



# National Survey of Student Engagement

## Inside

- 1 U.S. Institutions and Respondents
- 3 NSSE 2009 U.S. Cohort Profile
- 5 U.S. and Canadian Response Rates
- 6 Canadian Institutions and Respondents

## NSSE 2009 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, nearly 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 student 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, since 2002 the NSSE project has been supported by institutional participation fees.

About 1.1 million first-year and senior students from 640 institutions in the US and Canada were invited to participate in the 2009 NSSE administration. Of this survey population, 367,318 students responded, including 8,965 students from Canadian institutions. A list of all participating institutions is available on the NSSE Web site at: [www.nsse.iub.edu/nsse\\_2009/2009-colleges.cfm](http://www.nsse.iub.edu/nsse_2009/2009-colleges.cfm).

The trend of more institutions electing Web-based administrations continued in 2009 as 418 institutions (65%) opted for the Web-only administration mode, in which students received all contacts by e-mail and completed the survey online. The Web+ survey option was used by 180 institutions (28%). This mode includes multiple e-mail contacts and one paper questionnaire sent to a portion of nonrespondents. The remaining 42 institutions (7%) chose the paper questionnaire mode. Notably, more than half of all respondents at paper administration institutions elected to complete the survey online rather than complete and return the paper instrument. Overall, about 98% of all NSSE 2009 respondents completed the survey online.

## U.S. Institutions and Respondents

Table 1 shows how NSSE 2009 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 Far West region is slightly underrepresented in NSSE 2009, while the Southeast region is slightly overrepresented. Although NSSE 2009 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 Research Universities with high research activity are somewhat overrepresented, and Baccalaureate Colleges-Diverse Fields and Baccalaureate Colleges-Arts & Sciences are slightly underrepresented. In all, the NSSE 2009 participating institutions reflect the diversity of U.S. higher education with respect to institutional type, sector, region, and location.



University of Akron

**Table 1**  
**Profile of U.S. NSSE 2009 Institutions and Respondents Against All U.S. Baccalaureate-Granting Institutions<sup>a</sup> and their Students<sup>a</sup>**

	Institution-Level		Student-Level	
	NSSE	US <sup>b</sup>	NSSE	US <sup>b</sup>
<b>Carnegie Classification – Basic 2005<sup>c</sup></b>				
RU/VH	5%	6%	15%	21%
RU/H	10%	7%	18%	17%
DRU	6%	5%	8%	8%
Master's L	25%	22%	29%	28%
Master's M	12%	12%	9%	8%
Master's S	7%	8%	4%	4%
Bac/A&S	16%	18%	9%	7%
Bac/Diverse	19%	23%	9%	8%
<b>Sector</b>				
Public	40%	35%	57%	68%
Private	60%	65%	43%	32%
<b>Undergraduate Enrollment</b>				
Fewer than 1,000	13%	19%	3%	2%
1,000 – 2,499	32%	33%	17%	11%
2,500 – 4,999	21%	18%	18%	12%
5,000 – 9,999	15%	15%	20%	20%
10,000 – 19,999	13%	10%	26%	27%
20,000 or more	6%	5%	17%	27%
<b>Region</b>				
New England	9%	9%	7%	6%
Mid East	18%	18%	17%	17%
Great Lakes	16%	15%	16%	16%
Plains	10%	11%	10%	9%
Southeast	26%	24%	26%	23%
Southwest	9%	8%	9%	11%
Rocky Mountains	3%	3%	5%	4%
Far West	8%	10%	8%	12%
Outlying Areas	1%	2%	<1%	2%
U.S. Service Schools	<1%	<1%	<1%	<1%
<b>Location</b>				
City	49%	46%	57%	60%
Suburban	20%	24%	19%	19%
Town	22%	21%	19%	15%
Rural	9%	9%	5%	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 2008 IPEDS Institutional Characteristics File.
- c. For information on the 2005 Carnegie Classifications, see: [www.carnegiefoundation.org/classifications](http://www.carnegiefoundation.org/classifications).

Table 1 also shows the distribution of NSSE 2009 respondents and the national distribution of students by these same characteristics. At both the institution and student levels we see that NSSE 2009 participants largely reflect the U.S. undergraduate population. While small and private institutions account for a majority of institutions, more students attend large and public institutions, both in NSSE and nationally. NSSE comparison reports use weights to prevent distortions due to the presence of institutions of varying size in comparison groups.

Table 2 shows selected characteristics of NSSE 2009 U.S. respondents. The first column represents the students who responded to the survey in 2009. The second column represents the undergraduate population at NSSE 2009 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 2009 U.S. Cohort Profile

The standard NSSE sampling scheme calls for an equal number of randomly sampled first-year and senior

students at a given institution, with the sample size based on the total number of undergraduate students enrolled. Institutions participating in Web-only and Web+ administrations are afforded larger standard sample sizes than paper institutions with the same enrollment, made possible by the efficiency of Web-based data collection. In addition, many 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 2009 U.S. cohort. Only randomly selected respondents are used for institution and comparison groups in institutional reports. The NSSE 2009 cohort consists of 341,285 respondents, made up of 332,487 students sampled under the standard sampling scheme and an additional 8,798 students selected through random oversamples. The data provided in the remainder of this *NSSE 2009 Overview* are based on the NSSE 2009 U.S. cohort unless otherwise noted.

**Table 2**  
**Characteristics of NSSE 2009 Respondents, Undergraduate Population at Participating U.S. NSSE Institutions, and Undergraduate Population at All U.S. Baccalaureate-Granting Institutions<sup>a</sup>**

	NSSE 2009 Respondents	NSSE 2009 Population <sup>b</sup>	U.S. Baccalaureate Population <sup>c</sup>
<b>Gender</b>			
Male	36%	45%	44%
Female	64%	55%	56%
<b>Race/Ethnicity<sup>d</sup></b>			
African American/Black	9%	11%	12%
American Indian/Alaska Native	1%	1%	1%
Asian/Asian American/Pacific Islander	6%	6%	7%
Caucasian/White	75%	68%	67%
Hispanic	7%	10%	10%
Other	1%	1%	n/a
Multiracial/Ethnic	<1%	<1%	n/a
<b>International</b>	5%	2%	3%
<b>Enrollment Status</b>			
Full-time	89%	85%	82%
Part-time	11%	15%	18%

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

b. NSSE 2009 population data are provided by participating institutions.

c. U.S. percentages are unweighted and based on data from the 2008 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 2009 U.S. Cohort Characteristics<sup>a</sup>

## Year in School

The NSSE 2009 U.S. cohort respondents were almost equally divided between first-year (48%) and senior (52%) students.

## Gender

Women made up more than three-fifths (64%) of respondents, compared with 55% of students enrolled at NSSE 2009 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

Students 19 years of age or younger represent the largest group (40%) of respondents. About 38% of all respondents were 20-23 years old, 10% 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 35% of seniors were 24 years of age or older.

## Race and Ethnicity

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

## Living Arrangements

Overall, approximately 39% of students lived in campus housing (65% of first-year students and 16% of seniors). The next most common locations were within driving distance (40%) and within walking distance (15%). The remainder lived in a fraternity or sorority house (1%) or indicated that none of the choices applied (6%).

## Fraternity or Sorority

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

## Grades

Approximately 46% of all students report earning mostly A grades (42% of first-year students and 49% of seniors). Only 4% of students report earning mostly C grades or lower (5% of first-year students and 2% of seniors).

## Enrollment Status

About 89% of all respondents were enrolled full time (Table 2). Institutional comparison reports are weighted to adjust for the slight overrepresentation of full-time students among NSSE respondents.

## Parents' Education

Of all respondents for whom education information was provided for both parents, about 81% 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 (31%) indicated both parents having a baccalaureate or higher degree.

## Transfer Status

Approximately two-fifths (42%) 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, 70% 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, engineering, and physical sciences, while majors in arts & humanities, the social sciences, education, and other professional programs are more popular among women.

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a. Students for whom institutions did not provide class year are omitted from "Select NSSE 2009 U.S. Cohort Characteristics" findings. Percentages reported are unweighted.



Oxford College

**Table 3**  
**Primary Majors by Class and Gender at NSSE U.S. Institutions**

Major <sup>a</sup>	First-Years		Seniors	
	Male	Female	Male	Female
Arts & Humanities	12%	14%	13%	15%
Biological Sciences	8%	9%	7%	7%
Business	19%	14%	21%	17%
Education	5%	12%	5%	13%
Engineering	15%	3%	13%	2%
Physical Sciences	5%	3%	5%	3%
Professional (other)	5%	16%	4%	13%
Social Sciences	10%	14%	11%	17%
Other	18%	12%	20%	14%
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: [www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165](http://www.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 2009 Codebook*.

## U.S. and Canadian Response Rates

The average institutional response rate for NSSE 2009 was 36% (Table 4). The highest institutional response rate was 81%, with 70% of institutions achieving a response rate between 22% and 50%. The average institutional response rate 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) was 31%. Fewer than half of the students responding at these institutions completed the paper survey, while 54% elected

to complete NSSE online. The average institutional response rate for NSSE 2009 Web-only institutions (institutions where students were invited by e-mail to complete the survey online) was 37%. Institutions participating using the Web+ mode of administration recorded an average institutional response rate of 34%.

Additional information about response rates, including response rates for your institution, is provided in the *NSSE 2009 Respondent Characteristics* report.

**Table 4**  
**NSSE 2009 Participation and Response Information by Survey Administration Mode<sup>a</sup>**

Survey Administration Mode	Number of Institutions <sup>b</sup>	Average Institutional Response Rate	% of Students Responding via Web
Paper	39	31%	54%
Web-only	412	37%	100%
Web+	179	34%	96%
<b>All Institutions</b>	<b>630</b>	<b>36%</b>	<b>98%</b>

a. Response rates and percent of students responding via Web are based on randomly sampled participants only.  
b. Table does not include results for 10 NSSE 2009 institutions that participated as part of a special research program.

## Canadian Institutions and Respondents

Fourteen Canadian institutions from six provinces participated in NSSE 2009. Of these, four institutions were from Ontario, four were from British Columbia, three were from Nova Scotia, and one each was from Quebec, Alberta, and New Brunswick. All Canadian institutions participated via the Web-only administration mode.

### Response Rates

The average Canadian institutional response rate for NSSE 2009 was 43%, with the highest rate achieved being 63%.

### Student Overview

More than 22,000 Canadian students were invited to participate and the total number of respondents was 8,965 (Table 5). Women made up 67% of the respondents. About 85% of respondents were enrolled full-time. Of all respondents, 23% were enrolled in a social science major, 15% in an arts & humanities major, 15% in business, and 9% in biological sciences.

### Summary of Ethno-Cultural Categories

The majority of students providing ethno-cultural information identified themselves as White (76%). Additionally, 11% identified as Chinese, 4% as South Asian, 3% as Black, and 2% each self-identified as North American Indian, Filipino, Southeast Asian, or Arab. 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, see [www.statcan.gc.ca/](http://www.statcan.gc.ca/) for additional details.



Ryerson University

### Age

Students 19 years old or younger represented the largest group (43%). About 39% of respondents were between 20 and 23 years old and 11% were between the ages of 24 and 29.

**Table 5**  
**Characteristics of Canadian NSSE 2009 Respondents<sup>a</sup>**

NSSE 2009 Respondents at Canadian Institutions		N=8,965
<b>Gender</b>		
Male		33%
Female		67%
<b>Enrollment Status</b>		
Full-time		85%
Part-time		16%
<b>Major</b>		
Arts & Humanities		15%
Biological Sciences		9%
Business		15%
Education		3%
Engineering		3%
Physical Sciences		4%
Professional (other)		10%
Social Sciences		23%
Other		18%
Undecided		1%

a. Percentages are unweighted.



## National Survey of Student Engagement

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## NSSE 2009 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.

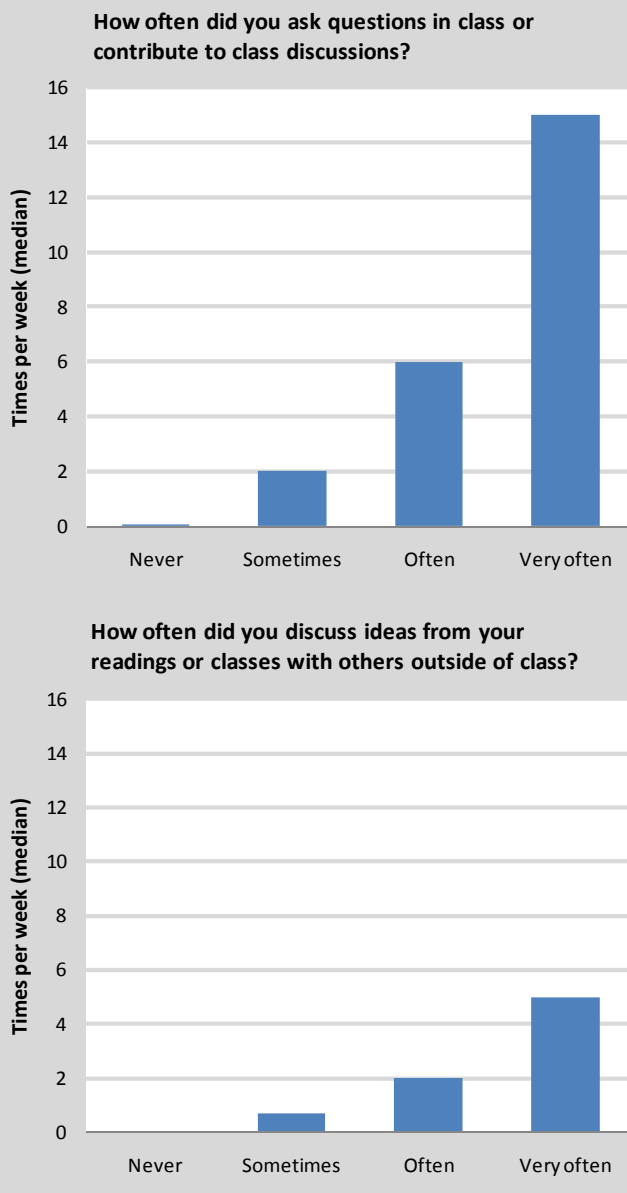
## Reliability

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).

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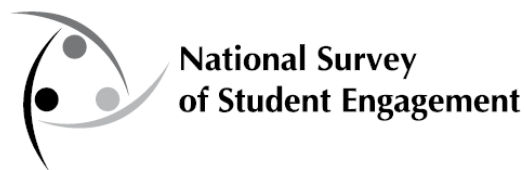
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**National Survey  
of Student Engagement**

**Western Michigan University**

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**Respondent Characteristics**

August 2009

	WMU		High Research		Carnegie Class		NSSE 2009	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>								
Overall	25%		25%		29%		31%	
By class	20%	29%	23%	27%	26%	31%	29%	34%
NSSE sample size <sup>b</sup>	2,571	2,564	20,548	18,558	93,536	95,635	555,611	518,812
<b>Sampling Error<sup>c</sup></b>								
Overall	2.5%		0.9%		0.4%		0.1%	
By class	4.0%	3.1%	1.3%	1.3%	0.6%	0.5%	0.2%	0.2%
Number of respondents <sup>b</sup>	526	753	4,757	5,076	24,537	29,505	158,665	175,183
Total population	4,959	3,122	36,148	41,047	142,611	150,285	715,078	705,571
<b>Student Characteristics<sup>d</sup></b>								
<i>Mode of Completion</i>								
Paper	0%	0%	0%	0%	1%	1%	2%	2%
Web	100%	100%	100%	100%	99%	99%	98%	98%
<i>Enrollment Status<sup>e</sup></i>								
Full-time	95%	82%	96%	85%	97%	84%	95%	84%
Less than full-time	5%	18%	4%	15%	3%	16%	5%	16%
<i>Gender<sup>e</sup></i>								
Female	59%	53%	64%	56%	58%	57%	64%	64%
Male	41%	47%	36%	44%	42%	43%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	0%	0%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	3%	4%	10%	7%	9%	7%	6%	5%
Black/African American	5%	4%	7%	6%	7%	7%	8%	7%
White (non-Hispanic)	78%	81%	65%	70%	68%	70%	68%	70%
Mexican/Mexican American	1%	1%	4%	3%	2%	2%	3%	3%
Puerto Rican	0%	0%	0%	1%	1%	1%	1%	1%
Other Hispanic or Latino	4%	1%	3%	2%	2%	2%	3%	3%
Multiracial	1%	1%	4%	2%	3%	2%	3%	2%
Other	1%	0%	1%	1%	2%	1%	2%	1%
I prefer not to respond	6%	8%	5%	7%	5%	7%	5%	6%
<i>International Student</i>	6%	3%	6%	6%	7%	5%	6%	5%
<i>Place of Residence</i>								
On-campus <sup>f</sup>	78%	6%	52%	4%	68%	14%	67%	17%
<i>Transfer Status</i>								
Transfer students	13%	49%	10%	44%	8%	40%	9%	42%
<i>Age</i>								
Non-traditional (24 or older)	4%	36%	3%	41%	3%	31%	7%	35%
Traditional (less than 24)	96%	64%	97%	59%	97%	69%	93%	65%

<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."

## High Research Comparison Group

This report displays the 2009 comparison group 1 institutions for Western Michigan University. The institutions listed below are represented in the 'High Research' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### COMPARISON GROUP 1 INSTITUTIONS

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#### Institution Name

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100858 Auburn University  
147703 Northern Illinois University  
151111 Indiana University Purdue University-Indianapolis  
157289 University of Louisville  
182281 University of Nevada-Las Vegas  
200800 The University of Akron  
206084 University of Toledo  
207388 Oklahoma State University  
209551 University of Oregon  
216339 Temple University  
220862 University of Memphis  
225511 University of Houston  
228769 The University of Texas at Arlington  
228796 The University of Texas at El Paso  
229115 Texas Tech University  
232186 George Mason University  
234030 Virginia Commonwealth University  
243221 University of Puerto Rico-Rio Piedras Campus

## Carnegie Class Comparison Group

This report displays the 2009 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.

