2,195	7%	10,840	6%
			Senior	0	0%	80	1%	127	1%	718	1%	1,069	94%	18,491	89%	27,469	90%	160,404	90%
			Unclassified	4	1%	72	1%	112	1%	1,249	1%	28	3%	466	3%	580	2%	4,662	3%
			Total	570	100%	14,779	100%	23,086	100%	143,212	100%	1,125	100%	20,468	100%	30,417	100%	177,084	100%
20.	Did you begin college at your current institution or elsewhere?	ENTER	Started here	534	94%	13,582	91%	21,399	91%	129,844	89%	598	52%	10,388	46%	17,941	53%	101,172	54%
			Started elsewhere	36	6%	1,210	9%	1,691	9%	13,315	11%	526	48%	10,104	54%	12,502	47%	76,019	46%
			Total	570	100%	14,792	100%	23,090	100%	143,159	100%	1,124	100%	20,492	100%	30,443	100%	177,191	100%

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

**NSSE 2010 Background Item Frequency Distributions <sup>a</sup>**  
**Western Michigan University**

	First-Year Students										Seniors									
	Variable		WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	11	2%	334	2%	459	2%	5,358	5%	43	4%	1,377	7%	1,634	6%	13,192	8%		
	COMCOL05	Community or junior college	52	9%	1,555	12%	2,034	10%	12,047	10%	583	53%	10,155	55%	12,062	47%	67,140	41%		
	FOUR05	4-year college other than this one	26	5%	1,073	8%	1,552	8%	11,785	9%	257	24%	5,163	27%	6,962	25%	45,525	27%		
	NONE05	None	477	85%	11,792	79%	18,854	81%	113,839	78%	394	34%	7,199	31%	13,617	38%	76,974	41%		
	OCOL1_05	Other	13	2%	397	3%	592	3%	4,678	4%	44	4%	737	4%	992	4%	7,244	4%		
		Total			569	100%	14,679	100%	22,964	100%	141,681	100%	1,124	100%	20,289	100%	30,228	100%	174,494	100%
– Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? (Item appeared only in the online instrument.)	VETERAN	No	560	98%	14,400	98%	22,571	98%	139,014	98%	1,086	96%	19,128	94%	28,907	95%	166,373	95%		
		Yes	9	2%	279	2%	393	2%	2,667	2%	38	4%	1,161	6%	1,321	5%	8,121	5%		
		Total			569	100%	14,679	100%	22,964	100%	141,681	100%	1,124	100%	20,289	100%	30,228	100%	174,494	100%
– If yes: As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay? (Item appeared only in the online instrument.)	VETPAY	No	7	76%	168	53%	249	57%	1,631	56%	21	53%	609	55%	734	56%	4,420	54%		
		Yes	2	24%	111	47%	142	43%	1,012	44%	17	47%	546	45%	581	44%	3,644	46%		
		Total			9	100%	279	100%	391	100%	2,643	100%	38	100%	1,155	100%	1,315	100%	8,064	100%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	18	3%	434	4%	625	3%	5,950	6%	144	14%	3,252	18%	4,197	17%	26,291	17%		
		Full-time	553	97%	14,361	96%	22,470	97%	137,267	94%	980	86%	17,221	82%	26,216	83%	150,825	83%		
		Total			571	100%	14,795	100%	23,095	100%	143,217	100%	1,124	100%	20,473	100%	30,413	100%	177,116	100%
– Thinking about this current academic term...Are you taking all courses entirely on-line? (Item appeared only in the online instrument.)	DISTED	No	567	100%	14,559	99%	22,793	99%	138,538	97%	1,098	98%	19,335	95%	29,090	96%	162,334	93%		
		Yes	2	0%	138	1%	195	1%	3,202	3%	27	2%	949	5%	1,128	4%	12,149	7%		
		Total			569	100%	14,697	100%	22,988	100%	141,740	100%	1,125	100%	20,284	100%	30,218	100%	174,483	100%

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

## NSSE 2010 Background Item Frequency Distributions <sup>a</sup> Western Michigan University

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
– Do you have any disabilities or impairments? (Select all that apply.) <i>(Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE10 data file or codebook.)</i>	DISNONE	No, I do not have any disabilities or impairments	491	87%	12,441	86%	19,473	86%	119,219	85%	960	86%	17,227	86%	25,825	86%	147,847	85%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	18	4%	473	3%	733	3%	4,115	3%	19	2%	488	3%	742	3%	3,914	2%
	DISMOBIL	Yes, I have a mobility impairment	1	0%	56	0%	80	0%	660	1%	4	0%	163	1%	205	1%	1,462	1%
	DISLEARN	Yes, I have a learning disability	11	2%	274	2%	423	2%	3,238	2%	30	3%	380	2%	545	2%	3,904	2%
	DISDEVL	Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	20	4%	450	3%	645	3%	3,786	3%	48	4%	634	3%	867	3%	4,354	3%
	DISMENT	Yes, I have a mental health disorder	8	2%	225	2%	383	2%	2,583	2%	21	2%	387	2%	620	2%	3,983	2%
	DISMED	Yes, I have a medical disability not listed above	4	1%	178	1%	269	1%	1,846	1%	9	1%	301	2%	421	1%	2,660	2%
	DISOTHER	Yes, I have another disability	3	0%	72	0%	120	0%	844	1%	11	1%	125	1%	166	1%	1,140	1%
	DISREFUS	I choose not to answer	18	4%	634	5%	996	5%	6,954	5%	39	4%	884	4%	1,222	4%	8,254	5%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	529	93%	12,441	86%	19,802	87%	129,158	91%	1,032	92%	17,429	86%	26,243	87%	156,191	89%
		Yes	41	7%	2,331	14%	3,247	13%	13,733	9%	91	8%	3,025	14%	4,131	13%	20,734	11%
		Total	570	100%	14,772	100%	23,049	100%	142,891	100%	1,123	100%	20,454	100%	30,374	100%	176,925	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	545	96%	14,005	96%	21,629	95%	127,261	91%	1,086	97%	19,897	98%	29,320	97%	166,372	95%
		Yes	24	4%	737	4%	1,375	5%	15,406	9%	38	3%	526	2%	1,013	3%	10,334	5%
		Total	569	100%	14,742	100%	23,004	100%	142,667	100%	1,124	100%	20,423	100%	30,333	100%	176,706	100%