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### COMPARISON GROUP 2 INSTITUTIONS

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#### Institution Name

---

100858 Auburn University  
102614 University of Alaska Fairbanks  
126775 Colorado School of Mines  
127060 University of Denver  
131283 The Catholic University of America  
131520 Howard University  
133881 Florida Institute of Technology  
138947 Clark Atlanta University  
145725 Illinois Institute of Technology  
146719 Loyola University Chicago  
147703 Northern Illinois University  
151111 Indiana University Purdue University-Indianapolis

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**COMPARISON GROUP 2 INSTITUTIONS, continued**

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**Institution Name**

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156125 Wichita State University  
157289 University of Louisville  
163268 University of Maryland-Baltimore County  
164924 Boston College  
165334 Clark University  
167358 Northeastern University  
171128 Michigan Technological University  
176017 University of Mississippi  
176372 University of Southern Mississippi  
178402 University of Missouri-Kansas City  
178420 University of Missouri-St. Louis  
179159 Saint Louis University  
180489 The University of Montana  
182281 University of Nevada-Las Vegas  
182290 University of Nevada, Reno  
186867 Stevens Institute of Technology  
190044 Clarkson University  
194541 Polytechnic Institute of New York University  
196413 Syracuse University  
200280 University of North Dakota  
200332 North Dakota State University  
200800 The University of Akron  
201441 Bowling Green State University  
204024 Miami University-Oxford  
206084 University of Toledo  
206604 Wright State University  
207388 Oklahoma State University  
209551 University of Oregon  
212054 Drexel University  
213543 Lehigh University  
216339 Temple University  
217882 Clemson University  
220862 University of Memphis  
225511 University of Houston  
228769 The University of Texas at Arlington  
228787 The University of Texas at Dallas  
228796 The University of Texas at El Paso  
229115 Texas Tech University  
230038 Brigham Young University  
232186 George Mason University  
234030 Virginia Commonwealth University  
240727 University of Wyoming  
243221 University of Puerto Rico-Rio Piedras Campus  
University of Southern Mississippi  
University of Toledo  
University of Wyoming  
Virginia Commonwealth University  
Wichita State University  
Wright State University



# National Survey of Student Engagement

## Western Michigan University

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Mean Comparisons

August 2009

# 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 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. For more information about weighting go to:

[www.nsse.iub.edu/2009\\_Institutional\\_Report/NSSE\\_2009\\_Weighting.cfm](http://www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm).

## 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. It is recommended to 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 2009 Mean Comparisons  
NSSEville State University**

*NSSEville State compared with:*

Variable	Bench- mark	Class	NSSEville State			Mid East Public			Carnegie Class			NSSE 2009			
			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>	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>															
1. <b>Academic and Intellectual Experiences</b>															
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY 2.94	2.61 ***	.40	2.64 ***	.35	2.78 ***	.18	2.91 ***	.39	3.07 ***	.21		
			SR 3.25	2.90 ***	.39	2.91 ***	.39	3.07 ***	.21						
b. Made a class presentation	CLPRESEN	ACL	FY 2.22	2.11 **	.14	2.14 *	.10	2.27	-.07						
			SR 3.11	2.65 ***	.54	2.65 ***	.54	2.80 ***	.36						
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY 2.73	2.50 ***	.23	2.56 ***	.18	2.65 *	.08						
			SR 2.36	2.32	.04	2.34	.03	2.47 **	-.11						
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY 3.27	2.93 ***	.42	2.98 ***	.36	3.06 ***	.26						
			SR 3.40	3.22 ***	.24	3.23 ***	.23	3.30 ***	.14						
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY 2.88	2.67 ***	.23	2.72 ***	.18	2.78 *	.11						
			SR 2.89	2.72 ***	.19	2.72 ***	.19	2.81 *	.09						
f. Come to class without completing readings or assignments	CLUNPREP		FY 1.96	2.07 **	-.14	2.05 **	-.12	2.01	-.07						
			SR 2.07	2.22 ***	-.18	2.21 ***	-.18	2.10	-.04						

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 2009 Mean Comparisons  
Western Michigan University

				WMU compared with:											
				WMU			Selected Peers			Carnegie Class			NSSE 2009		
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	2.73		.01	2.75		-.02	2.84	**	-.12		
				SR	2.98		-0.04	3.03		-0.07	3.11	***	-.15		
b.	Made a class presentation	CLPRESEN	ACL	FY	2.07	*	-.10	2.18	***	-.14	2.27	***	-.25		
				SR	2.64		-.08	2.73	**	-.10	2.78	***	-.16		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.54	*	-.10	2.62		-.09	2.69	***	-.15		
				SR	2.36		-.14	2.44	*	-.09	2.49	***	-.13		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.00		-.06	3.07	*	-.09	3.10	**	-.13		
				SR	3.23		-.06	3.29	*	-.07	3.34	***	-.14		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.72	*	-.09	2.79		-.08	2.80	*	-.10		
				SR	2.70		-.08	2.76		-.06	2.84	***	-.15		
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.10		.02	2.09		.01	2.03	*	.09		
				SR	2.17		.00	2.19		-.02	2.13		.05		
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.53	**	.12	2.42	**	.13	2.44	*	.10		
				SR	2.64		.08	2.53	**	.12	2.55	**	.10		
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.41		.05	2.45		-.05	2.44		-.04		
				SR	2.75		-.05	2.83	*	-.09	2.76		-.02		
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.58		-.04	2.64		-.07	2.63		-.06		
				SR	2.91		-.05	2.96		-.07	2.95		-.05		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.59	*	-.11	1.73	***	-.16	1.69	*	-.11		
				SR	1.74		-.12	1.89	***	-.16	1.86	***	-.13		
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.52		.07	1.54		-.02	1.56		-.05		
				SR	1.60		-.04	1.65		-.05	1.71	***	-.11		

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

				<i>WMU compared with:</i>										
				WMU		Selected Peers			Carnegie Class			NSSE 2009		
	<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	2.71		.00	2.69		.02	2.64		.06	
				SR	2.75	**	-.12	2.87	***	-.12	2.87	**	-.12	
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.21		.09	3.16		.06	3.17		.05	
				SR	3.33	*	-.10	3.41	**	-.12	3.42	**	-.13	
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.67		.09	2.59		.08	2.64		.03	
				SR	2.79		.02	2.78		.01	2.83		-.04	
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.25		.08	2.16	*	.10	2.20		.06	
				SR	2.31		-.03	2.37		-.07	2.42	**	-.11	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.81		-.03	1.84		-.04	1.88		-.08	
				SR	1.98		-.07	2.06	*	-.08	2.08	**	-.11	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.56		-.04	2.62		-.07	2.68	**	-.14	
				SR	2.63	*	-.08	2.73	***	-.13	2.81	***	-.22	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.64		-.03	2.64		-.01	2.68		-.05	
				SR	2.64	**	-.12	2.71	*	-.08	2.74	**	-.12	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.54		-.04	1.60		-.07	1.64	**	-.11	
				SR	1.69	*	-.08	1.81	***	-.13	1.82	***	-.14	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.75		.02	2.75		.01	2.76		-.01	
				SR	2.91		.01	2.89		.02	2.90		.00	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.52		-.09	2.62	*	-.09	2.62	*	-.10	
				SR	2.52	***	-.23	2.71	***	-.19	2.70	***	-.18	
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	2.74		.05	2.72		.03	2.72		.03	
				SR	2.63	***	-.13	2.76	***	-.13	2.76	***	-.13	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

				WMU compared with:											
				WMU			Selected Peers			Carnegie Class			NSSE 2009		
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.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	3.11	2.98	**	.15	2.96	***	.18	2.93	***	.21		
			SR	2.88	2.82		.06	2.79	**	.09	2.77	**	.11		
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.07	3.12		-.06	3.15	*	-.10	3.14	*	-.09		
			SR	3.16	3.27	***	-.15	3.28	***	-.16	3.28	***	-.16		
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.76	2.91	***	-.18	2.93	***	-.21	2.93	***	-.20		
			SR	2.89	3.05	***	-.19	3.06	***	-.20	3.08	***	-.23		
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	2.72	2.90	***	-.21	2.91	***	-.22	2.93	***	-.24		
			SR	2.82	3.02	***	-.23	3.01	***	-.22	3.03	***	-.25		
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	LAC	3.01	3.04		-.04	3.08		-.09	3.08		-.08		
			SR	3.14	3.22	**	-.10	3.23	**	-.11	3.24	**	-.12		
<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.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.22	3.19		.03	3.26		-.04	3.26		-.04		
			SR	3.14	3.13		.00	3.16		-.02	3.19		-.05		
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.08	2.06		.02	2.06		.02	2.09		.00		
			SR	2.15	2.19		-.05	2.20		-.06	2.21		-.06		
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	1.27	1.29		-.02	1.28		-.01	1.30		-.03		
			SR	1.62	1.63		-.01	1.64		-.02	1.65		-.03		
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	2.23	2.22		.01	2.30	*	-.09	2.28		-.06		
			SR	2.46	2.45		.00	2.50		-.04	2.55	*	-.10		
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	3.16	2.90	***	.26	3.03	*	.12	3.04	*	.11		
			SR	3.16	2.88	***	.24	2.97	***	.17	2.99	***	.14		

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

			WMU compared with:										
			WMU		Selected Peers			Carnegie Class			NSSE 2009		
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>4. Problem Sets</b>													
<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>													
a.	Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	FY	2.73	2.70	.03	2.70		.02	2.69		.03	
			SR	2.75	2.64	*	.09	2.63	**	.10	2.61	**	.11
b.	Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	FY	3.00	2.74	***	.22	2.76	***	.20	2.75	***	.21
			SR	2.52	2.38	**	.12	2.35	***	.14	2.34	***	.14
<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 challenged you to do your best work.	EXAMS	FY	5.31	5.39		-.07	5.46	**	-.13	5.45	**	-.12
			SR	5.40	5.42		-.01	5.45		-.04	5.46		-.04
<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, theatre or other performance	ATDART07	FY	2.38	2.11	***	.30	2.17	***	.23	2.18	***	.22
			SR	2.04	2.03		.01	2.06		-.03	2.05		-.02
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.92	2.74	***	.17	2.83		.09	2.82	*	.10
			SR	2.68	2.66		.03	2.75		-.06	2.73		-.04
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	1.84	1.99	**	-.14	2.07	***	-.20	2.08	***	-.22
			SR	1.92	2.10	***	-.16	2.16	***	-.21	2.15	***	-.20
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.59	2.59		.00	2.61		-.02	2.62		-.04
			SR	2.64	2.69		-.06	2.71	*	-.08	2.73	**	-.11
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.72	2.77		-.06	2.78		-.07	2.80	*	-.10
			SR	2.77	2.86	*	-.10	2.86	**	-.10	2.88	**	-.12
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.89	2.84		.06	2.87		.03	2.88		.01
			SR	2.86	2.89		-.04	2.91		-.05	2.92		-.07
<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>													
<b>7. Enriching Educational Experiences</b>													
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.05	.07	-.07	.07		-.07	.08	*	-.10
			SR	.43	.47	*	-.08	.53	***	-.18	.52	***	-.18

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

				WMU compared with:											
				WMU			Selected Peers			Carnegie Class			NSSE 2009		
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>		
b. Community service or volunteer work	VOLNTR04	EEE	FY	.32	.36		-.07	.39	**	-.14	.40	**	-.14		
			SR	.51	.55		-.07	.59	***	-.17	.60	***	-.17		
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	.19		-.07	.20	*	-.09	.18		-.03		
			SR	.24	.25		.00	.26		-.03	.26		-.04		
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.03	.05		-.06	.05		-.06	.05	*	-.08		
			SR	.13	.16	*	-.09	.20	***	-.17	.19	***	-.16		
e. Foreign language coursework	FORLNG04	EEE	FY	.19	.19		.00	.21		-.06	.22		-.06		
			SR	.33	.38	**	-.11	.42	***	-.18	.41	***	-.17		
f. Study abroad	STDABR04	EEE	FY	.03	.03		.00	.03		.01	.03		-.02		
			SR	.10	.12	*	-.07	.16	***	-.17	.15	***	-.16		
g. Independent study or self-designed major	INDSTD04	EEE	FY	.03	.03		-.03	.03		-.03	.04		-.07		
			SR	.10	.15	***	-.15	.17	***	-.19	.17	***	-.19		
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.02	.02		-.06	.02		-.04	.02		-.04		
			SR	.21	.27	***	-.13	.34	***	-.27	.34	***	-.26		
				<i>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</i>											
<b>8. Quality of Relationships</b>															
a. Relationships with <b>other students</b>	ENVSTU	SCE	FY	5.47	5.39		.05	5.45		.01	5.47		.00		
			SR	5.46	5.52		-.05	5.55		-.07	5.59	**	-.10		
				<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>											
b. Relationships with <b>faculty members</b>	ENVFAC	SCE	FY	5.03	5.03		.00	5.09		-.05	5.21	**	-.14		
			SR	5.18	5.23		-.04	5.30	*	-.08	5.42	***	-.18		
				<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>											
c. Relationships with <b>administrative personnel and offices</b>	ENVADM	SCE	FY	4.79	4.56	**	.15	4.61	*	.12	4.74		.03		
			SR	4.48	4.42		.04	4.48		.00	4.60		-.07		

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

				WMU compared with:										
				WMU		Selected Peers			Carnegie Class			NSSE 2009		
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	4.03	4.08	-.03	4.23	*	-.12	4.17		-.08	
				SR	4.32	4.17	*	.08		.04	4.23		.05	
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.70	1.46	***	.19	1.52	*	.15	1.53	*	.14
				SR	1.86	1.75		.07	1.87		-.01	1.83		.02
c.	Working for pay <b>off campus</b>	WORKOF01		FY	1.78	2.48	***	-.32	2.15	***	-.18	2.35	***	-.26
				SR	3.93	3.86		.02	3.53	***	.14	3.74		.07
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.16	2.19		-.01	2.33	*	-.10	2.30		-.08
				SR	2.04	2.00		.03	2.14		-.07	2.11		-.05
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	4.08	3.85	**	.14	3.89	*	.12	3.81	***	.17
				SR	3.70	3.48	***	.15	3.56	*	.09	3.53	**	.11
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.50	1.81	***	-.20	1.63	*	-.09	1.84	***	-.20
				SR	2.02	2.49	***	-.21	2.29	***	-.12	2.47	***	-.19
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.39	2.46		-.07	2.34		.04	2.32		.06
				SR	2.39	2.58	***	-.18	2.45		-.06	2.39		-.01
<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	3.10	3.08		.02	3.13		-.04	3.14		-.05
				SR	3.09	3.10		-.02	3.13		-.05	3.13		-.06
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.02	2.99		.05	3.04		-.02	3.08		-.07
				SR	2.75	2.83	*	-.09	2.87	***	-.14	2.94	***	-.22
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.63	2.68		-.04	2.69		-.06	2.73		-.09
				SR	2.28	2.55	***	-.27	2.51	***	-.23	2.55	***	-.26

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

				WMU compared with:											
				WMU			Selected Peers			Carnegie Class			NSSE 2009		
	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	2.21		.02	2.23		-.02	2.28		-.07		
SR				1.65	1.94	***	-.31	1.96	***	-.33	2.00	***	-.36		
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.47		.05	2.48		-.01	2.50		-.04		
SR				2.04	2.19	***	-.16	2.22	***	-.19	2.23	***	-.21		
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.80		-.02	2.88		-.09	2.85		-.06		
SR				2.52	2.64	***	-.12	2.68	***	-.17	2.63	**	-.11		
g.	Using computers in academic work	ENVCOMPT		FY	3.27		-.09	3.35	*	-.10	3.33		-.08		
SR				3.40	3.48	*	-.10	3.48	*	-.10	3.47	*	-.09		

*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	3.08		-.03	3.15		-.09	3.17	*	-.11
SR				3.09	3.22	***	-.16	3.23	***	-.18	3.25	***	-.20
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.80		.04	2.82		-.03	2.82		-.03
SR				3.10	3.04		.07	3.06		.04	3.06		.04
c.	Writing clearly and effectively	GNWRITE		FY	2.83		-.15	2.97	**	-.16	3.02	***	-.22
SR				2.95	3.07	***	-.14	3.06	***	-.14	3.11	***	-.19
d.	Speaking clearly and effectively	GNSPEAK		FY	2.62		-.20	2.79	***	-.18	2.84	***	-.24
SR				2.78	2.96	***	-.20	2.95	***	-.19	2.99	***	-.23
e.	Thinking critically and analytically	GNANALY		FY	3.07		-.15	3.22	***	-.20	3.23	***	-.20
SR				3.27	3.32		-.07	3.35	**	-.11	3.36	***	-.13
f.	Analyzing quantitative problems	GNQUANT		FY	2.84		-.11	2.98	**	-.16	2.96	**	-.15
SR				3.03	3.08		-.05	3.09		-.07	3.08		-.05
g.	Using computing and information technology	GNCMPTS		FY	3.06		.03	3.05		.01	3.05		.01
SR				3.14	3.23	**	-.11	3.22	*	-.09	3.21	*	-.08
h.	Working effectively with others	GNOTHERS		FY	2.93		.00	2.97		-.05	3.01		-.08
SR				3.06	3.12	*	-.07	3.14	**	-.10	3.16	**	-.12

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Western Michigan University**

				WMU compared with:									
				WMU		Selected Peers		Carnegie Class			NSSE 2009		
	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.	Voting in local, state, or national elections	GNCITIZN	FY	2.89	2.59	***	.28	2.58	***	.30	2.57	***	.30
			SR	2.28	2.31		-.02	2.30		-.01	2.33		-.05
j.	Learning effectively on your own	GNINQ	FY	3.08	2.96	**	.15	2.98	*	.12	2.99	*	.10
			SR	2.88	3.02	***	-.16	3.03	***	-.17	3.05	***	-.20
k.	Understanding yourself	GNSELF	FY	2.87	2.77	*	.11	2.79		.09	2.83		.05
			SR	2.59	2.76	***	-.16	2.77	***	-.18	2.82	***	-.23
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.68	2.72		-.04	2.68		.00	2.71		-.03
			SR	2.46	2.70	***	-.24	2.63	***	-.17	2.67	***	-.21
m.	Solving complex real-world problems	GNPROBSV	FY	2.71	2.68		.03	2.71		.00	2.72		-.01
			SR	2.70	2.78	*	-.09	2.81	**	-.11	2.80	**	-.11
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.65	2.64		.01	2.70		-.04	2.72		-.07
			SR	2.52	2.66	***	-.14	2.70	***	-.17	2.72	***	-.20
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.37	2.40		-.04	2.48	*	-.12	2.50	**	-.13
			SR	2.21	2.41	***	-.20	2.47	***	-.25	2.50	***	-.28
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.99	2.04		-.05	2.12	**	-.12	2.17	***	-.17
			SR	1.64	1.81	***	-.17	1.91	***	-.25	1.96	***	-.29
<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	2.95	2.96		-.02	2.99		-.05	3.05	*	-.12
			SR	2.70	2.75		-.06	2.80	*	-.10	2.89	***	-.20
<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	3.14	3.14		.00	3.20		-.08	3.21	*	-.10
			SR	3.04	3.13	**	-.12	3.19	***	-.20	3.22	***	-.23
<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	3.21	3.20		.01	3.24		-.04	3.23		-.03
			SR	3.10	3.14		-.06	3.18	**	-.10	3.20	**	-.12

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.



**National Survey  
of Student Engagement**

**NSSE 2009 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	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009	WMU compared with:			WMU compared with:		
																	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009
CLQUEST	520	2.73	2.73	2.75	2.84	.04	.01	.01	.00	.81	.85	.85	.85	597	15,464	75,525	.862	.733	.005	.01	-.02	-.12
CLPRESENT	519	2.07	2.15	2.18	2.27	.03	.01	.01	.00	.72	.82	.79	.81	608	562	527	.013	.001	.000	-.10	-.14	-.25
REWROPAP	521	2.54	2.64	2.62	2.69	.04	.01	.01	.00	.98	1.00	.99	.98	8,417	15,429	75,389	.023	.055	.000	-.10	-.09	-.15
INTEGRAT	518	3.00	3.05	3.07	3.10	.03	.01	.01	.00	.79	.81	.79	.79	8,449	15,491	525	.187	.041	.003	-.06	-.09	-.13
DIVCLASS	525	2.72	2.80	2.79	2.80	.04	.01	.01	.00	.88	.90	.88	.88	8,446	15,472	75,535	.047	.071	.026	-.09	-.08	-.10
CLUNPREP	524	2.10	2.08	2.09	2.03	.03	.01	.01	.00	.75	.79	.79	.78	8,455	15,501	75,629	.640	.774	.047	.02	.01	.09
CLASSGRP	524	2.53	2.43	2.42	2.44	.03	.01	.01	.00	.79	.86	.86	.86	608	567	532	.004	.002	.013	.12	.13	.10
OCCGRP	526	2.41	2.36	2.45	2.44	.04	.01	.01	.00	.88	.90	.88	.89	8,468	15,534	75,881	.299	.228	.366	.05	-.05	-.04
INTIDEAS	482	2.58	2.62	2.64	2.63	.04	.01	.01	.00	.77	.82	.81	.82	7,977	14,650	489	.405	.112	.199	-.04	-.07	-.06
TUTOR	486	1.59	1.69	1.73	1.69	.04	.01	.01	.00	.80	.85	.86	.85	8,009	14,691	71,736	.017	.001	.018	-.11	-.16	-.11
COMMPROJ	483	1.52	1.46	1.54	1.56	.04	.01	.01	.00	.77	.78	.82	.82	7,954	14,597	71,360	.137	.595	.245	.07	-.02	-.05
ITACADEM	484	2.71	2.70	2.69	2.64	.04	.01	.01	.00	.98	1.02	1.02	1.03	8,005	14,693	490	.931	.684	.166	.00	.02	.06
EMAIL	486	3.21	3.14	3.16	3.17	.04	.01	.01	.00	.78	.83	.81	.81	7,998	14,681	71,712	.067	.181	.260	.09	.06	.05
FACGRADE	486	2.67	2.59	2.59	2.64	.04	.01	.01	.00	.91	.89	.88	.87	8,001	14,682	71,668	.058	.068	.570	.09	.08	.03
FACPLANS	483	2.25	2.18	2.16	2.20	.04	.01	.01	.00	.92	.91	.90	.90	7,998	514	71,681	.084	.032	.195	.08	.10	.06
FACIDEAS	484	1.81	1.83	1.84	1.88	.04	.01	.01	.00	.86	.89	.88	.90	8,007	14,698	71,774	.541	.379	.074	-.03	-.04	-.08
FACFEED	472	2.56	2.59	2.62	2.68	.04	.01	.01	.00	.83	.86	.85	.84	7,853	14,426	70,426	.405	.111	.002	-.04	-.07	-.14
WORKHARD	472	2.64	2.66	2.64	2.68	.04	.01	.01	.00	.82	.86	.85	.85	7,843	14,409	70,436	.572	.846	.252	-.03	-.01	-.05
FACOTHER	470	1.54	1.57	1.60	1.64	.04	.01	.01	.00	.79	.83	.84	.86	7,826	505	476	.400	.098	.009	-.04	-.07	-.11
OOCIDEAS	470	2.75	2.73	2.75	2.76	.04	.01	.01	.00	.85	.88	.88	.87	537	14,412	70,399	.635	.891	.814	.02	.01	-.01
DIVRSTUD	472	2.52	2.62	2.62	2.62	.05	.01	.01	.00	1.00	1.03	1.02	1.02	7,855	14,427	70,457	.055	.047	.037	-.09	-.09	-.10
DIFFSTU2	473	2.74	2.69	2.72	2.72	.04	.01	.01	.00	.96	.99	.98	.98	7,868	14,447	70,533	.270	.582	.584	.05	.03	.03
MEMORIZE	468	3.11	2.98	2.96	2.93	.04	.01	.01	.00	.82	.85	.85	.86	7,831	14,367	69,976	.002	.000	.000	.15	.18	.21
ANALYZE	464	3.07	3.12	3.15	3.14	.03	.01	.01	.00	.73	.79	.77	.78	533	498	470	.181	.028	.043	-.06	-.10	-.09
SYNTHESZ	462	2.76	2.91	2.93	2.93	.04	.01	.01	.00	.85	.84	.84	.84	7,791	492	467	.000	.000	.000	-.18	-.21	-.20
EVALUATE	463	2.72	2.90	2.91	2.93	.04	.01	.01	.00	.86	.84	.84	.85	520	492	468	.000	.000	.000	-.21	-.22	-.24
APPLYING	463	3.01	3.04	3.08	3.08	.04	.01	.01	.00	.85	.86	.84	.84	7,818	14,347	69,901	.377	.064	.081	-.04	-.09	-.08
READASGN	461	3.22	3.19	3.26	3.26	.04	.01	.01	.00	.93	.98	.98	.98	7,802	14,317	69,815	.468	.431	.414	.03	-.04	-.04

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

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

<sup>c</sup> A measure of the average 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, and dividing the result by the pooled standard deviation.



## NSSE 2009 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	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009	WMU compared with:			WMU compared with:		
																	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009
READOWN	460	2.08	2.06	2.06	2.09	.05	.01	.01	.00	.97	.93	.92	.93	7,792	14,310	69,769	.682	.661	.918	.02	.02	.00
WRITEMOR	460	1.27	1.29	1.28	1.30	.03	.01	.01	.00	.65	.69	.67	.71	7,771	14,283	69,662	.670	.821	.497	-.02	-.01	-.03
WRITEMID	461	2.23	2.22	2.30	2.28	.03	.01	.01	.00	.71	.84	.83	.84	543	502	468	.850	.036	.130	.01	-.09	-.06
WRITESML	462	3.16	2.90	3.03	3.04	.05	.01	.01	.00	1.05	1.01	1.04	1.04	7,795	14,314	69,747	.000	.012	.021	.26	.12	.11
PROBSETA	458	2.73	2.70	2.70	2.69	.05	.01	.01	.00	1.16	1.12	1.11	1.11	7,773	486	69,540	.572	.657	.463	.03	.02	.03
PROBSETB	459	3.00	2.74	2.76	2.75	.06	.01	.01	.00	1.21	1.21	1.21	1.21	7,781	14,279	69,558	.000	.000	.000	.22	.20	.21
EXAMS	459	5.31	5.39	5.46	5.45	.05	.01	.01	.00	1.07	1.19	1.15	1.16	531	494	465	.115	.005	.006	-.07	-.13	-.12
ATDART07	452	2.38	2.11	2.17	2.18	.05	.01	.01	.00	.98	.92	.91	.92	501	477	456	.000	.000	.000	.30	.23	.22
EXRCSE05	451	2.92	2.74	2.83	2.82	.05	.01	.01	.00	.99	1.05	1.02	1.04	515	14,159	457	.000	.070	.031	.17	.09	.10
WORSHPO5	451	1.84	1.99	2.07	2.08	.05	.01	.01	.00	1.05	1.09	1.12	1.12	7,699	485	457	.003	.000	.000	-.14	-.20	-.22
OWNVIEW	453	2.59	2.59	2.61	2.62	.04	.01	.01	.00	.88	.89	.89	.89	7,714	14,139	68,738	.973	.636	.438	.00	-.02	-.04
OTHRVIEW	451	2.72	2.77	2.78	2.80	.04	.01	.01	.00	.86	.87	.86	.86	7,713	14,144	68,806	.251	.129	.036	-.06	-.07	-.10
CHNGVIEW	452	2.89	2.84	2.87	2.88	.04	.01	.01	.00	.79	.84	.83	.84	517	485	458	.225	.535	.801	.06	.03	.01
INTERN04	448	.05	.07	.07	.08	.01	.00	.00	.00	.22	.25	.25	.26	524	487	456	.116	.125	.015	-.07	-.07	-.10
VOLNTR04	444	.32	.36	.39	.40	.02	.01	.00	.00	.47	.48	.49	.49	502	475	449	.146	.002	.002	-.07	-.14	-.14
LRNCOM04	443	.16	.19	.20	.18	.02	.00	.00	.00	.37	.39	.40	.38	506	477	67,508	.148	.048	.466	-.07	-.09	-.03
RESRCH04	445	.03	.05	.05	.05	.01	.00	.00	.00	.18	.21	.21	.22	523	485	453	.134	.127	.031	-.06	-.06	-.08
FORLNG04	448	.19	.19	.21	.22	.02	.00	.00	.00	.39	.39	.41	.41	7,575	480	454	.999	.223	.167	.00	-.06	-.06
STDABR04	447	.03	.03	.03	.03	.01	.00	.00	.00	.16	.16	.16	.17	7,549	13,894	67,632	.926	.823	.720	.00	.01	-.02
INDSTD04	443	.03	.03	.03	.04	.01	.00	.00	.00	.16	.17	.17	.19	7,552	13,881	451	.487	.509	.089	-.03	-.03	-.07
SNRX04	448	.02	.02	.02	.02	.01	.00	.00	.00	.12	.15	.14	.14	539	13,943	67,824	.140	.373	.412	-.06	-.04	-.04
ENVSTU	445	5.47	5.39	5.45	5.47	.07	.02	.01	.01	1.39	1.37	1.36	1.37	7,562	13,916	67,715	.272	.841	.918	.05	.01	.00
ENVFAC	446	5.03	5.03	5.09	5.21	.06	.02	.01	.01	1.25	1.35	1.31	1.32	7,567	13,916	452	.967	.326	.002	.00	-.05	-.14
ENVADM	445	4.79	4.56	4.61	4.74	.07	.02	.01	.01	1.47	1.56	1.53	1.53	7,558	13,904	67,669	.002	.016	.495	.15	.12	.03
ACADPR01	445	4.03	4.08	4.23	4.17	.07	.02	.01	.01	1.57	1.62	1.63	1.64	7,514	476	451	.551	.012	.069	-.03	-.12	-.08
WORKON01	445	1.70	1.46	1.52	1.53	.07	.01	.01	.00	1.48	1.24	1.25	1.23	484	465	448	.001	.010	.012	.19	.15	.14
WORKOF01	444	1.78	2.48	2.15	2.35	.08	.03	.02	.01	1.75	2.20	2.01	2.24	535	483	453	.000	.000	.000	-.32	-.18	-.26
COCURR01	444	2.16	2.19	2.33	2.30	.07	.02	.01	.01	1.56	1.58	1.59	1.61	7,516	475	450	.762	.028	.078	-.01	-.10	-.08

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<sup>c</sup> A measure of the average 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, and dividing the result by the pooled standard deviation.



**National Survey  
of Student Engagement**

**NSSE 2009 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	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009	WMU compared with:			WMU compared with:		
																	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009
SOCIAL05	439	4.08	3.85	3.89	3.81	.08	.02	.01	.01	1.72	1.65	1.64	1.64	7,468	13,742	66,846	.005	.016	.001	.14	.12	.17
CAREDE01	435	1.50	1.81	1.63	1.84	.06	.02	.01	.01	1.22	1.60	1.42	1.72	531	474	446	.000	.033	.000	-.20	-.09	-.20
COMMUTE	440	2.39	2.46	2.34	2.32	.05	.01	.01	.00	1.04	1.15	1.09	1.13	509	13,769	66,960	.144	.414	.201	-.07	.04	.06
ENVSCHOL	435	3.10	3.08	3.13	3.14	.04	.01	.01	.00	.78	.78	.77	.76	7,420	13,650	66,326	.625	.371	.282	.02	-.04	-.05
ENVSUPRT	434	3.02	2.99	3.04	3.08	.04	.01	.01	.00	.80	.82	.82	.80	7,391	13,599	66,114	.352	.726	.148	.05	-.02	-.07
ENVDIVRS	429	2.63	2.68	2.69	2.73	.05	.01	.01	.00	.98	.98	.98	.97	7,386	13,590	66,039	.407	.236	.054	-.04	-.06	-.09
ENVNACAD	435	2.21	2.19	2.23	2.28	.04	.01	.01	.00	.92	.96	.96	.97	7,411	13,627	66,153	.702	.670	.131	.02	-.02	-.07
ENVSOCAL	434	2.47	2.42	2.48	2.50	.04	.01	.01	.00	.92	.94	.94	.94	7,389	13,587	65,941	.349	.779	.392	.05	-.01	-.04
ENVEVENT	434	2.80	2.81	2.88	2.85	.04	.01	.01	.00	.86	.93	.92	.94	499	13,621	440	.715	.064	.184	-.02	-.09	-.06
ENVCOMPT	434	3.27	3.34	3.35	3.33	.04	.01	.01	.00	.81	.78	.78	.78	7,406	13,631	66,229	.060	.040	.106	-.09	-.10	-.08
NGENLED	424	3.08	3.10	3.15	3.17	.04	.01	.01	.00	.79	.79	.78	.79	7,288	13,401	65,189	.590	.082	.030	-.03	-.09	-.11
GNWORK	423	2.80	2.75	2.82	2.82	.05	.01	.01	.00	.94	.93	.92	.93	7,292	13,404	65,164	.384	.581	.571	.04	-.03	-.03
GNWRITE	424	2.83	2.97	2.97	3.02	.04	.01	.01	.00	.90	.86	.86	.85	473	449	428	.003	.002	.000	-.15	-.16	-.22
GNSPEAK	424	2.62	2.81	2.79	2.84	.05	.01	.01	.00	.94	.92	.92	.92	7,278	13,377	429	.000	.000	.000	-.20	-.18	-.24
GNANALY	423	3.07	3.19	3.22	3.23	.04	.01	.01	.00	.79	.79	.78	.78	475	449	428	.003	.000	.000	-.15	-.20	-.20
GNQUANT	422	2.84	2.93	2.98	2.96	.04	.01	.01	.00	.88	.87	.86	.87	7,234	448	64,947	.029	.001	.003	-.11	-.16	-.15
GNCMPTS	425	3.06	3.03	3.05	3.05	.04	.01	.01	.00	.89	.88	.88	.88	7,286	13,395	65,191	.516	.767	.759	.03	.01	.01
GNOTHERS	424	2.93	2.93	2.97	3.01	.04	.01	.01	.00	.89	.88	.87	.87	7,295	13,410	65,232	.970	.348	.084	.00	-.05	-.08
GNCITIZN	422	2.89	2.59	2.58	2.57	.05	.01	.01	.00	1.04	1.07	1.07	1.08	479	451	427	.000	.000	.000	.28	.30	.30
GNINQ	416	3.08	2.96	2.98	2.99	.04	.01	.01	.00	.78	.86	.85	.85	7,143	13,166	64,105	.004	.014	.039	.15	.12	.10
GNSELF	422	2.87	2.77	2.79	2.83	.05	.01	.01	.00	.93	.97	.96	.96	481	13,139	63,962	.021	.082	.349	.11	.09	.05
GNDIVERS	420	2.68	2.72	2.68	2.71	.05	.01	.01	.00	.95	.96	.96	.96	7,152	13,170	64,140	.434	.991	.578	-.04	.00	-.03
GNPROBSV	420	2.71	2.68	2.71	2.72	.05	.01	.01	.00	.93	.94	.92	.93	7,159	13,186	64,173	.569	.983	.814	.03	.00	-.01
GNETHICS	419	2.65	2.64	2.70	2.72	.05	.01	.01	.00	.95	.98	.98	.98	7,155	13,177	64,169	.832	.379	.156	.01	-.04	-.07
GNCOMMUN	421	2.37	2.40	2.48	2.50	.05	.01	.01	.00	.97	.98	.99	.99	7,169	13,193	64,152	.435	.017	.006	-.04	-.12	-.13
GNSPIRIT	422	1.99	2.04	2.12	2.17	.05	.01	.01	.00	1.01	1.06	1.09	1.10	481	454	428	.317	.009	.000	-.05	-.12	-.17
ADVISE	423	2.95	2.96	2.99	3.05	.04	.01	.01	.00	.85	.84	.84	.83	7,243	13,357	65,036	.750	.348	.017	-.02	-.05	-.12
ENTIREXP	423	3.14	3.14	3.20	3.21	.03	.01	.01	.00	.69	.71	.71	.72	7,244	13,359	428	.961	.108	.039	.00	-.08	-.10
SAMECOLL	423	3.21	3.20	3.24	3.23	.04	.01	.01	.00	.81	.81	.81	.82	7,250	13,367	65,056	.890	.416	.536	.01	-.04	-.03

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

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

<sup>c</sup> A measure of the average 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, and dividing the result by the pooled standard deviation.