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

## NSSE 2010 Background Item Frequency Distributions <sup>a</sup>

### Western Michigan University

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
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	16	3%	354	2%	485	2%	2,937	2%	2	0%	114	1%	122	0%	487	0%
		C	33	6%	631	4%	827	4%	5,139	4%	18	2%	563	3%	670	2%	3,045	2%
		C+	26	5%	939	6%	1,298	6%	8,133	6%	35	3%	1,194	6%	1,451	5%	6,843	4%
		B-	55	10%	1,282	9%	1,821	9%	10,790	8%	77	7%	1,695	9%	2,243	8%	11,511	7%
		B	121	22%	2,789	19%	4,322	19%	28,360	20%	252	23%	4,122	20%	5,800	19%	32,925	19%
		B+	118	20%	2,663	18%	4,276	18%	27,835	19%	270	24%	3,826	19%	6,089	20%	36,344	20%
		A-	94	16%	2,573	17%	4,457	19%	27,242	18%	213	18%	3,584	18%	6,129	19%	36,846	20%
		A	107	18%	3,522	24%	5,538	24%	32,256	23%	258	22%	5,320	25%	7,838	25%	48,706	27%
	Total		570	100%	14,753	100%	23,024	100%	142,692	100%	1,125	100%	20,418	100%	30,342	100%	176,707	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	454	80%	9,403	60%	15,912	65%	94,171	60%	68	6%	1,363	6%	2,614	8%	25,986	12%
		Residence, <b>walking distance</b>	33	6%	1,020	7%	1,733	8%	9,546	7%	330	30%	4,397	20%	9,832	27%	43,895	24%
		Residence, <b>driving distance</b>	74	13%	3,770	29%	4,587	24%	32,416	28%	652	58%	12,907	66%	15,735	58%	89,969	54%
		Fraternity or sorority house	0	0%	205	1%	271	1%	1,056	1%	14	1%	408	1%	557	1%	2,655	1%
		None of the above	6	1%	300	2%	445	2%	4,851	4%	56	5%	1,273	6%	1,504	6%	13,628	8%
	Total		567	100%	14,698	100%	22,948	100%	142,040	100%	1,120	100%	20,348	100%	30,242	100%	176,133	100%
27a. What is the highest level of education that your <b>father</b> completed?	FATHREDU	Did not finish HS	32	5%	1,084	9%	1,448	8%	11,449	9%	76	7%	2,072	11%	2,405	10%	17,523	11%
		Graduated from HS	162	28%	3,151	21%	4,219	19%	35,043	25%	300	26%	4,654	23%	5,909	21%	42,914	25%
		Attended, no degree	72	13%	2,114	15%	3,030	14%	19,498	14%	180	16%	2,908	14%	3,965	14%	23,945	14%
		Completed Associate's	49	9%	1,058	7%	1,607	7%	11,460	8%	99	9%	1,543	8%	2,070	7%	14,118	8%
		Completed Bachelor's	151	27%	4,236	29%	6,778	29%	35,878	25%	292	26%	5,259	25%	8,429	27%	42,815	24%
		Completed Master's	80	15%	2,071	14%	3,907	16%	18,962	13%	140	13%	2,416	12%	4,575	14%	22,013	12%
		Completed Doctorate	13	2%	884	6%	1,780	7%	8,677	6%	31	3%	1,399	7%	2,748	8%	11,867	7%
	Total		559	100%	14,598	100%	22,769	100%	140,967	100%	1,118	100%	20,251	100%	30,101	100%	175,195	100%
27b. What is the highest level of education that your <b>mother</b> completed?	MOTHREDU	Did not finish HS	27	5%	842	7%	1,122	6%	8,740	7%	44	4%	1,658	10%	1,925	8%	13,856	9%
		Graduated from HS	116	20%	2,710	19%	3,668	17%	29,714	22%	283	25%	4,614	23%	5,930	21%	42,300	24%
		Attended, no degree	92	16%	2,406	16%	3,664	16%	22,253	16%	192	17%	3,218	16%	4,897	16%	27,160	15%
		Completed Associate's	80	15%	1,795	12%	2,712	12%	17,910	12%	176	15%	2,449	12%	3,538	11%	21,634	12%
		Completed Bachelor's	173	31%	4,484	30%	7,683	32%	40,706	27%	280	25%	5,350	26%	9,077	28%	44,880	25%
		Completed Master's	62	11%	2,034	13%	3,345	14%	18,779	13%	132	12%	2,578	12%	4,083	13%	22,097	12%
		Completed Doctorate	11	2%	389	3%	662	3%	3,615	2%	14	1%	462	2%	750	2%	3,980	2%
	Total		561	100%	14,660	100%	22,856	100%	141,717	100%	1,121	100%	20,329	100%	30,200	100%	175,907	100%