## NSSE 2009 Detailed Statistics <sup>a</sup>

### Western Michigan University

### Seniors

	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		Selected Peers		Selected Peers		Carnegie Class		Selected Peers		Carnegie Class		WMU compared with:			WMU compared with:						
	WMU	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009			
CLQUEST	748	2.98	3.01	3.03	3.11	.03	.01	.00	.00	.86	.86	.86	.86	18,959	36,587	168,777	.264	.078	.000	-.04	-.07	-.15
CLPRESENT	751	2.64	2.72	2.73	2.78	.03	.01	.00	.00	.85	.88	.87	.88	19,060	36,737	169,329	.029	.008	.000	-.08	-.10	-.16
REWROPAP	751	2.36	2.50	2.44	2.49	.03	.01	.01	.00	.94	.98	.97	.98	819	784	757	.000	.011	.000	-.14	-.09	-.13
INTEGRAT	751	3.23	3.28	3.29	3.34	.03	.01	.00	.00	.74	.76	.76	.74	816	783	757	.095	.050	.000	-.06	-.07	-.14
DIVCLASS	752	2.70	2.78	2.76	2.84	.03	.01	.00	.00	.95	.95	.94	.93	19,015	36,658	758	.024	.104	.000	-.08	-.06	-.15
CLUNPREP	752	2.17	2.17	2.19	2.13	.03	.01	.00	.00	.84	.78	.79	.80	805	779	757	.915	.618	.177	.00	-.02	.05
CLASSGRP	751	2.64	2.57	2.53	2.55	.03	.01	.00	.00	.90	.90	.90	.90	19,041	36,718	169,321	.036	.001	.006	.08	.12	.10
OCCGRP	753	2.75	2.79	2.83	2.76	.03	.01	.00	.00	.93	.92	.91	.92	19,093	36,807	169,776	.215	.013	.616	-.05	-.09	-.02
INTIDEAS	723	2.91	2.94	2.96	2.95	.03	.01	.00	.00	.80	.82	.81	.82	18,392	35,496	163,906	.228	.083	.161	-.05	-.07	-.05
TUTOR	723	1.74	1.85	1.89	1.86	.03	.01	.01	.00	.85	.93	.94	.95	18,453	759	730	.001	.000	.000	-.12	-.16	-.13
COMMPROJ	721	1.60	1.64	1.65	1.71	.03	.01	.00	.00	.83	.87	.87	.90	786	35,452	728	.259	.161	.001	-.04	-.05	-.11
ITACADEM	723	2.75	2.86	2.87	2.87	.04	.01	.01	.00	1.01	1.01	1.01	1.01	18,463	35,625	164,570	.002	.001	.002	-.12	-.12	-.12
EMAIL	720	3.33	3.40	3.41	3.42	.03	.01	.00	.00	.78	.74	.73	.73	773	746	725	.015	.004	.001	-.10	-.12	-.13
FACGRADE	725	2.79	2.78	2.78	2.83	.03	.01	.00	.00	.87	.88	.87	.87	18,442	35,579	164,392	.620	.763	.338	.02	.01	-.04
FACPLANS	723	2.31	2.34	2.37	2.42	.03	.01	.01	.00	.92	.94	.94	.96	786	754	729	.397	.063	.002	-.03	-.07	-.11
FACIDEAS	721	1.98	2.04	2.06	2.08	.03	.01	.00	.00	.88	.91	.91	.93	18,456	753	727	.072	.023	.001	-.07	-.08	-.11
FACFEED	714	2.63	2.70	2.73	2.81	.03	.01	.00	.00	.80	.83	.82	.82	18,262	35,240	162,739	.034	.001	.000	-.08	-.13	-.22
WORKHARD	712	2.64	2.74	2.71	2.74	.03	.01	.00	.00	.82	.85	.85	.86	18,227	35,198	162,836	.001	.028	.001	-.12	-.08	-.12
FACOTHER	713	1.69	1.76	1.81	1.82	.03	.01	.01	.00	.89	.92	.95	.95	18,195	35,133	720	.043	.001	.000	-.08	-.13	-.14
OOCIDEAS	714	2.91	2.89	2.89	2.90	.03	.01	.00	.00	.84	.86	.85	.85	18,237	35,192	162,849	.707	.688	.913	.01	.02	.00
DIVRSTUD	714	2.52	2.74	2.71	2.70	.04	.01	.01	.00	1.02	1.00	.99	1.00	18,274	35,258	162,968	.000	.000	.000	-.23	-.19	-.18
DIFFSTU2	713	2.63	2.76	2.76	2.76	.04	.01	.01	.00	.98	.97	.97	.97	18,263	35,258	163,024	.000	.001	.001	-.13	-.13	-.13
MEMORIZE	704	2.88	2.82	2.79	2.77	.03	.01	.00	.00	.85	.90	.91	.92	768	736	710	.106	.010	.002	.06	.09	.11
ANALYZE	706	3.16	3.27	3.28	3.28	.03	.01	.00	.00	.78	.75	.74	.74	18,116	34,963	161,601	.000	.000	.000	-.15	-.16	-.16
SYNTHESZ	702	2.89	3.05	3.06	3.08	.03	.01	.00	.00	.86	.84	.84	.83	18,080	34,893	161,442	.000	.000	.000	-.19	-.20	-.23
EVALUATE	704	2.82	3.02	3.01	3.03	.03	.01	.00	.00	.90	.88	.88	.86	759	731	709	.000	.000	.000	-.23	-.22	-.25
APPLYING	707	3.14	3.22	3.23	3.24	.03	.01	.00	.00	.81	.82	.82	.81	766	736	161,951	.007	.003	.001	-.10	-.11	-.12
READASGN	707	3.14	3.13	3.16	3.19	.04	.01	.01	.00	.99	1.04	1.04	1.04	772	739	713	.900	.609	.166	.00	-.02	-.05

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

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

<sup>c</sup> A measure of the average 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, and dividing the result by the pooled standard deviation.



**National Survey  
of Student Engagement**

**NSSE 2009 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	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009	WMU compared with:			WMU compared with:		
																	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009
READOWN	708	2.15	2.19	2.20	2.21	.04	.01	.01	.00	.96	.99	.98	.98	769	738	714	.215	.123	.091	-.05	-.06	-.06
WRITEMOR	708	1.62	1.63	1.64	1.65	.03	.01	.00	.00	.84	.82	.80	.81	18,069	34,909	161,493	.726	.559	.418	-.01	-.02	-.03
WRITEMID	706	2.46	2.45	2.50	2.55	.03	.01	.01	.00	.92	.95	.95	.96	18,024	34,855	161,277	.915	.277	.010	.00	-.04	-.10
WRITESML	707	3.16	2.88	2.97	2.99	.05	.01	.01	.00	1.20	1.15	1.15	1.15	760	733	712	.000	.000	.000	.24	.17	.14
PROBSETA	706	2.75	2.64	2.63	2.61	.04	.01	.01	.00	1.19	1.22	1.22	1.21	18,018	34,802	160,826	.023	.007	.002	.09	.10	.11
PROBSETB	705	2.52	2.38	2.35	2.34	.05	.01	.01	.00	1.23	1.21	1.21	1.22	17,988	34,762	160,640	.002	.000	.000	.12	.14	.14
EXAMS	708	5.40	5.42	5.45	5.46	.05	.01	.01	.00	1.21	1.26	1.23	1.24	18,077	34,918	161,371	.722	.343	.260	-.01	-.04	-.04
ATDART07	701	2.04	2.03	2.06	2.05	.04	.01	.00	.00	.96	.92	.92	.91	17,929	34,607	705	.845	.450	.681	.01	-.03	-.02
EXRCSE05	699	2.68	2.66	2.75	2.73	.04	.01	.01	.00	1.02	1.04	1.03	1.04	17,939	34,606	159,946	.477	.114	.290	.03	-.06	-.04
WORSHPO5	694	1.92	2.10	2.16	2.15	.04	.01	.01	.00	1.08	1.12	1.15	1.14	755	726	700	.000	.000	.000	-.16	-.21	-.20
OWNVIEW	702	2.64	2.69	2.71	2.73	.03	.01	.00	.00	.89	.89	.89	.89	17,904	34,544	159,705	.133	.043	.005	-.06	-.08	-.11
OTHRVIEW	700	2.77	2.86	2.86	2.88	.03	.01	.00	.00	.88	.86	.86	.85	17,902	727	705	.010	.008	.002	-.10	-.10	-.12
CHNGVIEW	702	2.86	2.89	2.91	2.92	.03	.01	.00	.00	.78	.83	.82	.82	17,948	34,655	160,078	.338	.167	.057	-.04	-.05	-.07
INTERN04	697	.43	.47	.53	.52	.02	.00	.00	.00	.50	.50	.50	.50	755	726	702	.038	.000	.000	-.08	-.18	-.18
VOLNTR04	692	.51	.55	.59	.60	.02	.00	.00	.00	.50	.50	.49	.49	747	718	696	.063	.000	.000	-.07	-.17	-.17
LRNCOM04	695	.24	.25	.26	.26	.02	.00	.00	.00	.43	.43	.44	.44	17,623	34,114	701	.976	.492	.240	.00	-.03	-.04
RESRCH04	694	.13	.16	.20	.19	.01	.00	.00	.00	.34	.37	.40	.40	762	733	701	.015	.000	.000	-.09	-.17	-.16
FORLNG04	698	.33	.38	.42	.41	.02	.00	.00	.00	.47	.49	.49	.49	760	730	704	.003	.000	.000	-.11	-.18	-.17
STDABR04	697	.10	.12	.16	.15	.01	.00	.00	.00	.29	.32	.36	.36	767	741	706	.047	.000	.000	-.07	-.17	-.16
INDSTD04	694	.10	.15	.17	.17	.01	.00	.00	.00	.30	.36	.38	.38	776	739	703	.000	.000	.000	-.15	-.19	-.19
SNRX04	698	.21	.27	.34	.34	.02	.00	.00	.00	.41	.45	.47	.47	766	736	705	.000	.000	.000	-.13	-.27	-.26
ENVSTU	698	5.46	5.52	5.55	5.59	.05	.01	.01	.00	1.32	1.33	1.32	1.32	17,677	34,210	158,176	.231	.068	.007	-.05	-.07	-.10
ENVFAC	697	5.18	5.23	5.30	5.42	.05	.01	.01	.00	1.35	1.39	1.35	1.34	17,694	34,232	158,173	.364	.027	.000	-.04	-.08	-.18
ENVADM	697	4.48	4.42	4.48	4.60	.06	.01	.01	.00	1.63	1.68	1.67	1.67	17,688	34,229	158,153	.341	.943	.061	.04	.00	-.07
ACADPR01	695	4.32	4.17	4.25	4.23	.07	.01	.01	.00	1.74	1.78	1.77	1.75	17,573	34,040	157,263	.029	.306	.217	.08	.04	.05
WORKON01	694	1.86	1.75	1.87	1.83	.07	.01	.01	.00	1.73	1.61	1.65	1.60	743	34,028	698	.115	.847	.667	.07	-.01	.02
WORKOF01	693	3.93	3.86	3.53	3.74	.10	.02	.01	.01	2.70	2.77	2.72	2.80	17,583	34,024	699	.534	.000	.069	.02	.14	.07
COCURR01	695	2.04	2.00	2.14	2.11	.05	.01	.01	.00	1.41	1.49	1.56	1.57	17,586	730	702	.456	.059	.180	.03	-.07	-.05

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

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

<sup>c</sup> A measure of the average 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, and dividing the result by the pooled standard deviation.



## NSSE 2009 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	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	WMU	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009	WMU compared with:			WMU compared with:		
																	Selected Peers	Carnegie Class	NSSE 2009	Selected Peers	Carnegie Class	NSSE 2009
SOCIAL05	689	3.70	3.48	3.56	3.53	.06	.01	.01	.00	1.58	1.52	1.54	1.54	17,521	33,913	156,538	.000	.019	.003	.15	.09	.11
CAREDE01	686	2.02	2.49	2.29	2.47	.08	.02	.01	.01	2.05	2.28	2.18	2.34	756	718	693	.000	.001	.000	-.21	-.12	-.19
COMMUTE	689	2.39	2.58	2.45	2.39	.03	.01	.01	.00	.86	1.13	1.06	1.07	788	732	698	.000	.071	.829	-.18	-.06	-.01
ENVSCHOL	686	3.09	3.10	3.13	3.13	.03	.01	.00	.00	.77	.78	.77	.78	17,409	33,726	155,772	.655	.189	.140	-.02	-.05	-.06
ENVSUPRT	686	2.75	2.83	2.87	2.94	.03	.01	.00	.00	.82	.86	.85	.85	17,376	33,645	155,305	.019	.000	.000	-.09	-.14	-.22
ENVDIVRS	681	2.28	2.55	2.51	2.55	.03	.01	.01	.00	.91	1.01	1.01	1.00	751	715	687	.000	.000	.000	-.27	-.23	-.26
ENVNACAD	685	1.65	1.94	1.96	2.00	.03	.01	.01	.00	.80	.95	.94	.95	765	724	693	.000	.000	.000	-.31	-.33	-.36
ENVSOCAL	681	2.04	2.19	2.22	2.23	.03	.01	.01	.00	.86	.93	.94	.94	747	714	687	.000	.000	.000	-.16	-.19	-.21
ENVEVENT	686	2.52	2.64	2.68	2.63	.03	.01	.01	.00	.91	.96	.95	.97	749	33,603	692	.001	.000	.002	-.12	-.17	-.11
ENVCOMPT	684	3.40	3.48	3.48	3.47	.03	.01	.00	.00	.78	.74	.74	.74	734	708	688	.021	.011	.023	-.10	-.10	-.09
NGNGENLED	672	3.09	3.22	3.23	3.25	.03	.01	.00	.00	.80	.80	.80	.80	727	699	677	.000	.000	.000	-.16	-.18	-.20
GNWORK	678	3.10	3.04	3.06	3.06	.03	.01	.01	.00	.86	.92	.91	.92	742	709	684	.069	.289	.297	.07	.04	.04
GNWRITE	678	2.95	3.07	3.06	3.11	.03	.01	.00	.00	.83	.86	.86	.85	17,243	707	683	.000	.000	.000	-.14	-.14	-.19
GNSPEAK	674	2.78	2.96	2.95	2.99	.03	.01	.00	.00	.88	.90	.90	.90	17,194	33,303	153,615	.000	.000	.000	-.20	-.19	-.23
GNANALY	678	3.27	3.32	3.35	3.36	.03	.01	.00	.00	.74	.77	.76	.75	738	707	153,674	.076	.005	.001	-.07	-.11	-.13
GNQUANT	672	3.03	3.08	3.09	3.08	.03	.01	.00	.00	.87	.87	.87	.88	17,169	33,241	153,390	.189	.080	.155	-.05	-.07	-.05
GNCMPTS	678	3.14	3.23	3.22	3.21	.03	.01	.00	.00	.85	.85	.85	.85	17,234	33,368	153,963	.005	.018	.033	-.11	-.09	-.08
GNOTHERS	679	3.06	3.12	3.14	3.16	.03	.01	.00	.00	.83	.86	.85	.85	739	708	684	.049	.010	.001	-.07	-.10	-.12
GNCITIZN	668	2.28	2.31	2.30	2.33	.04	.01	.01	.00	1.01	1.10	1.08	1.09	732	699	673	.514	.698	.205	-.02	-.01	-.05
GNINQ	666	2.88	3.02	3.03	3.05	.03	.01	.00	.00	.88	.90	.89	.88	17,035	32,987	151,995	.000	.000	.000	-.16	-.17	-.20
GNSELF	664	2.59	2.76	2.77	2.82	.04	.01	.01	.00	1.00	1.02	1.01	1.00	16,983	32,893	151,692	.000	.000	.000	-.16	-.18	-.23
GNDIVERS	669	2.46	2.70	2.63	2.67	.04	.01	.01	.00	.95	.99	.99	.99	17,041	698	152,081	.000	.000	.000	-.24	-.17	-.21
GNPROBSV	667	2.70	2.78	2.81	2.80	.04	.01	.01	.00	.92	.96	.94	.95	17,053	33,014	152,157	.023	.003	.003	-.09	-.11	-.11
GNETHICS	667	2.52	2.66	2.70	2.72	.04	.01	.01	.00	1.01	1.04	1.04	1.03	17,052	33,002	152,156	.000	.000	.000	-.14	-.17	-.20
GNCOMMUN	664	2.21	2.41	2.47	2.50	.04	.01	.01	.00	.97	1.02	1.02	1.02	723	694	669	.000	.000	.000	-.20	-.25	-.28
GNSPIRIT	669	1.64	1.81	1.91	1.96	.04	.01	.01	.00	.92	1.04	1.10	1.09	738	707	676	.000	.000	.000	-.17	-.25	-.29
ADVISE	670	2.70	2.75	2.80	2.89	.04	.01	.01	.00	.96	.95	.95	.94	17,246	33,392	675	.144	.011	.000	-.06	-.10	-.20
ENTIREXP	670	3.04	3.13	3.19	3.22	.03	.01	.00	.00	.73	.74	.74	.74	725	698	675	.002	.000	.000	-.12	-.20	-.23
SAMECOLL	670	3.10	3.14	3.18	3.20	.03	.01	.00	.00	.84	.85	.85	.85	17,248	698	675	.144	.008	.002	-.06	-.10	-.12

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

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

<sup>c</sup> A measure of the average 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, and dividing the result by the pooled standard deviation.



**National Survey  
of Student Engagement**

**Western Michigan University**

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**Frequency Distributions**

August 2009

# Interpreting the Frequency Distributions Report

## Sample

The *Frequency Distributions* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted 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.

## 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.

## 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

## Response Options

Response options listed just as they appear on the instrument.

## Weighting

Weights adjusting for gender, enrollment status, and institutional size 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.* For more information about weighting, please visit the NSSE Web site at [www.nsse.iub.edu/2009\\_Institutional\\_Report/NSSE\\_2009\\_Weighting.cfm](http://www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm).

## Class

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



**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>**  
**NSSEville State University**

Variable	Response Options	First-Year Students								Seniors							
		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
la. Asked questions in class or contributed to class discussions	Never	10	2%	1,003	5%	1,917	6%	6,351	4%	7	2%	602	3%	937	4%	3,773	2%
	Sometimes	158	31%	9,276	45%	14,476	42%	65,653	37%	96	19%	7,194	33%	9,772	33%	47,285	27%
	Often	191	38%	7,127	34%	12,442	34%	64,626	35%	169	31%	7,649	33%	10,741	32%	62,543	33%
	Very often	150	29%	3,377	16%	7,030	18%	44,696	24%	250	48%	7,570	31%	11,379	31%	78,261	38%
	Total	509	100%	20,783	100%	35,865	100%	181,326	100%	522	100%	23,015	100%	32,829	100%	191,862	100%
lb. Made a class presentation	Never	57	11%	3,518	19%	5,573	18%	23,434	15%	7	1%	1,109	6%	1,545	6%	8,445	5%
	Sometimes	310	61%	11,820	56%	19,707	55%	96,070	52%	121	21%	8,839	41%	12,395	42%	61,770	34%
	Often	116	22%	4,398	20%	8,225	21%	46,873	25%	222	43%	8,362	34%	11,854	33%	72,438	36%
	Very often	26	5%	1,037	5%	2,274	6%	14,562	8%	172	35%	4,691	19%	7,007	19%	49,038	24%
	Total	509	100%	20,773	100%	35,779	100%	180,939	100%	522	100%	23,001	100%	32,801	100%	191,691	100%
lc. Prepared two or more drafts of a paper or assignment before turning it in	Never	49	10%	3,263	18%	5,137	16%	23,636	13%	82	16%	4,379	20%	6,096	20%	31,065	16%
	Sometimes	152	29%	6,885	33%	11,440	32%	58,221	31%	240	47%	9,607	42%	13,342	41%	74,803	38%
	Often	187	39%	6,567	30%	11,717	32%	58,917	32%	120	22%	5,583	24%	8,216	24%	50,342	27%
	Very often	121	22%	4,072	19%	7,540	20%	40,343	23%	81	15%	3,423	14%	5,128	15%	35,502	18%
	Total	509	100%	20,787	100%	35,834	100%	181,117	100%	523	100%	22,992	100%	32,782	100%	191,712	100%
ld. Worked on a paper or project that required integrating ideas or information from various sources	Never	5	1%	597	4%	894	3%	3,635	2%	2	0%	263	1%	339	1%	1,927	1%
	Sometimes	63	13%	5,196	26%	8,045	24%	36,672	21%	48	9%	3,381	16%	4,706	16%	23,178	13%
	Often	218	44%	9,614	45%	16,368	44%	82,244	45%	209	41%	9,613	41%	13,373	41%	74,885	40%
	Very often	222	42%	5,384	25%	10,532	28%	58,631	32%	262	50%	9,729	41%	14,375	42%	91,727	46%
	Total	508	100%	20,791	100%	35,839	100%	181,182	100%	521	100%	22,986	100%	32,793	100%	191,717	100%
le. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	Never	21	4%	1,486	8%	2,468	8%	10,808	7%	29	6%	1,616	9%	2,411	9%	12,010	7%
	Sometimes	141	28%	7,408	35%	12,131	34%	57,446	32%	147	29%	7,895	35%	11,050	34%	59,116	31%
	Often	219	43%	7,953	37%	13,742	38%	70,683	38%	182	36%	7,873	33%	11,133	33%	66,426	34%
	Very often	127	24%	3,904	19%	7,456	21%	41,971	23%	161	29%	5,575	23%	8,138	24%	53,888	27%
	Total	508	100%	20,751	100%	35,797	100%	180,908	100%	519	100%	22,959	100%	32,732	100%	191,440	100%

## Count

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

## Column Percentage (%)

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



**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

**First-Year Students**

**Seniors**

	Variable	Response Options	First-Year Students				Seniors											
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	18	3%	322	4%	938	4%	4,490	3%	19	3%	253	3%	703	2%	2,951	2%
		Sometimes	212	40%	3,345	41%	9,494	39%	54,338	36%	226	30%	2,799	29%	8,325	28%	40,663	26%
		Often	192	37%	2,865	34%	8,445	34%	56,350	35%	249	34%	3,159	33%	9,352	33%	54,453	32%
		Very often	100	20%	1,806	22%	5,408	22%	43,382	26%	254	33%	3,486	35%	10,845	37%	75,352	41%
		<b>Total</b>	<b>522</b>	<b>100%</b>	<b>8,338</b>	<b>100%</b>	<b>24,285</b>	<b>100%</b>	<b>158,560</b>	<b>100%</b>	<b>748</b>	<b>100%</b>	<b>9,697</b>	<b>100%</b>	<b>29,225</b>	<b>100%</b>	<b>173,419</b>	<b>100%</b>
1b. Made a class presentation	CLPRESEN (ACL)	Never	98	19%	1,504	20%	3,697	18%	19,921	15%	46	7%	673	7%	1,692	6%	8,959	6%
		Sometimes	305	59%	4,402	51%	13,480	54%	83,689	52%	297	40%	3,589	37%	10,809	37%	56,096	34%
		Often	94	18%	1,858	22%	5,495	22%	41,523	25%	271	36%	3,400	35%	10,380	35%	64,337	36%
		Very often	22	4%	590	7%	1,654	7%	13,674	9%	137	18%	2,079	22%	6,424	22%	44,528	24%
		<b>Total</b>	<b>519</b>	<b>100%</b>	<b>8,354</b>	<b>100%</b>	<b>24,326</b>	<b>100%</b>	<b>158,807</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>9,741</b>	<b>100%</b>	<b>29,305</b>	<b>100%</b>	<b>173,920</b>	<b>100%</b>
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	87	17%	1,116	15%	3,491	14%	19,371	13%	145	19%	1,651	16%	5,361	17%	28,150	16%
		Sometimes	160	31%	2,496	30%	7,720	31%	48,528	30%	300	40%	3,550	36%	11,521	38%	65,988	38%
		Often	175	33%	2,671	32%	7,673	32%	51,482	33%	204	28%	2,701	28%	7,578	27%	46,309	27%
		Very often	99	19%	2,047	23%	5,339	23%	38,938	25%	102	13%	1,804	19%	4,789	17%	33,207	19%
		<b>Total</b>	<b>521</b>	<b>100%</b>	<b>8,330</b>	<b>100%</b>	<b>24,223</b>	<b>100%</b>	<b>158,319</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>9,706</b>	<b>100%</b>	<b>29,249</b>	<b>100%</b>	<b>173,654</b>	<b>100%</b>
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	11	2%	212	3%	514	2%	2,774	2%	11	2%	155	2%	404	2%	1,759	1%
		Sometimes	125	24%	1,791	21%	5,098	21%	29,895	20%	97	13%	1,329	14%	4,023	14%	19,920	13%
		Often	231	45%	3,637	43%	10,827	44%	70,296	44%	336	45%	3,722	39%	11,283	39%	64,451	38%
		Very often	152	28%	2,724	32%	7,881	33%	55,977	34%	307	40%	4,539	45%	13,599	46%	87,941	49%
		<b>Total</b>	<b>519</b>	<b>100%</b>	<b>8,364</b>	<b>100%</b>	<b>24,320</b>	<b>100%</b>	<b>158,942</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>9,745</b>	<b>100%</b>	<b>29,309</b>	<b>100%</b>	<b>174,071</b>	<b>100%</b>
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	41	8%	493	7%	1,542	7%	9,255	7%	72	10%	883	10%	2,719	9%	11,427	8%
		Sometimes	164	31%	2,542	31%	7,646	31%	48,845	31%	252	34%	2,921	30%	9,336	31%	50,939	30%
		Often	215	41%	3,198	37%	9,442	38%	62,202	38%	237	31%	3,198	34%	9,604	33%	60,230	34%
		Very often	105	20%	2,123	25%	5,649	24%	38,348	24%	191	25%	2,727	27%	7,595	26%	51,175	28%
		<b>Total</b>	<b>525</b>	<b>100%</b>	<b>8,356</b>	<b>100%</b>	<b>24,279</b>	<b>100%</b>	<b>158,650</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>9,729</b>	<b>100%</b>	<b>29,254</b>	<b>100%</b>	<b>173,771</b>	<b>100%</b>
1f. Come to class without completing readings or assignments	CLUNPREP	Never	100	19%	1,789	21%	5,077	20%	38,423	23%	138	19%	1,625	16%	4,652	16%	34,891	19%
		Sometimes	301	58%	4,814	57%	14,049	57%	91,217	57%	413	55%	5,658	59%	16,833	58%	99,452	57%
		Often	96	18%	1,237	16%	3,671	16%	20,427	14%	132	17%	1,671	17%	5,295	18%	26,965	16%
		Very often	27	5%	520	7%	1,525	7%	8,743	6%	69	9%	778	8%	2,517	8%	12,572	8%
		<b>Total</b>	<b>524</b>	<b>100%</b>	<b>8,360</b>	<b>100%</b>	<b>24,322</b>	<b>100%</b>	<b>158,810</b>	<b>100%</b>	<b>752</b>	<b>100%</b>	<b>9,732</b>	<b>100%</b>	<b>29,297</b>	<b>100%</b>	<b>173,880</b>	<b>100%</b>
1g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	42	8%	1,018	13%	3,056	13%	19,147	13%	64	9%	1,060	11%	3,430	11%	19,068	11%
		Sometimes	216	41%	3,606	42%	10,512	43%	68,864	43%	282	38%	3,871	39%	12,290	41%	70,490	40%
		Often	208	40%	2,777	33%	7,997	33%	52,130	33%	255	33%	3,106	32%	8,870	31%	54,730	31%
		Very often	58	11%	952	12%	2,748	11%	18,702	12%	150	20%	1,704	18%	4,713	17%	29,690	17%
		<b>Total</b>	<b>524</b>	<b>100%</b>	<b>8,353</b>	<b>100%</b>	<b>24,313</b>	<b>100%</b>	<b>158,843</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>9,741</b>	<b>100%</b>	<b>29,303</b>	<b>100%</b>	<b>173,978</b>	<b>100%</b>

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
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	67	13%	1,343	17%	2,716	13%	19,504	14%	66	9%	792	8%	1,896	7%	13,111	8%
		Sometimes	248	46%	3,686	42%	9,975	41%	65,912	41%	246	32%	3,237	33%	9,118	32%	56,501	33%
		Often	146	28%	2,407	29%	8,091	32%	51,498	31%	252	34%	3,179	33%	9,942	34%	60,240	34%
		Very often	65	13%	944	12%	3,612	13%	22,412	14%	189	25%	2,554	27%	8,416	28%	44,580	25%
	Total		526	100%	8,380	100%	24,394	100%	159,326	100%	753	100%	9,762	100%	29,372	100%	174,432	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	26	6%	512	7%	1,323	6%	9,299	7%	21	4%	319	3%	840	3%	5,014	3%
		Sometimes	206	42%	3,206	40%	9,012	39%	58,813	39%	196	27%	2,460	26%	7,228	26%	43,860	26%
		Often	195	40%	3,032	39%	9,117	39%	59,252	39%	330	45%	4,057	43%	12,224	43%	72,152	43%
		Very often	58	12%	1,169	15%	3,633	15%	23,722	15%	179	24%	2,572	27%	8,048	28%	47,956	28%
	Total		485	100%	7,919	100%	23,085	100%	151,086	100%	726	100%	9,408	100%	28,340	100%	168,982	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	288	57%	4,209	52%	11,120	49%	78,582	52%	343	47%	4,275	43%	11,964	42%	74,220	44%
		Sometimes	140	29%	2,560	33%	8,004	34%	49,463	32%	267	36%	3,277	36%	10,221	36%	58,645	35%
		Often	46	10%	827	11%	2,782	12%	16,196	11%	78	11%	1,142	13%	3,646	13%	20,715	12%
		Very often	15	3%	349	5%	1,228	5%	7,356	5%	37	5%	748	8%	2,590	9%	15,922	9%
	Total		489	100%	7,945	100%	23,134	100%	151,597	100%	725	100%	9,442	100%	28,421	100%	169,502	100%
1k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	303	63%	5,291	68%	14,082	63%	89,202	61%	407	57%	5,343	57%	15,734	56%	85,560	53%
		Sometimes	127	26%	1,706	20%	5,757	23%	40,237	25%	220	30%	2,559	27%	8,223	29%	52,113	30%
		Often	42	9%	619	8%	2,197	9%	14,854	9%	57	8%	917	10%	2,761	10%	19,526	11%
		Very often	14	3%	281	3%	966	4%	6,543	4%	39	5%	581	6%	1,585	5%	11,761	6%
	Total		486	100%	7,897	100%	23,002	100%	150,836	100%	723	100%	9,400	100%	28,303	100%	168,960	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	61	12%	1,100	14%	3,149	14%	23,746	16%	85	12%	1,005	10%	2,840	10%	17,942	11%
		Sometimes	149	31%	2,502	30%	7,179	31%	46,681	31%	225	31%	2,721	28%	7,948	28%	46,180	27%
		Often	151	32%	2,227	28%	6,622	28%	42,597	28%	196	27%	2,527	27%	7,784	27%	46,395	27%
		Very often	125	25%	2,115	28%	6,196	27%	38,627	26%	219	30%	3,199	35%	9,874	35%	59,150	35%
	Total		486	100%	7,944	100%	23,146	100%	151,651	100%	725	100%	9,452	100%	28,446	100%	169,667	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	7	2%	114	2%	269	2%	1,662	2%	5	1%	57	1%	137	1%	754	1%
		Sometimes	76	17%	1,597	22%	4,689	21%	28,452	21%	119	17%	1,149	13%	3,433	13%	18,902	13%
		Often	196	40%	2,895	36%	8,422	36%	54,948	36%	219	31%	2,886	31%	8,661	31%	50,613	31%
		Very often	209	42%	3,333	40%	9,749	41%	66,473	41%	380	51%	5,352	55%	16,198	55%	99,268	56%
	Total		488	100%	7,939	100%	23,129	100%	151,535	100%	723	100%	9,444	100%	28,429	100%	169,537	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	41	9%	678	9%	1,906	9%	10,166	7%	32	4%	435	5%	1,290	5%	6,564	4%
		Sometimes	173	35%	3,288	42%	9,839	42%	60,377	41%	269	37%	3,398	37%	10,385	37%	57,569	35%
		Often	171	35%	2,468	30%	7,206	31%	50,757	33%	237	33%	3,159	34%	9,594	34%	57,901	34%
		Very often	103	21%	1,505	19%	4,173	18%	30,152	19%	189	26%	2,447	25%	7,148	25%	47,449	27%
	Total		488	100%	7,939	100%	23,124	100%	151,452	100%	727	100%	9,439	100%	28,417	100%	169,483	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
Item	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	97	21%	1,806	24%	5,452	24%	31,962	23%	127	18%	1,768	19%	4,861	18%	25,967	17%
		Sometimes	206	44%	3,619	44%	10,739	45%	69,094	45%	334	47%	3,966	42%	12,023	42%	67,524	41%
		Often	123	23%	1,727	22%	4,854	21%	34,563	22%	161	22%	2,313	25%	7,137	25%	44,763	25%
		Very often	60	12%	787	10%	2,079	9%	15,854	10%	103	14%	1,402	14%	4,406	15%	31,232	17%
		<b>Total</b>		<b>486</b>	<b>100%</b>	<b>7,939</b>	<b>100%</b>	<b>23,124</b>	<b>100%</b>	<b>151,473</b>	<b>100%</b>	<b>725</b>	<b>100%</b>	<b>9,449</b>	<b>100%</b>	<b>28,427</b>	<b>100%</b>	<b>169,486</b>
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	212	44%	3,467	43%	9,798	42%	59,637	40%	236	32%	2,957	31%	8,502	30%	46,812	29%
		Sometimes	186	37%	2,963	37%	8,852	38%	59,445	38%	322	44%	4,094	43%	12,560	44%	73,576	43%
		Often	65	14%	1,047	14%	3,204	14%	22,610	15%	114	16%	1,565	17%	4,829	17%	31,657	18%
		Very often	24	5%	470	6%	1,300	6%	9,975	7%	51	7%	832	9%	2,554	9%	17,619	10%
		<b>Total</b>		<b>487</b>	<b>100%</b>	<b>7,947</b>	<b>100%</b>	<b>23,154</b>	<b>100%</b>	<b>151,667</b>	<b>100%</b>	<b>723</b>	<b>100%</b>	<b>9,448</b>	<b>100%</b>	<b>28,445</b>	<b>100%</b>	<b>169,664</b>
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	41	10%	611	10%	1,663	8%	9,096	7%	44	6%	560	7%	1,468	6%	6,569	5%
		Sometimes	180	38%	2,807	37%	8,245	37%	50,900	35%	269	38%	3,069	34%	8,966	33%	47,691	30%
		Often	194	41%	3,107	38%	9,225	39%	62,009	40%	303	41%	4,031	42%	12,461	43%	76,028	44%
		Very often	59	12%	1,272	15%	3,617	16%	27,112	17%	100	14%	1,698	17%	5,259	18%	37,643	21%
		<b>Total</b>		<b>474</b>	<b>100%</b>	<b>7,797</b>	<b>100%</b>	<b>22,750</b>	<b>100%</b>	<b>149,117</b>	<b>100%</b>	<b>716</b>	<b>100%</b>	<b>9,358</b>	<b>100%</b>	<b>28,154</b>	<b>100%</b>	<b>167,931</b>
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	31	7%	575	8%	1,760	8%	9,573	7%	46	7%	600	6%	1,948	7%	9,622	6%
		Sometimes	168	37%	2,841	36%	8,511	37%	53,207	36%	263	38%	3,177	34%	10,134	35%	56,130	34%
		Often	200	41%	3,014	38%	8,674	38%	58,549	39%	293	40%	3,656	40%	10,617	39%	65,362	39%
		Very often	75	15%	1,366	18%	3,791	17%	27,782	18%	112	15%	1,912	20%	5,429	20%	36,882	21%
		<b>Total</b>		<b>474</b>	<b>100%</b>	<b>7,796</b>	<b>100%</b>	<b>22,736</b>	<b>100%</b>	<b>149,111</b>	<b>100%</b>	<b>714</b>	<b>100%</b>	<b>9,345</b>	<b>100%</b>	<b>28,128</b>	<b>100%</b>	<b>167,996</b>
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	290	61%	4,816	61%	13,127	59%	81,564	57%	382	54%	4,777	51%	13,066	48%	75,313	48%
		Sometimes	122	26%	1,906	25%	6,228	26%	42,856	27%	210	29%	2,693	30%	8,802	31%	52,776	30%
		Often	47	10%	738	10%	2,377	10%	17,182	11%	76	10%	1,162	13%	3,842	13%	24,523	14%
		Very often	13	3%	312	4%	940	4%	7,137	5%	47	6%	688	7%	2,357	8%	15,049	8%
		<b>Total</b>		<b>472</b>	<b>100%</b>	<b>7,772</b>	<b>100%</b>	<b>22,672</b>	<b>100%</b>	<b>148,739</b>	<b>100%</b>	<b>715</b>	<b>100%</b>	<b>9,320</b>	<b>100%</b>	<b>28,067</b>	<b>100%</b>	<b>167,661</b>
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	27	6%	483	7%	1,337	6%	8,159	6%	21	3%	354	4%	1,065	4%	5,901	4%
		Sometimes	153	33%	2,790	36%	7,959	35%	51,315	35%	217	31%	2,847	31%	8,656	31%	50,115	30%
		Often	195	41%	2,773	35%	8,339	36%	54,592	36%	275	39%	3,484	37%	10,629	37%	63,360	38%
		Very often	97	20%	1,747	23%	5,095	23%	34,997	23%	203	28%	2,658	28%	7,759	28%	48,635	28%
		<b>Total</b>		<b>472</b>	<b>100%</b>	<b>7,793</b>	<b>100%</b>	<b>22,730</b>	<b>100%</b>	<b>149,063</b>	<b>100%</b>	<b>716</b>	<b>100%</b>	<b>9,343</b>	<b>100%</b>	<b>28,109</b>	<b>100%</b>	<b>168,011</b>
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	79	16%	1,082	16%	3,216	15%	21,936	15%	122	18%	1,052	12%	3,222	12%	20,161	12%
		Sometimes	168	36%	2,539	32%	7,396	32%	48,627	32%	246	35%	2,964	31%	9,342	33%	56,270	33%
		Often	125	27%	2,127	27%	6,297	27%	40,771	27%	188	26%	2,729	29%	7,987	28%	46,875	28%
		Very often	102	21%	2,059	25%	5,851	25%	37,903	25%	160	22%	2,620	29%	7,619	27%	44,819	27%
		<b>Total</b>		<b>474</b>	<b>100%</b>	<b>7,807</b>	<b>100%</b>	<b>22,760</b>	<b>100%</b>	<b>149,237</b>	<b>100%</b>	<b>716</b>	<b>100%</b>	<b>9,365</b>	<b>100%</b>	<b>28,170</b>	<b>100%</b>	<b>168,125</b>