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

## NSSE 2010 Background Item Frequency Distributions <sup>a</sup> Western Michigan University

			First-Year Students								Seniors							
			WMU		High Research		Carnegie Class		NSSE 2010		WMU		High Research		Carnegie Class		NSSE 2010	
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	74	14%	1,456	10%	2,370	11%	17,717	12%	118	10%	2,265	11%	3,532	12%	23,667	13%
		Biological Science	31	5%	1,479	10%	2,326	10%	13,387	9%	69	6%	1,499	7%	2,269	7%	13,009	7%
		Business	71	13%	1,769	13%	2,920	14%	19,066	15%	179	17%	3,422	18%	5,146	18%	32,468	19%
		Education	69	12%	1,011	7%	1,446	6%	12,868	9%	214	18%	1,968	9%	2,454	8%	16,976	9%
		Engineering	59	13%	2,178	15%	3,479	15%	8,747	7%	111	11%	2,560	12%	3,829	12%	9,254	6%
		Physical Science	7	1%	487	4%	794	4%	5,089	4%	19	2%	638	3%	951	3%	5,540	3%
		Professional	78	12%	1,829	12%	2,533	11%	16,796	12%	102	8%	1,834	8%	2,774	9%	17,933	10%
		Social Science	61	11%	1,534	11%	2,560	11%	17,771	12%	121	11%	2,127	11%	3,480	12%	25,005	14%
		Other	87	17%	2,275	16%	3,239	15%	21,730	17%	174	16%	3,756	21%	5,464	20%	30,463	19%
		Undecided	14	3%	419	3%	733	3%	5,468	4%	0	0%	4	0%	5	0%	75	0%
	Total	551	100%	14,437	100%	22,400	100%	138,639	100%	1,107	100%	20,073	100%	29,904	100%	174,390	100%	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	47	30%	711	23%	1,259	24%	9,286	23%	100	31%	901	21%	1,455	21%	9,692	22%
		Biological Science	3	2%	192	5%	264	5%	1,688	4%	23	8%	199	5%	280	5%	1,648	4%
		Business	26	18%	470	15%	825	15%	5,174	15%	46	16%	860	20%	1,435	22%	7,959	19%
		Education	10	7%	183	5%	272	5%	2,950	7%	35	10%	262	6%	329	5%	3,840	8%
		Engineering	3	2%	208	6%	344	6%	909	3%	3	1%	188	3%	296	4%	673	2%
		Physical Science	11	7%	247	8%	385	7%	2,350	6%	26	9%	301	8%	435	7%	2,300	6%
		Professional	9	6%	304	9%	462	8%	2,904	8%	8	2%	255	6%	362	5%	2,240	5%
		Social Science	22	14%	493	14%	804	15%	6,173	16%	51	16%	758	16%	1,162	17%	7,664	18%
		Other	15	10%	463	14%	713	13%	5,007	15%	21	7%	577	13%	838	13%	6,048	15%
		Undecided	5	3%	81	3%	127	3%	1,029	3%	0	0%	69	2%	81	2%	571	2%
	Total	151	100%	3,352	100%	5,455	100%	37,470	100%	313	100%	4,370	100%	6,673	100%	42,635	100%	
- Institution reported: Gender	GENDER	Male	288	50%	6,987	49%	10,933	49%	59,536	45%	502	49%	9,412	47%	14,551	48%	70,874	43%
		Female	422	50%	10,253	51%	15,845	51%	105,700	55%	754	51%	13,261	53%	19,093	52%	124,064	57%
		Total	710	100%	17,240	100%	26,778	100%	165,236	100%	1,256	100%	22,673	100%	33,644	100%	194,938	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	83	11%	1,785	11%	2,236	10%	15,367	12%	55	4%	2,251	10%	2,607	9%	15,784	10%
		Am. Ind./Alaska Native	5	1%	173	1%	217	1%	1,068	1%	3	0%	273	1%	316	1%	1,373	1%
		Asian/Pacific Islander	16	2%	1,041	7%	1,558	7%	7,748	6%	22	2%	1,167	6%	1,716	6%	8,905	6%
		Caucasian/White	535	76%	10,908	62%	16,731	63%	97,458	61%	1,070	85%	15,127	65%	22,694	67%	119,959	66%
		Hispanic	22	3%	1,819	13%	2,393	12%	13,192	10%	25	2%	1,909	12%	2,366	11%	14,295	9%
		Other	0	0%	132	1%	219	1%	1,146	1%	0	0%	101	0%	203	1%	1,091	1%
		Foreign	21	3%	461	3%	812	3%	4,308	3%	31	3%	520	3%	798	3%	4,070	2%
		Multi-racial	0	0%	58	0%	66	0%	862	1%	0	0%	59	0%	65	0%	705	0%
		Unknown	28	4%	319	2%	739	3%	8,840	6%	50	4%	470	2%	788	2%	8,014	4%
	Total	710	100%	16,696	100%	24,971	100%	149,989	100%	1,256	100%	21,877	100%	31,553	100%	174,196	100%	
- Institution reported: Enrollment status	ENROLLMT	Part-time	15	1%	567	5%	750	4%	8,429	8%	164	16%	4,219	23%	4,989	20%	32,338	20%
		Full-time	695	99%	16,673	95%	26,028	96%	156,807	92%	1,092	84%	18,454	77%	28,655	80%	162,600	80%
		Total	710	100%	17,240	100%	26,778	100%	165,236	100%	1,256	100%	22,673	100%	33,644	100%	194,938	100%

<sup>a</sup> 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.



# Western Michigan University

---

**Benchmark Comparisons**

August 2010

## Interpreting the Benchmark Comparisons Report

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

[nsse.iub.edu/links/institutional\\_reporting](http://nsse.iub.edu/links/institutional_reporting)

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

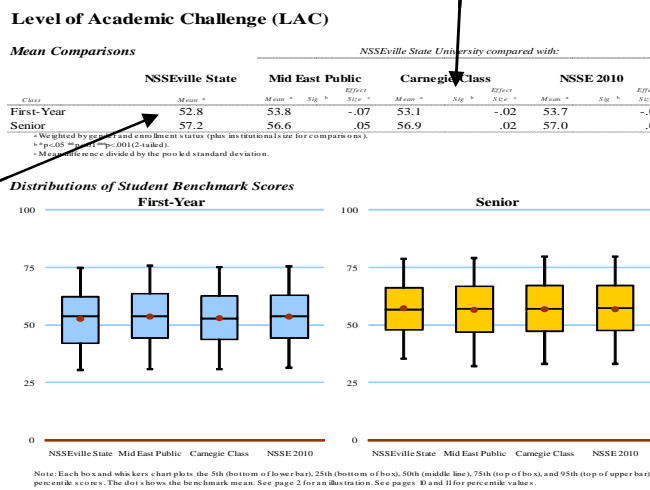
**Statistical Significance**  
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the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

**Effect Size<sup>a</sup>**  
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.

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

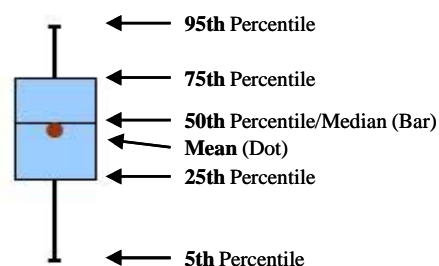
**Benchmark Description & Survey Items**  
A description of the benchmark and the individual items used in its creation is provided.