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Western Michigan University

			First-Year Students								Seniors							
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
Item	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	50	11%	817	12%	2,325	11%	15,897	11%	87	13%	904	10%	2,593	10%	15,728	10%
		Sometimes	145	31%	2,563	33%	7,201	32%	48,192	32%	251	35%	3,060	32%	9,137	33%	55,526	33%
		Often	156	33%	2,278	28%	6,892	29%	44,432	29%	204	28%	2,789	29%	8,507	30%	50,400	30%
		Very often	124	26%	2,161	26%	6,373	27%	40,830	27%	173	24%	2,606	28%	7,934	28%	46,530	28%
		Total	475	100%	7,819	100%	22,791	100%	149,351	100%	715	100%	9,359	100%	28,171	100%	168,184	100%
2a. Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE (LAC)	Very little	16	3%	358	5%	1,107	5%	7,679	5%	37	5%	736	8%	2,446	8%	15,026	9%
		Some	89	19%	1,814	23%	5,629	24%	37,847	25%	194	28%	2,630	28%	8,431	29%	50,583	30%
		Quite a bit	191	42%	3,225	42%	9,364	42%	60,834	41%	289	41%	3,519	38%	10,242	37%	61,034	37%
		Very much	174	36%	2,368	31%	6,537	30%	41,814	28%	185	26%	2,415	26%	6,876	25%	40,572	25%
Total	470	100%	7,765	100%	22,637	100%	148,174	100%	705	100%	9,300	100%	27,995	100%	167,215	100%		
2b. Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	8	2%	146	2%	371	2%	2,806	2%	16	2%	144	2%	378	1%	2,138	1%
		Some	93	19%	1,402	19%	3,737	18%	25,141	18%	118	17%	1,265	14%	3,618	13%	21,056	13%
		Quite a bit	230	50%	3,376	44%	9,883	44%	65,245	44%	303	43%	3,841	41%	11,437	41%	68,757	41%
		Very much	136	29%	2,799	35%	8,575	37%	54,541	36%	270	38%	4,037	44%	12,498	44%	74,893	44%
Total	467	100%	7,723	100%	22,566	100%	147,733	100%	707	100%	9,287	100%	27,931	100%	166,844	100%		
2c. Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	28	6%	329	5%	873	4%	5,853	4%	38	6%	335	4%	976	4%	5,096	3%
		Some	152	32%	2,040	26%	5,698	26%	37,528	26%	180	26%	2,036	22%	5,864	21%	33,198	21%
		Quite a bit	190	41%	3,221	42%	9,484	42%	62,340	42%	294	42%	3,753	40%	11,198	40%	67,083	40%
		Very much	95	21%	2,139	27%	6,477	28%	41,786	28%	191	26%	3,139	34%	9,842	35%	61,297	36%
Total	465	100%	7,729	100%	22,532	100%	147,507	100%	703	100%	9,263	100%	27,880	100%	166,674	100%		
2d. Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	32	7%	362	5%	1,073	5%	6,706	5%	54	8%	500	5%	1,428	5%	7,007	5%
		Some	157	34%	1,977	27%	5,800	26%	36,724	25%	193	28%	2,109	22%	6,216	22%	34,946	22%
		Quite a bit	184	39%	3,283	42%	9,566	42%	62,631	42%	278	40%	3,557	38%	10,842	39%	66,308	39%
		Very much	93	20%	2,108	26%	6,124	27%	41,720	28%	180	25%	3,101	34%	9,423	34%	58,589	34%
Total	466	100%	7,730	100%	22,563	100%	147,781	100%	705	100%	9,267	100%	27,909	100%	166,850	100%		
2e. Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	20	4%	307	5%	735	4%	4,897	4%	15	2%	261	3%	756	3%	4,004	3%
		Some	104	23%	1,628	21%	4,493	21%	30,206	21%	140	20%	1,546	17%	4,467	16%	25,250	16%
		Quite a bit	189	41%	3,129	40%	8,872	39%	58,954	39%	278	40%	3,335	36%	9,877	35%	60,003	36%
		Very much	153	32%	2,695	35%	8,518	36%	54,003	36%	275	38%	4,164	45%	12,890	45%	77,941	45%
Total	466	100%	7,759	100%	22,618	100%	148,060	100%	708	100%	9,306	100%	27,990	100%	167,198	100%		
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	3	1%	109	2%	267	1%	1,773	1%	12	2%	196	2%	526	2%	2,820	2%
		1-4	94	22%	1,726	24%	4,278	21%	28,114	21%	173	25%	2,630	29%	7,404	28%	42,022	27%
		5-10	191	42%	3,275	41%	9,337	41%	59,132	40%	286	41%	3,477	37%	10,503	37%	61,195	37%
		11-20	121	24%	1,718	22%	5,659	24%	38,200	24%	154	21%	1,696	19%	5,539	19%	35,062	20%
		More than 20	54	11%	914	12%	3,043	13%	20,619	13%	83	11%	1,267	14%	3,945	14%	25,735	15%
Total	463	100%	7,742	100%	22,584	100%	147,838	100%	708	100%	9,266	100%	27,917	100%	166,834	100%		

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**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
Item	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	123	27%	1,920	26%	5,543	26%	35,852	25%	155	22%	1,989	22%	5,697	21%	33,823	21%
		1-4	235	50%	4,033	52%	12,020	52%	78,308	52%	393	55%	4,752	52%	14,622	52%	88,005	53%
		5-10	69	14%	1,174	14%	3,418	15%	22,557	15%	98	14%	1,563	17%	4,777	17%	28,524	17%
		11-20	19	4%	324	4%	900	4%	6,014	4%	30	4%	515	5%	1,540	5%	8,873	5%
		More than 20	17	4%	282	4%	691	3%	5,028	3%	33	5%	440	5%	1,265	5%	7,569	5%
		Total	463	100%	7,733	100%	22,572	100%	147,759	100%	709	100%	9,259	100%	27,901	100%	166,794	100%
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	379	81%	6,417	80%	18,245	80%	119,997	80%	379	53%	4,864	52%	13,635	50%	80,951	50%
		1-4	60	14%	890	13%	3,160	14%	19,257	14%	260	37%	3,527	38%	11,602	40%	69,528	40%
		5-10	13	3%	260	4%	703	4%	4,870	4%	44	6%	572	7%	1,849	7%	10,997	7%
		11-20	7	1%	78	1%	252	1%	1,995	2%	11	2%	170	2%	483	2%	2,895	2%
		More than 20	3	1%	72	1%	182	1%	1,450	1%	15	2%	119	1%	330	1%	2,389	1%
		Total	462	100%	7,717	100%	22,542	100%	147,569	100%	709	100%	9,252	100%	27,899	100%	166,760	100%
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	44	10%	1,239	17%	2,683	13%	18,063	14%	73	11%	1,100	13%	2,837	11%	14,554	10%
		1-4	292	62%	4,094	52%	11,757	52%	78,005	53%	341	48%	4,265	46%	12,367	45%	71,829	44%
		5-10	101	22%	1,895	24%	6,341	27%	39,602	26%	195	27%	2,654	28%	8,517	29%	53,339	31%
		11-20	23	5%	401	6%	1,447	6%	9,553	6%	77	11%	922	10%	3,119	10%	19,556	11%
		More than 20	3	1%	91	1%	306	1%	2,236	2%	21	3%	298	3%	1,032	4%	7,286	4%
		Total	463	100%	7,720	100%	22,534	100%	147,459	100%	707	100%	9,239	100%	27,872	100%	166,564	100%
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	11	3%	261	4%	608	3%	3,681	3%	36	5%	667	8%	1,671	7%	9,371	6%
		1-4	122	27%	2,748	36%	6,746	32%	43,086	32%	206	30%	3,383	37%	9,235	34%	54,406	34%
		5-10	162	35%	2,753	35%	7,987	35%	51,456	34%	187	26%	2,533	27%	8,033	28%	47,034	28%
		11-20	106	23%	1,343	17%	4,656	19%	32,269	20%	137	19%	1,509	16%	5,051	17%	31,233	18%
		More than 20	63	13%	629	8%	2,573	11%	17,211	11%	142	19%	1,172	12%	3,935	14%	24,723	14%
		Total	464	100%	7,734	100%	22,570	100%	147,703	100%	708	100%	9,264	100%	27,925	100%	166,767	100%
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	50	11%	938	12%	2,538	12%	18,036	12%	101	14%	1,780	18%	5,511	19%	32,787	19%
		1-2	185	40%	2,718	36%	7,993	36%	52,762	36%	231	33%	2,970	33%	8,814	32%	53,373	32%
		3-4	110	24%	2,516	32%	7,353	32%	47,406	32%	202	29%	2,548	28%	7,749	28%	46,388	28%
		5-6	68	14%	783	10%	2,379	10%	15,182	10%	90	13%	857	9%	2,545	9%	15,330	9%
		More than 6	48	10%	752	10%	2,249	10%	13,886	10%	83	12%	1,075	12%	3,194	12%	18,112	11%
		Total	461	100%	7,707	100%	22,512	100%	147,272	100%	707	100%	9,230	100%	27,813	100%	165,990	100%
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	39	9%	968	13%	2,824	12%	19,454	13%	132	19%	2,545	26%	8,049	27%	46,357	28%
		1-2	137	30%	2,974	38%	8,351	37%	52,860	36%	288	41%	3,406	37%	10,102	36%	59,097	36%
		3-4	140	30%	1,987	25%	5,939	26%	39,150	26%	144	20%	1,770	20%	5,327	20%	32,953	20%
		5-6	69	15%	822	10%	2,424	11%	16,786	11%	53	7%	661	7%	1,907	7%	12,487	7%
		More than 6	77	17%	969	14%	2,975	14%	19,056	13%	89	12%	825	10%	2,381	9%	14,943	9%
		Total	462	100%	7,720	100%	22,513	100%	147,306	100%	706	100%	9,207	100%	27,766	100%	165,837	100%

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**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