**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) 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.

- 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; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of 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.



<sup>a</sup> See *Contextualizing NSSE Effect Sizes* at [nsse.iub.edu/pdf/effect\\_size\\_guide.pdf](http://nsse.iub.edu/pdf/effect_size_guide.pdf) for additional information.

## Level of Academic Challenge (LAC)

### Mean Comparisons

Western Michigan University compared with:

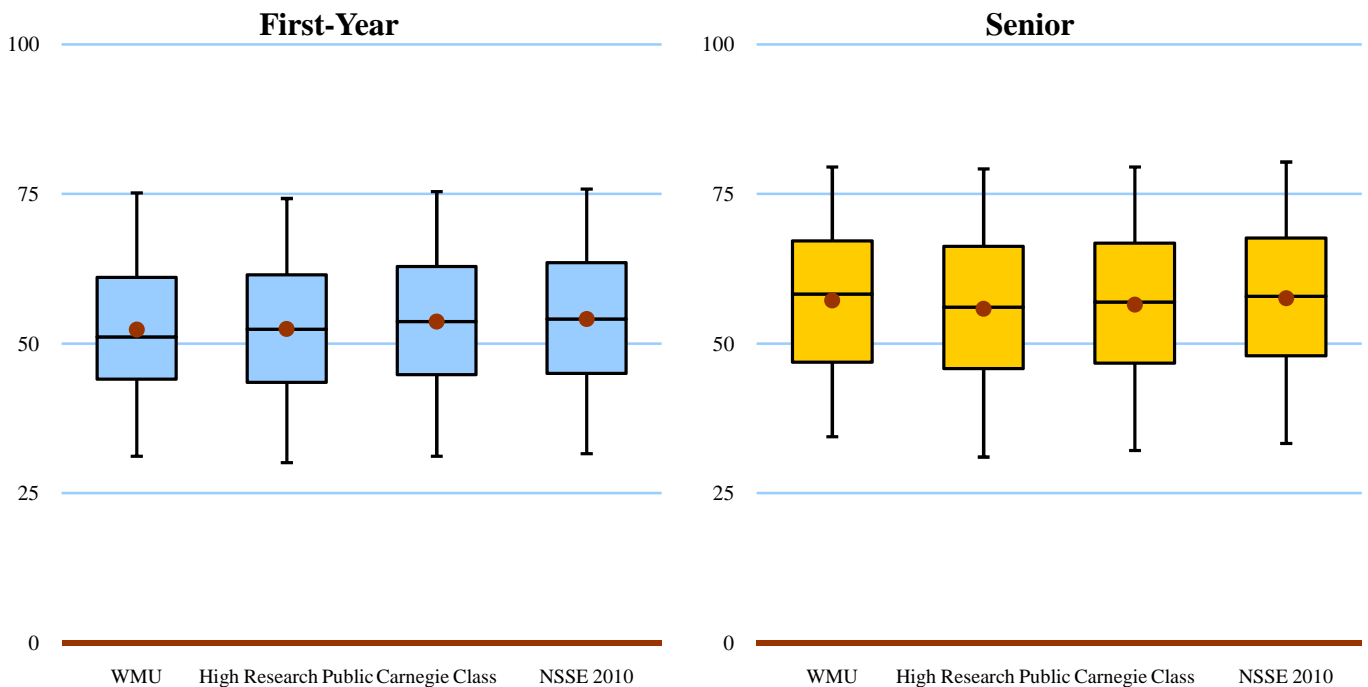
Class	WMU Mean <sup>a</sup>	High Research Public			Carnegie Class			NSSE 2010		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	52.3	52.4		-.01	53.7	*	-.10	54.1	**	-.13
Senior	57.2	55.8	**	.10	56.5		.05	57.6		-.02

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> 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

## Active and Collaborative Learning (ACL)

### Mean Comparisons

Western Michigan University compared with:

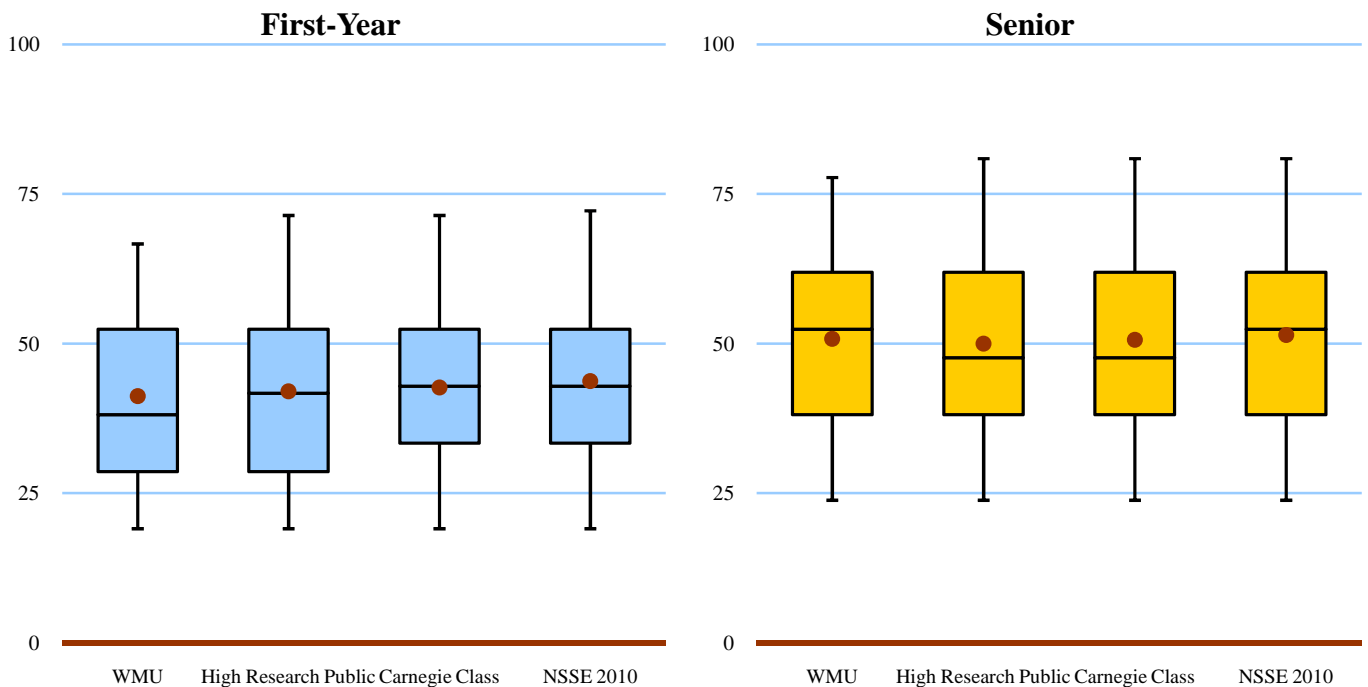
Class	WMU Mean <sup>a</sup>	High Research Public			Carnegie Class			NSSE 2010		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	41.2	42.0		-.05	42.6	*	-.08	43.7	***	-.15
Senior	50.8	50.0		.04	50.6		.01	51.4		-.04

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> 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.

### 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.)

## Student-Faculty Interaction (SFI)

### Mean Comparisons

Western Michigan University compared with:

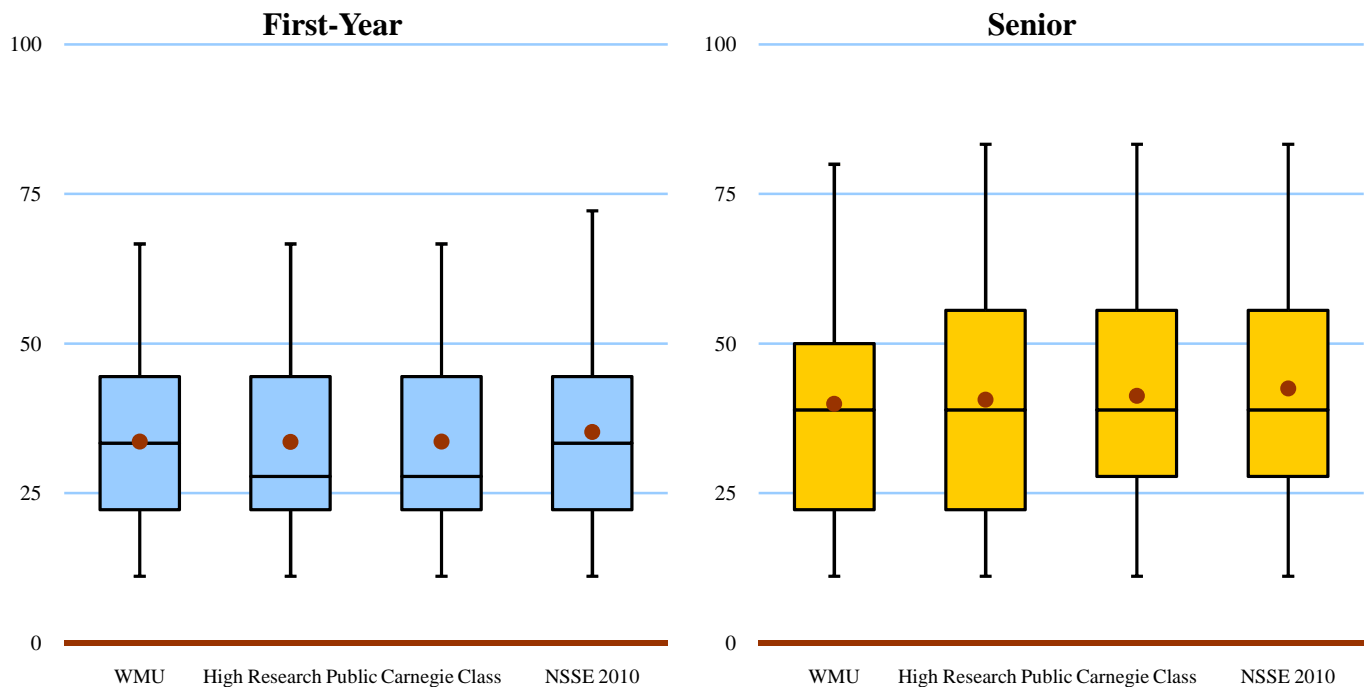
Class	WMU Mean <sup>a</sup>	High Research Public			Carnegie Class			NSSE 2010		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	33.6	33.5		.00	33.6		.00	35.2	*	-.09
Senior	39.9	40.6		-.03	41.2	*	-.06	42.5	***	-.12

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> 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.

### 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

## Enriching Educational Experiences (EEE)

### Mean Comparisons

Western Michigan University compared with:

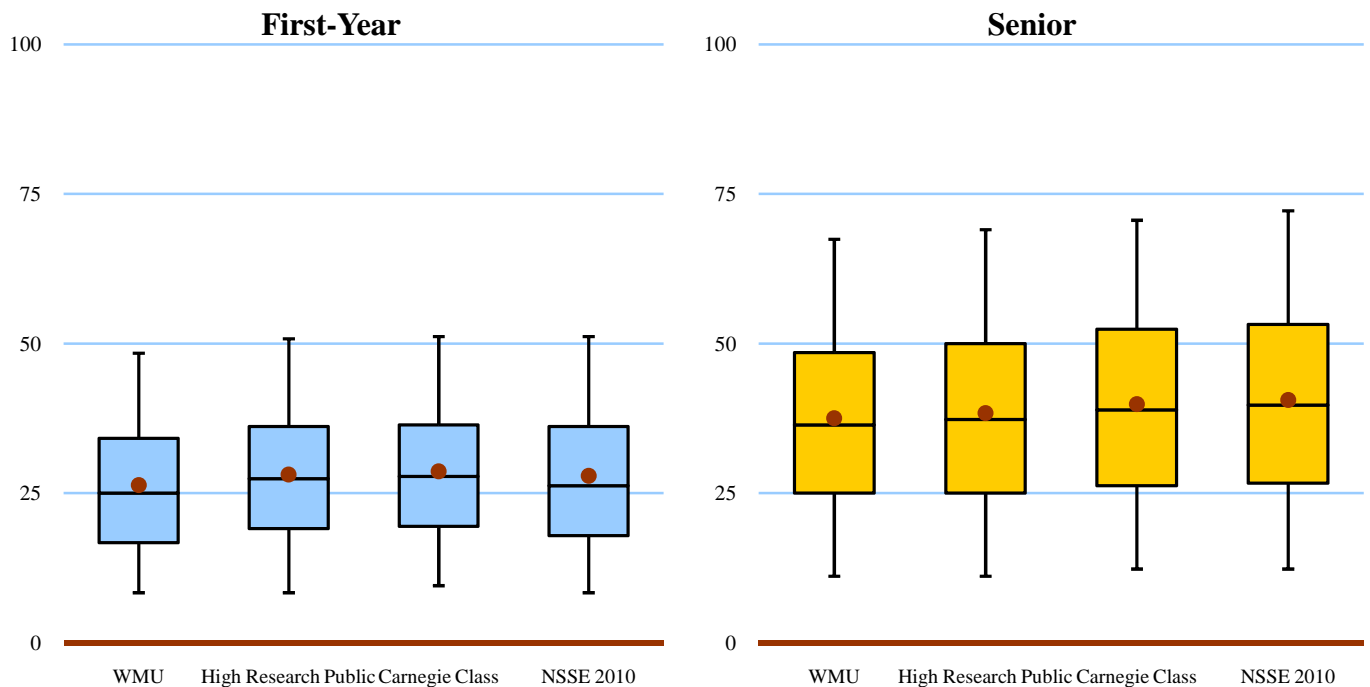
Class	WMU Mean <sup>a</sup>	High Research Public			Carnegie Class			NSSE 2010		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	26.3	28.1	***	-.14	28.6	***	-.17	27.9	**	-.12
Senior	37.5	38.4		-.05	39.9	***	-.13	40.5	***	-.17

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> 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

## Supportive Campus Environment (SCE)

### Mean Comparisons

Western Michigan University compared with:

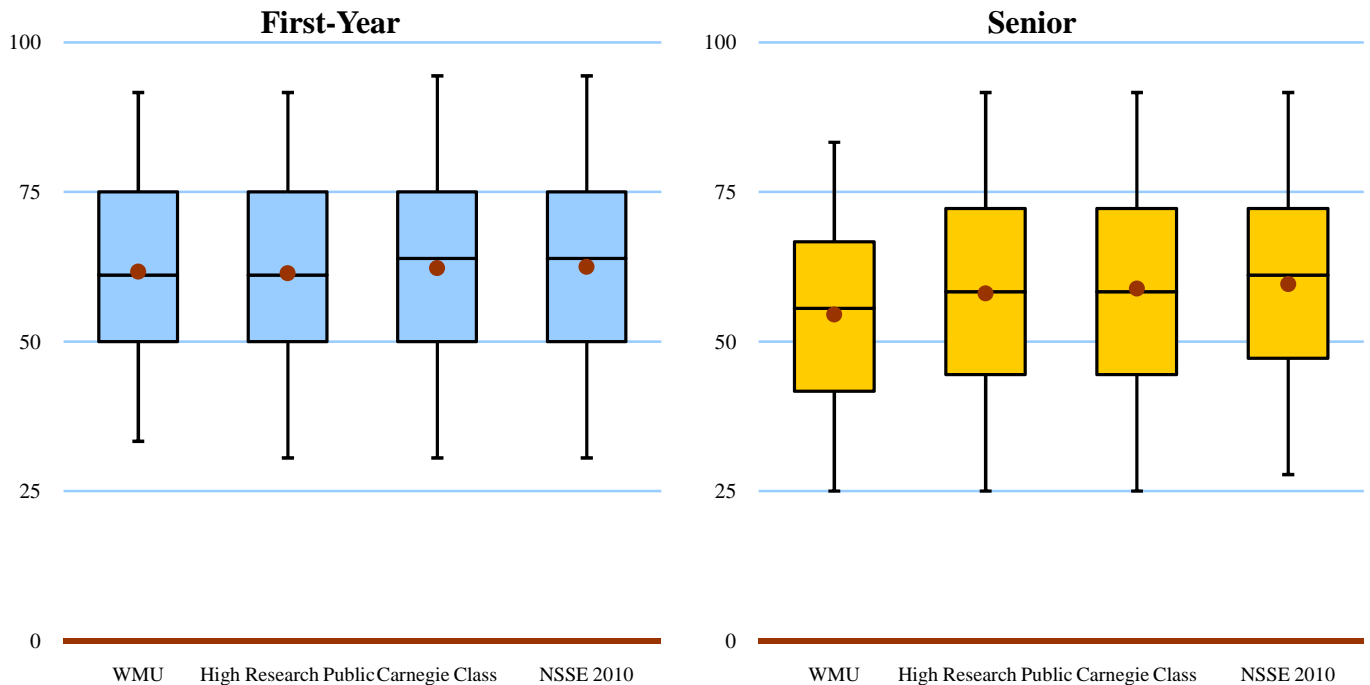
Class	WMU Mean <sup>a</sup>	High Research Public			Carnegie Class			NSSE 2010		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	61.7	61.4		.01	62.3		-.03	62.5		-.04
Senior	54.5	58.1	***	-.18	58.8	***	-.22	59.6	***	-.26

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> 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.