**First-Year Students**

**Seniors**

	Variable	Response Options	First-Year Students								Seniors								
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009		
			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 challenged you to do your best work	EXAMS	1 Very little	0	0%	53	1%	126	1%	852	1%	3	1%	108	1%	289	1%	1,765	1%
			2	7	2%	99	2%	238	1%	1,561	1%	14	2%	161	2%	469	2%	2,593	2%
			3	19	4%	271	4%	724	3%	4,822	4%	29	4%	366	4%	1,047	4%	6,073	4%
			4	56	13%	963	13%	2,441	12%	17,018	12%	82	12%	1,056	12%	3,021	11%	18,308	11%
			5	163	36%	2,423	31%	6,745	30%	44,941	30%	214	30%	2,622	29%	8,071	29%	47,214	28%
			6	163	35%	2,596	33%	8,160	35%	52,062	34%	240	34%	3,049	32%	9,579	34%	56,524	33%
			7 Very much	53	11%	1,336	17%	4,158	18%	26,499	18%	127	17%	1,895	20%	5,424	20%	34,156	20%
			Total	461	100%	7,741	100%	22,592	100%	147,755	100%	709	100%	9,257	100%	27,900	100%	166,633	100%
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	80	18%	2,037	27%	4,959	24%	31,065	24%	230	33%	2,899	31%	7,772	29%	46,333	30%
			Sometimes	201	43%	3,534	46%	10,591	47%	67,444	46%	295	42%	4,085	44%	12,737	45%	75,553	46%
			Often	92	21%	1,313	17%	4,410	19%	29,964	19%	94	13%	1,321	14%	4,354	15%	26,388	15%
			Very often	80	18%	773	10%	2,380	11%	17,649	11%	83	12%	871	10%	2,783	10%	17,060	10%
			Total	453	100%	7,657	100%	22,340	100%	146,122	100%	702	100%	9,176	100%	27,646	100%	165,334	100%
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	38	8%	1,034	14%	2,209	11%	16,527	13%	90	12%	1,267	15%	3,152	13%	20,872	13%
			Sometimes	132	28%	2,238	28%	6,194	28%	39,590	27%	249	36%	3,047	33%	8,397	31%	51,810	32%
			Often	123	27%	2,046	26%	6,034	27%	37,461	26%	161	23%	2,258	24%	6,944	25%	40,003	24%
			Very often	160	37%	2,331	31%	7,894	34%	52,463	34%	200	29%	2,612	28%	9,145	31%	52,574	31%
			Total	453	100%	7,649	100%	22,331	100%	146,041	100%	700	100%	9,184	100%	27,638	100%	165,259	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never	239	52%	3,317	44%	9,425	42%	58,012	41%	324	47%	3,589	40%	10,842	39%	60,773	39%
			Sometimes	112	25%	2,048	27%	5,881	26%	39,517	27%	199	28%	2,592	28%	7,514	27%	46,349	28%
			Often	50	11%	1,060	14%	3,070	14%	22,086	15%	68	10%	1,291	14%	3,715	14%	24,470	14%
			Very often	52	12%	1,210	15%	3,925	17%	26,214	17%	105	15%	1,686	18%	5,533	20%	33,482	20%
			Total	453	100%	7,635	100%	22,301	100%	145,829	100%	696	100%	9,158	100%	27,604	100%	165,074	100%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	43	9%	738	10%	2,098	10%	13,198	10%	57	8%	723	8%	2,197	8%	11,747	8%
			Sometimes	182	39%	2,888	38%	8,469	38%	54,055	37%	277	39%	3,182	35%	9,493	34%	55,175	34%
			Often	155	34%	2,659	34%	7,748	34%	51,357	35%	225	32%	3,361	36%	10,085	37%	61,144	37%
			Very often	75	17%	1,358	18%	3,967	18%	27,122	19%	144	20%	1,899	21%	5,812	21%	36,950	22%
			Total	455	100%	7,643	100%	22,282	100%	145,732	100%	703	100%	9,165	100%	27,587	100%	165,016	100%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	33	7%	439	6%	1,215	6%	7,486	6%	42	6%	417	5%	1,264	5%	6,991	5%
			Sometimes	151	33%	2,471	33%	7,307	33%	46,517	32%	228	33%	2,764	31%	8,391	31%	47,937	29%
			Often	181	40%	2,940	38%	8,719	39%	57,374	39%	265	37%	3,559	38%	10,782	39%	66,153	40%
			Very often	88	19%	1,796	22%	5,062	23%	34,507	24%	167	23%	2,429	26%	7,174	26%	44,039	26%
			Total	453	100%	7,646	100%	22,303	100%	145,884	100%	702	100%	9,169	100%	27,611	100%	165,120	100%
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	12	3%	273	4%	794	4%	4,917	4%	16	2%	300	3%	835	3%	4,443	3%
			Sometimes	131	29%	2,480	33%	6,918	32%	43,658	31%	213	31%	2,785	30%	8,268	30%	47,158	29%
			Often	202	45%	3,021	39%	8,988	39%	58,924	40%	313	44%	3,682	40%	11,222	41%	67,684	41%
			Very often	109	23%	1,887	25%	5,666	25%	38,676	26%	161	22%	2,425	26%	7,364	26%	46,177	27%
			Total	454	100%	7,661	100%	22,366	100%	146,175	100%	703	100%	9,192	100%	27,689	100%	165,462	100%

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**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors								
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009		
	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	17%	927	13%	2,412	12%	18,029	13%	47	7%	780	9%	2,007	8%	12,299	8%
Do not plan to do			15	4%	283	5%	736	4%	5,858	5%	81	12%	1,457	16%	3,841	15%	24,471	15%	
Plan to do			340	74%	5,837	76%	17,505	77%	109,210	74%	263	37%	2,380	28%	6,048	25%	35,725	24%	
Done			21	5%	467	7%	1,373	7%	11,043	8%	307	43%	4,476	47%	15,561	53%	91,461	52%	
Total		450	100%	7,514	100%	22,026	100%	144,140	100%	698	100%	9,093	100%	27,457	100%	163,956	100%		
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	69	16%	989	14%	2,651	13%	17,276	13%	87	13%	925	11%	2,375	10%	14,560	10%
Do not plan to do			28	7%	460	7%	1,201	6%	7,971	7%	123	19%	1,472	17%	4,027	16%	22,951	15%	
Plan to do			202	44%	3,210	43%	8,758	41%	58,289	41%	121	17%	1,519	18%	3,889	16%	23,840	15%	
Done			147	32%	2,836	36%	9,328	39%	60,171	40%	363	51%	5,147	55%	17,043	59%	102,004	60%	
Total		446	100%	7,495	100%	21,938	100%	143,707	100%	694	100%	9,063	100%	27,334	100%	163,355	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	177	39%	2,228	31%	6,742	30%	48,030	32%	117	17%	1,332	16%	3,690	15%	23,740	15%
Do not plan to do			94	21%	1,994	26%	5,934	26%	34,465	25%	351	51%	4,493	48%	14,181	50%	80,288	50%	
Plan to do			106	24%	1,722	25%	4,862	23%	36,500	26%	54	8%	885	11%	2,162	9%	13,870	9%	
Done			68	16%	1,537	19%	4,382	20%	24,402	18%	174	24%	2,325	25%	7,256	26%	45,022	26%	
Total		445	100%	7,481	100%	21,920	100%	143,397	100%	696	100%	9,035	100%	27,289	100%	162,920	100%		
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	202	46%	2,941	39%	8,446	38%	55,911	38%	136	19%	1,631	19%	4,382	17%	27,445	17%
Do not plan to do			102	22%	1,819	24%	4,584	22%	32,983	23%	362	52%	4,552	49%	13,331	48%	83,249	50%	
Plan to do			128	29%	2,407	33%	7,974	35%	47,840	33%	109	16%	1,372	16%	3,732	15%	19,907	13%	
Done			15	3%	339	5%	979	5%	7,159	5%	89	13%	1,525	16%	5,956	20%	33,055	19%	
Total		447	100%	7,506	100%	21,983	100%	143,893	100%	696	100%	9,080	100%	27,401	100%	163,656	100%		
7e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	103	23%	1,422	19%	4,103	18%	26,535	19%	59	9%	823	10%	2,130	9%	14,095	9%
Do not plan to do			152	34%	2,108	28%	5,725	27%	36,856	26%	351	51%	3,783	40%	10,921	40%	66,532	41%	
Plan to do			109	24%	2,454	34%	7,157	34%	47,380	34%	51	7%	913	12%	2,349	10%	14,222	9%	
Done			86	19%	1,520	19%	5,018	21%	33,315	22%	238	33%	3,575	38%	12,040	42%	68,997	41%	
Total		450	100%	7,504	100%	22,003	100%	144,086	100%	699	100%	9,094	100%	27,440	100%	163,846	100%		
7f.	Study abroad	STDABR04 (EEE)	Have not decided	144	32%	2,210	29%	6,283	29%	40,589	29%	103	15%	1,354	16%	3,312	13%	20,779	14%
Do not plan to do			116	26%	1,978	27%	5,114	25%	35,296	26%	470	68%	5,684	61%	16,744	61%	101,062	62%	
Plan to do			177	39%	3,115	41%	10,034	44%	63,994	42%	55	8%	924	11%	2,316	10%	13,240	9%	
Done			12	3%	187	3%	526	3%	3,856	3%	70	10%	1,103	12%	4,958	16%	28,182	15%	
Total		449	100%	7,490	100%	21,957	100%	143,735	100%	698	100%	9,065	100%	27,330	100%	163,263	100%		
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	159	37%	2,472	34%	7,279	33%	48,915	34%	96	14%	1,279	15%	3,196	13%	20,358	13%
Do not plan to do			207	45%	3,680	47%	10,824	48%	65,270	45%	465	66%	5,477	58%	16,870	60%	97,570	60%	
Plan to do			67	15%	1,122	17%	3,205	16%	24,381	17%	64	9%	905	11%	2,333	10%	14,424	10%	
Done			12	3%	216	3%	607	3%	4,975	4%	70	10%	1,396	15%	4,889	17%	30,732	17%	
Total		445	100%	7,490	100%	21,915	100%	143,541	100%	695	100%	9,057	100%	27,288	100%	163,084	100%		

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**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
Item	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			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	222	49%	3,051	39%	8,155	37%	52,954	38%	96	14%	1,099	13%	2,524	10%	16,833	11%
		Do not plan to do	57	12%	974	13%	2,352	12%	15,353	12%	216	30%	2,368	25%	6,172	23%	36,906	24%
		Plan to do	164	38%	3,334	45%	11,098	49%	73,021	48%	240	35%	3,010	35%	8,419	33%	49,751	31%
		Done	7	2%	159	2%	401	2%	2,758	2%	147	21%	2,616	27%	10,327	34%	60,396	34%
		<b>Total</b>	<b>450</b>	<b>100%</b>	<b>7,518</b>	<b>100%</b>	<b>22,006</b>	<b>100%</b>	<b>144,086</b>	<b>100%</b>	<b>699</b>	<b>100%</b>	<b>9,093</b>	<b>100%</b>	<b>27,442</b>	<b>100%</b>	<b>163,886</b>	<b>100%</b>
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	8	2%	77	1%	222	1%	1,531	1%	2	0%	83	1%	254	1%	1,414	1%
		2	8	2%	172	2%	548	3%	3,383	3%	24	4%	213	2%	668	2%	3,319	2%
		3	25	6%	422	6%	1,074	5%	7,021	5%	29	4%	432	5%	1,215	5%	6,470	4%
		4	47	10%	1,066	15%	2,742	13%	17,194	13%	83	12%	1,089	12%	3,068	12%	17,098	11%
		5	102	23%	1,685	22%	4,657	22%	30,173	22%	159	23%	2,023	22%	5,880	22%	33,334	21%
		6	141	32%	2,305	30%	7,115	31%	45,451	31%	242	34%	2,864	31%	8,957	32%	52,685	32%
		7 Friendly, Supportive, Sense of belonging	116	25%	1,773	24%	5,629	25%	39,106	26%	160	22%	2,362	27%	7,339	27%	49,406	29%
		<b>Total</b>	<b>447</b>	<b>100%</b>	<b>7,500</b>	<b>100%</b>	<b>21,987</b>	<b>100%</b>	<b>143,859</b>	<b>100%</b>	<b>699</b>	<b>100%</b>	<b>9,066</b>	<b>100%</b>	<b>27,381</b>	<b>100%</b>	<b>163,726</b>	<b>100%</b>
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	3	1%	72	1%	194	1%	1,176	1%	10	1%	124	1%	312	1%	1,540	1%
		2	10	2%	193	3%	527	3%	3,067	3%	20	3%	286	3%	749	3%	3,578	3%
		3	41	10%	542	8%	1,477	7%	7,951	6%	44	6%	542	6%	1,486	6%	7,231	5%
		4	78	17%	1,491	20%	3,980	19%	22,839	17%	107	15%	1,371	16%	3,860	15%	19,416	13%
		5	136	30%	2,222	28%	6,561	29%	39,057	27%	203	29%	2,342	26%	7,062	26%	37,800	24%
		6	140	31%	1,986	26%	6,309	28%	43,884	29%	199	29%	2,723	29%	8,805	31%	53,787	32%
		7 Available, Helpful, Sympathetic	40	9%	996	14%	2,937	14%	25,899	17%	115	16%	1,685	19%	5,119	19%	40,361	23%
		<b>Total</b>	<b>448</b>	<b>100%</b>	<b>7,502</b>	<b>100%</b>	<b>21,985</b>	<b>100%</b>	<b>143,873</b>	<b>100%</b>	<b>698</b>	<b>100%</b>	<b>9,073</b>	<b>100%</b>	<b>27,393</b>	<b>100%</b>	<b>163,713</b>	<b>100%</b>
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	7	2%	253	4%	671	4%	3,874	3%	33	5%	479	6%	1,480	6%	7,785	5%
		2	25	6%	473	7%	1,263	7%	7,397	6%	60	9%	792	9%	2,272	9%	11,961	8%
		3	55	12%	831	11%	2,295	11%	13,741	10%	85	12%	1,076	12%	3,257	12%	17,334	11%
		4	96	22%	1,887	25%	5,401	25%	32,348	23%	149	21%	1,978	22%	5,960	22%	33,501	21%
		5	98	22%	1,811	23%	5,493	24%	34,885	24%	167	24%	1,951	21%	6,079	22%	36,104	22%
		6	112	25%	1,373	18%	4,440	19%	31,572	21%	126	18%	1,707	18%	5,154	19%	33,014	20%
		7 Helpful, Considerate, Flexible	54	12%	866	12%	2,402	11%	19,952	13%	78	11%	1,083	11%	3,182	12%	23,996	14%
		<b>Total</b>	<b>447</b>	<b>100%</b>	<b>7,494</b>	<b>100%</b>	<b>21,965</b>	<b>100%</b>	<b>143,769</b>	<b>100%</b>	<b>698</b>	<b>100%</b>	<b>9,066</b>	<b>100%</b>	<b>27,384</b>	<b>100%</b>	<b>163,695</b>	<b>100%</b>

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**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009		
		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	2	1%	30	0%	73	0%	637	1%	3	0%	29	0%	90	0%	609	0%
		1-5 hrs/wk	63	15%	1,086	16%	2,496	13%	19,183	15%	96	14%	1,585	18%	4,028	16%	24,707	16%
		6-10 hrs/wk	118	27%	1,957	26%	5,080	24%	33,852	24%	165	24%	2,213	25%	6,480	24%	39,212	25%
		11-15 hrs/wk	107	24%	1,668	22%	4,972	23%	32,080	22%	145	21%	1,759	19%	5,548	20%	33,099	20%
		16-20 hrs/wk	76	16%	1,326	17%	4,284	18%	26,367	18%	126	18%	1,423	15%	4,643	16%	27,562	16%
		21-25 hrs/wk	38	8%	725	9%	2,502	10%	15,718	10%	65	9%	873	9%	2,786	10%	16,379	10%
		26-30 hrs/wk	27	6%	333	4%	1,290	5%	8,051	5%	44	6%	505	6%	1,614	6%	9,664	6%
		30+ hrs/wk	16	3%	320	5%	1,133	5%	7,028	5%	52	7%	631	7%	2,070	7%	11,631	7%
Total	447	100%	7,445	100%	21,830	100%	142,916	100%	696	100%	9,018	100%	27,259	100%	162,863	100%		
9b. Working for pay on campus	WORKON01	0 hrs/wk	342	76%	6,302	85%	17,447	82%	110,880	80%	524	75%	6,951	78%	19,081	73%	114,562	73%
		1-5 hrs/wk	11	2%	154	2%	728	3%	6,820	4%	18	3%	231	2%	1,132	3%	8,404	4%
		6-10 hrs/wk	46	10%	285	4%	1,495	6%	12,282	7%	36	5%	444	5%	2,250	7%	14,767	7%
		11-15 hrs/wk	25	5%	327	4%	1,068	5%	6,874	5%	41	6%	455	5%	1,837	6%	10,263	6%
		16-20 hrs/wk	14	3%	235	3%	764	3%	3,954	3%	36	5%	499	6%	1,764	7%	8,834	6%
		21-25 hrs/wk	1	0%	76	1%	166	1%	907	1%	14	2%	164	2%	490	2%	2,336	1%
		26-30 hrs/wk	4	1%	20	0%	49	0%	363	0%	10	1%	87	1%	203	1%	1,016	1%
		30+ hrs/wk	4	1%	42	1%	94	1%	771	1%	15	2%	184	2%	476	2%	2,501	2%
Total	447	100%	7,441	100%	21,811	100%	142,851	100%	694	100%	9,015	100%	27,233	100%	162,683	100%		
9c. Working for pay off campus	WORKOF01	0 hrs/wk	355	78%	4,651	62%	15,933	69%	98,525	66%	265	37%	3,552	39%	12,991	45%	70,390	42%
		1-5 hrs/wk	16	4%	352	5%	1,023	5%	6,927	5%	29	4%	431	5%	1,392	5%	8,365	5%
		6-10 hrs/wk	16	4%	466	6%	1,018	5%	6,947	5%	38	6%	535	6%	1,677	6%	10,549	6%
		11-15 hrs/wk	14	3%	460	6%	1,013	5%	6,871	5%	50	7%	646	7%	1,834	7%	10,985	7%
		16-20 hrs/wk	20	4%	606	8%	1,142	6%	7,457	6%	85	12%	906	10%	2,480	9%	14,357	9%
		21-25 hrs/wk	10	3%	365	5%	693	4%	5,088	4%	68	9%	785	9%	1,930	8%	11,201	7%
		26-30 hrs/wk	6	1%	201	3%	356	2%	2,925	2%	67	10%	518	6%	1,239	5%	7,463	5%
		30+ hrs/wk	9	3%	338	5%	618	4%	7,999	7%	92	14%	1,645	18%	3,693	16%	29,439	19%
Total	446	100%	7,439	100%	21,796	100%	142,739	100%	694	100%	9,018	100%	27,236	100%	162,749	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	195	43%	3,312	45%	7,328	38%	52,860	40%	322	46%	4,661	52%	11,540	46%	74,108	48%
		1-5 hrs/wk	140	31%	2,012	26%	7,053	30%	43,243	29%	203	29%	2,292	26%	7,745	27%	43,702	26%
		6-10 hrs/wk	51	11%	932	12%	3,389	14%	19,816	13%	84	12%	925	10%	3,509	12%	19,155	11%
		11-15 hrs/wk	22	5%	518	7%	1,728	7%	11,464	8%	38	5%	466	5%	1,850	6%	10,320	6%
		16-20 hrs/wk	15	4%	322	4%	1,082	5%	7,363	5%	22	3%	296	3%	1,120	4%	6,650	4%
		21-25 hrs/wk	10	2%	154	2%	554	2%	3,613	2%	11	1%	153	2%	613	2%	3,648	2%
		26-30 hrs/wk	5	1%	73	1%	275	1%	1,699	1%	8	1%	79	1%	315	1%	1,776	1%
		30+ hrs/wk	8	2%	127	2%	421	2%	2,894	2%	8	1%	141	2%	565	2%	3,567	2%
Total	446	100%	7,450	100%	21,830	100%	142,952	100%	696	100%	9,013	100%	27,257	100%	162,926	100%		

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Western Michigan University**