### 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

### 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.<sup>a</sup> 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 State compared with*

		NSSEville State	NSSE 2010 Top 50%			NSSE 2010 Top 10%		
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	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).<sup>a</sup>

#### Based on the example above NSSEville State CANNOT conclude<sup>a</sup>...

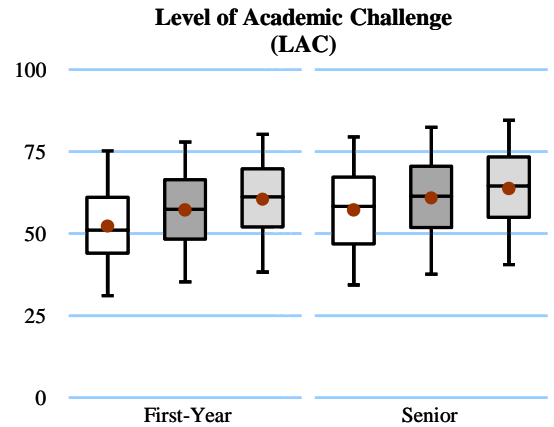
- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.

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](http://nsse.iub.edu/links/institutional_reporting)

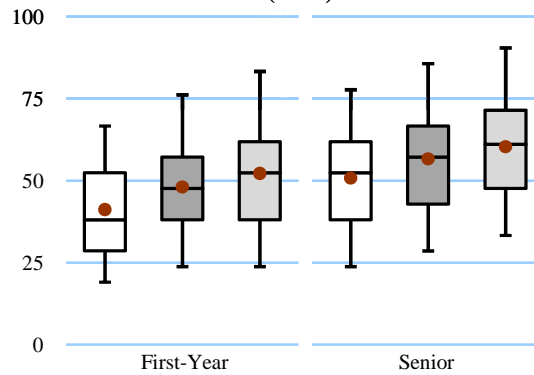
<sup>a</sup> Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are 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.

WMU compared with

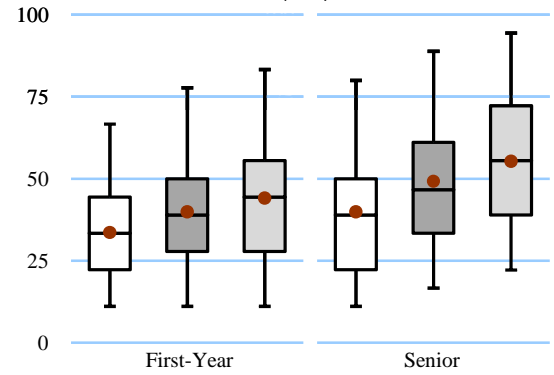
	WMU Mean <sup>a</sup>	NSSE 2010 Top 50%			NSSE 2010 Top 10%		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>
First-Year	LAC	52.3	57.2 ***	-.37	60.5 ***	-.63	
	ACL	41.2	48.1 ***	-.40	52.2 ***	-.63	
	SFI	33.6	39.9 ***	-.32	44.1 ***	-.50	
	EEE	26.3	31.1 ***	-.35	33.6 ***	-.53	
	SCE	61.7	67.2 ***	-.31	70.8 ***	-.51	
Senior	LAC	57.2	60.9 ***	-.27	63.8 ***	-.48	
	ACL	50.8	56.6 ***	-.34	60.3 ***	-.54	
	SFI	39.9	49.2 ***	-.43	55.3 ***	-.70	
	EEE	37.5	47.7 ***	-.57	55.8 ***	-1.06	
	SCE	54.5	64.7 ***	-.54	68.6 ***	-.76	



Active and Collaborative Learning (ACL)



Student-Faculty Interaction (SFI)

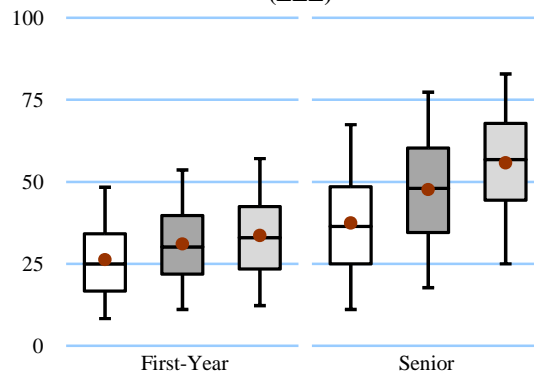


**Legend**

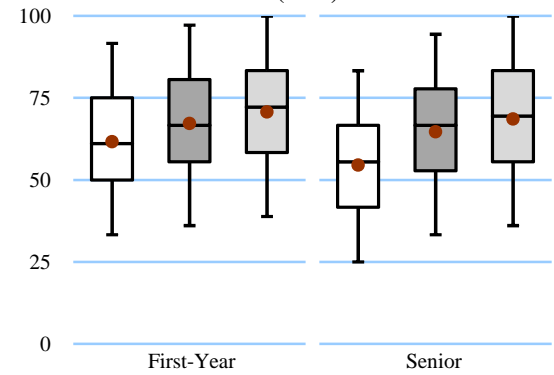
- WMU
- Top 50%
- Top 10%

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.

Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



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.

<sup>a</sup> Weighted by gender and enroll. status (and by inst. size for comp. groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean diff. divided by the pooled standard dev.

**First-Year Students**

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD <sup>b</sup>	SEM <sup>c</sup>	Percentiles <sup>d</sup>					Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
					5th	25th	50th	75th	95th				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>													
	WMU (N = 643)	52.3	13.0	.5	31	44	51	61	75				
	High Research Public	52.4	13.3	.1	30	44	52	61	74	17,568	-.1	.857	-.01
	Carnegie Class	53.7	13.4	.1	31	45	54	63	75	23,398	-1.3	.012	-.10
	NSSE 2010	54.1	13.6	.0	32	45	54	64	76	130,449	-1.8	.001	-.13
	Top 50%	57.2	13.1	.1	35	48	57	66	78	50,628	-4.9	.000	-.37
	Top 10%	60.5	12.9	.1	38	52	61	70	80	10,496	-8.2	.000	-.63
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
	WMU (N = 710)	41.2	15.8	.6	19	29	38	52	67				
	High Research Public	42.0	16.8	.1	19	29	42	52	71	773	-.8	.183	-.05
	Carnegie Class	42.6	16.7	.1	19	33	43	52	71	756	-1.4	.018	-.08
	NSSE 2010	43.7	16.8	.0	19	33	43	52	72	717	-2.5	.000	-.15
	Top 50%	48.1	17.0	.1	24	38	48	57	76	735	-6.9	.000	-.40
	Top 10%	52.2	17.8	.2	24	38	52	62	83	877	-11.0	.000	-.63
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
	WMU (N = 655)	33.6	17.6	.7	11	22	33	44	67				
	High Research Public	33.5	18.4	.1	11	22	28	44	67	17,760	.1	.913	.00
	Carnegie Class	33.6	18.3	.1	11	22	28	44	67	23,649	.0	.993	.00
	NSSE 2010	35.2	18.6	.1	11	22	33	44	72	661	-1.6	.021	-.09
	Top 50%	39.9	19.6	.1	11	28	39	50	78	683	-6.3	.000	-.32
	Top 10%	44.1	21.5	.3	11	28	44	56	83	851	-10.5	.000	-.50
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
	WMU (N = 614)	26.3	11.9	.5	8	17	25	34	48				
	High Research Public	28.1	13.2	.1	8	19	27	36	51	17,159	-1.8	.001	-.14
	Carnegie Class	28.6	13.2	.1	10	19	28	36	51	656	-2.3	.000	-.17
	NSSE 2010	27.9	13.5	.0	8	18	26	36	51	621	-1.6	.001	-.12
	Top 50%	31.1	13.6	.1	11	22	30	40	54	632	-4.8	.000	-.35
	Top 10%	33.6	14.0	.1	12	23	33	42	57	696	-7.3	.000	-.53
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
	WMU (N = 597)	61.7	17.8	.7	33	50	61	75	92				
	High Research Public	61.4	18.6	.1	31	50	61	75	92	16,700	.3	.745	.01
	Carnegie Class	62.3	18.7	.1	31	50	64	75	94	22,271	-.6	.437	-.03
	NSSE 2010	62.5	18.8	.1	31	50	64	75	94	123,942	-.8	.295	-.04
	Top 50%	67.2	18.0	.1	36	56	67	81	97	35,906	-5.5	.000	-.31
	Top 10%	70.8	17.9	.2	39	58	72	83	100	6,519	-9.1	.000	-.51

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

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

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

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

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

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

**Seniors**

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD <sup>b</sup>	SEM <sup>c</sup>	Percentiles <sup>d</sup>					Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
		5th	25th	50th	75th	95th							
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>													
	WMU (N = 1192)	57.2	14.2	.4	34	47	58	67	80				
	High Research Public	55.8	14.8	.1	31	46	56	66	79	34,569	1.4	.001	.10
	Carnegie Class	56.5	14.6	.1	32	47	57	67	80	43,366	.7	.103	.05
	NSSE 2010	57.6	14.4	.0	33	48	58	68	80	203,204	-.3	.438	-.02
	Top 50%	60.9	13.7	.1	38	52	61	71	82	1,234	-3.7	.000	-.27
	Top 10%	63.8	13.6	.1	41	55	65	73	85	1,386	-6.6	.000	-.48
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
	WMU (N = 1256)	50.8	16.5	.5	24	38	52	62	78				
	High Research Public	50.0	18.4	.1	24	38	48	62	81	1,370	.8	.099	.04
	Carnegie Class	50.6	18.1	.1	24	38	48	62	81	1,342	.2	.697	.01
	NSSE 2010	51.4	17.7	.0	24	38	52	62	81	1,272	-.6	.183	-.04
	Top 50%	56.6	17.2	.1	29	43	57	67	86	53,182	-5.8	.000	-.34
	Top 10%	60.3	17.9	.2	33	48	61	71	90	1,598	-9.6	.000	-.54
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
	WMU (N = 1201)	39.9	20.7	.6	11	22	39	50	80				
	High Research Public	40.6	21.2	.1	11	22	39	56	83	34,837	-.7	.258	-.03
	Carnegie Class	41.2	21.1	.1	11	28	39	56	83	43,695	-1.3	.033	-.06
	NSSE 2010	42.5	21.0	.0	11	28	39	56	83	204,849	-2.5	.000	-.12
	Top 50%	49.2	21.5	.1	17	33	47	61	89	1,271	-9.3	.000	-.43
	Top 10%	55.3	22.2	.3	22	39	56	72	94	1,710	-15.4	.000	-.70
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
	WMU (N = 1169)	37.5	17.0	.5	11	25	36	48	67				
	High Research Public	38.4	17.7	.1	11	25	37	50	69	1,260	-.9	.076	-.05
	Carnegie Class	39.9	17.9	.1	12	26	39	52	71	1,242	-2.4	.000	-.13
	NSSE 2010	40.5	18.3	.0	12	27	40	53	72	1,184	-3.1	.000	-.17
	Top 50%	47.7	18.0	.1	18	35	48	60	77	1,215	-10.2	.000	-.57
	Top 10%	55.8	17.3	.2	25	44	57	68	83	10,456	-18.3	.000	-1.06
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
	WMU (N = 1142)	54.5	18.1	.5	25	42	56	67	83				
	High Research Public	58.1	19.5	.1	25	44	58	72	92	1,237	-3.5	.000	-.18
	Carnegie Class	58.8	19.4	.1	25	44	58	72	92	1,216	-4.3	.000	-.22
	NSSE 2010	59.6	19.3	.0	28	47	61	72	92	1,157	-5.1	.000	-.26
	Top 50%	64.7	18.9	.1	33	53	67	78	94	53,217	-10.2	.000	-.54
	Top 10%	68.6	18.5	.2	36	56	69	83	100	7,958	-14.1	.000	-.76

<sup>a</sup> All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

<sup>b</sup> Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

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

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

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

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

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