			First-Year Students								Seniors							
Item	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	5	1%	61	1%	163	1%	1,478	1%	6	1%	128	2%	317	1%	2,028	1%
		1-5 hrs/wk	81	19%	1,556	21%	4,147	20%	30,825	22%	165	23%	2,510	28%	6,691	26%	44,098	27%
		6-10 hrs/wk	94	21%	2,048	27%	6,154	28%	40,658	28%	200	29%	2,746	30%	8,283	30%	49,511	30%
		11-15 hrs/wk	108	25%	1,631	22%	4,935	22%	30,525	21%	150	22%	1,780	19%	5,553	20%	31,568	19%
		16-20 hrs/wk	66	14%	1,033	14%	3,147	14%	18,950	14%	84	12%	960	11%	3,296	12%	18,223	11%
		21-25 hrs/wk	35	8%	450	6%	1,377	6%	8,604	6%	41	6%	413	5%	1,385	5%	7,654	5%
		26-30 hrs/wk	23	5%	210	3%	647	3%	3,962	3%	17	2%	181	2%	612	2%	3,334	2%
		30+ hrs/wk	29	6%	411	6%	1,150	6%	7,058	5%	27	4%	264	3%	1,002	4%	5,698	4%
	<b>Total</b>		<b>441</b>	<b>100%</b>	<b>7,400</b>	<b>100%</b>	<b>21,720</b>	<b>100%</b>	<b>142,060</b>	<b>100%</b>	<b>690</b>	<b>100%</b>	<b>8,982</b>	<b>100%</b>	<b>27,139</b>	<b>100%</b>	<b>162,114</b>	<b>100%</b>
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	345	77%	5,124	67%	16,778	74%	102,011	69%	472	68%	5,039	55%	17,476	61%	97,337	58%
		1-5 hrs/wk	46	11%	1,085	15%	2,510	13%	17,877	13%	90	13%	1,219	15%	3,263	13%	19,864	13%
		6-10 hrs/wk	21	5%	459	7%	963	5%	7,509	6%	30	5%	682	8%	1,756	7%	10,690	7%
		11-15 hrs/wk	9	2%	255	4%	570	3%	4,342	3%	18	3%	432	5%	994	4%	6,446	4%
		16-20 hrs/wk	7	2%	140	2%	281	2%	2,522	2%	8	1%	326	4%	774	3%	4,977	3%
		21-25 hrs/wk	2	1%	70	1%	142	1%	1,256	1%	6	1%	187	2%	407	2%	2,732	2%
		26-30 hrs/wk	1	0%	37	1%	71	0%	793	1%	7	1%	106	1%	246	1%	2,102	1%
		30+ hrs/wk	6	1%	220	3%	383	2%	5,531	4%	56	8%	962	10%	2,167	9%	17,823	11%
	<b>Total</b>		<b>437</b>	<b>100%</b>	<b>7,390</b>	<b>100%</b>	<b>21,698</b>	<b>100%</b>	<b>141,841</b>	<b>100%</b>	<b>687</b>	<b>100%</b>	<b>8,953</b>	<b>100%</b>	<b>27,083</b>	<b>100%</b>	<b>161,971</b>	<b>100%</b>
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	29	8%	655	9%	2,728	11%	23,932	14%	18	3%	358	4%	2,086	6%	18,973	9%
		1-5 hrs/wk	294	66%	4,631	60%	14,275	63%	87,703	61%	473	68%	5,548	59%	17,816	63%	101,162	62%
		6-10 hrs/wk	71	16%	1,364	19%	3,014	16%	18,540	15%	150	22%	2,072	24%	4,838	20%	27,914	19%
		11-15 hrs/wk	27	6%	415	6%	951	5%	6,345	5%	32	5%	596	8%	1,445	6%	8,252	6%
		16-20 hrs/wk	11	2%	187	3%	399	2%	2,884	2%	8	1%	202	3%	494	2%	2,843	2%
		21-25 hrs/wk	3	1%	74	1%	151	1%	1,038	1%	2	0%	79	1%	169	1%	1,099	1%
		26-30 hrs/wk	3	1%	19	1%	60	0%	484	0%	2	0%	44	1%	92	1%	549	0%
		30+ hrs/wk	4	1%	73	1%	171	1%	1,339	1%	5	1%	103	1%	236	1%	1,608	1%
	<b>Total</b>		<b>442</b>	<b>100%</b>	<b>7,418</b>	<b>100%</b>	<b>21,749</b>	<b>100%</b>	<b>142,265</b>	<b>100%</b>	<b>690</b>	<b>100%</b>	<b>9,002</b>	<b>100%</b>	<b>27,176</b>	<b>100%</b>	<b>162,400</b>	<b>100%</b>
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	8	2%	131	2%	338	2%	2,432	2%	15	2%	235	3%	595	2%	3,453	2%
		Some	83	20%	1,354	20%	3,386	18%	22,263	17%	129	19%	1,602	18%	4,505	18%	26,453	17%
		Quite a bit	194	44%	3,363	46%	9,785	46%	64,925	46%	317	47%	4,075	45%	12,228	45%	72,489	45%
		Very much	152	34%	2,505	33%	8,057	35%	51,453	35%	226	32%	3,024	34%	9,687	35%	59,050	35%
	<b>Total</b>		<b>437</b>	<b>100%</b>	<b>7,353</b>	<b>100%</b>	<b>21,566</b>	<b>100%</b>	<b>141,073</b>	<b>100%</b>	<b>687</b>	<b>100%</b>	<b>8,936</b>	<b>100%</b>	<b>27,015</b>	<b>100%</b>	<b>161,445</b>	<b>100%</b>
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	15	4%	229	4%	596	4%	3,485	3%	39	6%	555	7%	1,433	6%	7,006	5%
		Some	85	20%	1,532	22%	4,110	21%	24,960	20%	214	31%	2,348	27%	6,868	26%	35,126	24%
		Quite a bit	205	47%	3,253	45%	9,429	44%	61,337	44%	305	44%	3,855	43%	11,790	43%	69,586	43%
		Very much	130	29%	2,315	29%	7,366	32%	50,847	33%	129	19%	2,154	23%	6,847	25%	49,210	28%
	<b>Total</b>		<b>435</b>	<b>100%</b>	<b>7,329</b>	<b>100%</b>	<b>21,501</b>	<b>100%</b>	<b>140,629</b>	<b>100%</b>	<b>687</b>	<b>100%</b>	<b>8,912</b>	<b>100%</b>	<b>26,938</b>	<b>100%</b>	<b>160,928</b>	<b>100%</b>

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors								
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009		
	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	Very little	59	15%	804	13%	2,443	13%	14,990	12%	139	20%	1,521	17%	4,842	18%	25,618	17%
		(EEE)	Some	130	29%	2,144	30%	6,306	30%	40,689	29%	283	42%	2,911	32%	9,203	33%	52,086	32%
			Quite a bit	147	35%	2,465	33%	7,186	33%	47,748	34%	184	27%	2,609	29%	7,687	29%	48,613	30%
			Very much	96	22%	1,909	24%	5,554	24%	37,075	25%	76	11%	1,861	22%	5,179	20%	34,564	21%
			Total	432	100%	7,322	100%	21,489	100%	140,502	100%	682	100%	8,902	100%	26,911	100%	160,881	100%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	112	26%	1,889	28%	5,183	26%	30,986	24%	347	51%	3,571	40%	10,234	38%	54,925	36%
		(SCE)	Some	156	36%	2,818	37%	8,361	37%	52,843	37%	244	35%	3,143	35%	9,868	36%	59,250	36%
			Quite a bit	129	29%	1,784	25%	5,466	25%	38,172	26%	69	9%	1,509	18%	4,709	18%	31,606	19%
			Very much	40	9%	851	11%	2,518	12%	18,721	13%	26	4%	697	8%	2,150	8%	15,309	9%
			Total	437	100%	7,342	100%	21,528	100%	140,722	100%	686	100%	8,920	100%	26,961	100%	161,090	100%
10e.	Providing the support you need to thrive socially	ENVSOCAL	Very little	67	15%	1,216	18%	3,211	16%	20,001	16%	193	29%	2,388	26%	6,677	25%	36,871	24%
		(SCE)	Some	161	36%	2,688	37%	7,672	36%	48,154	35%	298	44%	3,436	39%	10,581	39%	61,649	39%
			Quite a bit	148	34%	2,324	31%	7,161	32%	48,302	33%	148	21%	2,208	25%	6,865	26%	43,288	26%
			Very much	60	14%	1,099	14%	3,412	16%	23,773	16%	43	6%	847	10%	2,745	11%	18,715	11%
			Total	436	100%	7,327	100%	21,456	100%	140,230	100%	682	100%	8,879	100%	26,868	100%	160,523	100%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	33	7%	607	9%	1,451	8%	11,422	10%	92	14%	1,223	13%	3,195	12%	21,569	14%
			Some	115	27%	1,970	27%	5,281	25%	32,069	24%	240	36%	2,744	30%	8,004	29%	45,873	30%
			Quite a bit	194	45%	2,747	37%	8,421	38%	54,152	38%	250	36%	3,153	36%	9,890	36%	57,226	35%
			Very much	94	21%	2,018	26%	6,379	29%	43,014	29%	105	15%	1,778	21%	5,826	22%	36,027	21%
			Total	436	100%	7,342	100%	21,532	100%	140,657	100%	687	100%	8,898	100%	26,915	100%	160,695	100%
10g.	Using computers in academic work	ENVCOMPT	Very little	14	3%	135	2%	405	2%	3,030	2%	16	2%	167	2%	451	2%	2,933	2%
			Some	58	13%	951	12%	2,675	12%	18,165	13%	77	11%	747	9%	2,341	9%	14,696	9%
			Quite a bit	161	37%	2,503	34%	7,179	34%	48,504	34%	205	30%	2,570	29%	7,553	28%	45,589	28%
			Very much	204	47%	3,761	51%	11,290	52%	71,222	51%	387	57%	5,433	60%	16,630	61%	98,065	60%
			Total	437	100%	7,350	100%	21,549	100%	140,921	100%	685	100%	8,917	100%	26,975	100%	161,283	100%
11a.	Acquiring a broad general education	GNGENLED	Very little	15	3%	189	3%	508	3%	3,278	3%	15	2%	285	3%	789	3%	4,187	3%
			Some	72	17%	1,176	17%	3,360	16%	20,726	16%	141	21%	1,372	15%	4,104	15%	21,367	14%
			Quite a bit	198	47%	3,316	47%	9,343	45%	59,523	43%	282	42%	3,487	39%	10,181	38%	58,791	38%
			Very much	140	32%	2,528	33%	7,962	36%	55,226	38%	236	35%	3,681	43%	11,611	44%	74,972	45%
			Total	425	100%	7,209	100%	21,173	100%	138,753	100%	674	100%	8,825	100%	26,685	100%	159,317	100%
11b.	Acquiring job or work-related knowledge and skills	GNWORK	Very little	45	11%	662	10%	1,586	8%	10,945	9%	32	5%	588	7%	1,571	6%	9,240	6%
			Some	105	25%	2,154	29%	5,699	28%	36,884	27%	122	18%	1,818	20%	5,360	20%	31,259	20%
			Quite a bit	161	39%	2,657	37%	7,830	37%	51,657	37%	268	40%	3,104	35%	9,276	35%	54,334	34%
			Very much	113	26%	1,743	24%	6,054	27%	39,217	27%	257	37%	3,329	38%	10,505	39%	64,676	39%
			Total	424	100%	7,216	100%	21,169	100%	138,703	100%	679	100%	8,839	100%	26,712	100%	159,509	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
Item	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	31	8%	357	5%	1,134	5%	5,685	5%	28	4%	399	4%	1,266	4%	5,834	4%
		Some	110	27%	1,626	23%	4,984	23%	28,377	21%	168	25%	1,853	21%	5,682	21%	29,372	19%
		Quite a bit	173	40%	3,021	42%	8,732	41%	57,739	41%	289	43%	3,452	39%	10,328	39%	60,820	38%
		Very much	111	25%	2,214	30%	6,334	30%	47,105	33%	194	28%	3,145	36%	9,460	36%	63,635	38%
		<b>Total</b>	<b>425</b>	<b>100%</b>	<b>7,218</b>	<b>100%</b>	<b>21,184</b>	<b>100%</b>	<b>138,906</b>	<b>100%</b>	<b>679</b>	<b>100%</b>	<b>8,849</b>	<b>100%</b>	<b>26,736</b>	<b>100%</b>	<b>159,661</b>	<b>100%</b>
11d. Speaking clearly and effectively	GNSPEAK	Very little	51	12%	609	9%	1,955	9%	10,380	8%	48	7%	554	6%	1,750	6%	8,704	6%
		Some	135	33%	1,969	28%	6,032	28%	36,037	26%	203	30%	2,157	24%	6,567	24%	34,603	23%
		Quite a bit	155	35%	2,733	37%	7,946	37%	53,367	38%	266	40%	3,317	38%	9,989	38%	59,649	37%
		Very much	84	20%	1,891	26%	5,201	25%	38,759	27%	159	23%	2,790	32%	8,367	32%	56,358	34%
		<b>Total</b>	<b>425</b>	<b>100%</b>	<b>7,202</b>	<b>100%</b>	<b>21,134</b>	<b>100%</b>	<b>138,543</b>	<b>100%</b>	<b>676</b>	<b>100%</b>	<b>8,818</b>	<b>100%</b>	<b>26,673</b>	<b>100%</b>	<b>159,314</b>	<b>100%</b>
11e. Thinking critically and analytically	GNANALY	Very little	13	3%	164	3%	411	2%	2,782	2%	12	2%	183	2%	506	2%	2,657	2%
		Some	82	19%	1,129	16%	3,042	15%	19,162	15%	84	12%	1,077	12%	2,961	11%	16,300	11%
		Quite a bit	192	46%	3,057	42%	8,728	41%	56,956	41%	291	43%	3,318	37%	9,591	36%	56,249	36%
		Very much	137	32%	2,866	40%	8,977	42%	59,738	42%	292	43%	4,241	48%	13,599	50%	84,133	51%
		<b>Total</b>	<b>424</b>	<b>100%</b>	<b>7,216</b>	<b>100%</b>	<b>21,158</b>	<b>100%</b>	<b>138,638</b>	<b>100%</b>	<b>679</b>	<b>100%</b>	<b>8,819</b>	<b>100%</b>	<b>26,657</b>	<b>100%</b>	<b>159,339</b>	<b>100%</b>
11f. Analyzing quantitative problems	GNQUANT	Very little	29	6%	393	5%	983	5%	7,072	5%	36	5%	429	5%	1,219	5%	7,406	5%
		Some	123	29%	1,778	25%	4,634	23%	32,324	23%	143	21%	1,801	20%	5,291	20%	33,011	21%
		Quite a bit	168	40%	2,922	41%	8,545	41%	56,259	41%	260	39%	3,323	38%	9,730	37%	57,862	37%
		Very much	103	25%	2,087	29%	6,914	31%	42,646	31%	234	35%	3,248	37%	10,366	38%	60,759	38%
		<b>Total</b>	<b>423</b>	<b>100%</b>	<b>7,180</b>	<b>100%</b>	<b>21,076</b>	<b>100%</b>	<b>138,301</b>	<b>100%</b>	<b>673</b>	<b>100%</b>	<b>8,801</b>	<b>100%</b>	<b>26,606</b>	<b>100%</b>	<b>159,038</b>	<b>100%</b>
11g. Using computing and information technology	GNCMPTS	Very little	24	5%	390	5%	1,076	5%	7,213	5%	25	4%	356	4%	1,005	4%	5,794	4%
		Some	86	20%	1,537	21%	4,323	21%	29,434	21%	127	18%	1,405	15%	4,471	16%	27,197	17%
		Quite a bit	159	37%	2,794	39%	7,976	38%	52,841	38%	259	38%	3,031	34%	9,184	34%	55,279	34%
		Very much	157	37%	2,493	35%	7,790	36%	49,272	36%	268	40%	4,046	47%	12,062	46%	71,377	45%
		<b>Total</b>	<b>426</b>	<b>100%</b>	<b>7,214</b>	<b>100%</b>	<b>21,165</b>	<b>100%</b>	<b>138,760</b>	<b>100%</b>	<b>679</b>	<b>100%</b>	<b>8,838</b>	<b>100%</b>	<b>26,722</b>	<b>100%</b>	<b>159,647</b>	<b>100%</b>
11h. Working effectively with others	GNOTHERS	Very little	26	6%	376	6%	955	5%	5,952	5%	21	3%	357	4%	968	4%	5,198	4%
		Some	101	24%	1,755	25%	4,803	24%	29,781	23%	145	22%	1,727	20%	4,946	19%	26,802	18%
		Quite a bit	169	39%	2,910	39%	8,519	40%	55,046	39%	270	40%	3,227	36%	9,811	36%	57,960	36%
		Very much	129	30%	2,182	30%	6,909	31%	48,060	33%	244	35%	3,523	40%	10,983	41%	69,662	42%
		<b>Total</b>	<b>425</b>	<b>100%</b>	<b>7,223</b>	<b>100%</b>	<b>21,186</b>	<b>100%</b>	<b>138,839</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>8,834</b>	<b>100%</b>	<b>26,708</b>	<b>100%</b>	<b>159,622</b>	<b>100%</b>
11i. Voting in local, state, or national elections	GNCITIZN	Very little	54	14%	1,340	20%	4,229	20%	27,841	21%	171	26%	2,652	30%	7,912	29%	44,093	28%
		Some	77	18%	1,887	27%	5,774	27%	37,590	27%	230	35%	2,538	29%	8,052	30%	47,060	30%
		Quite a bit	136	33%	1,989	28%	5,757	28%	37,322	27%	162	24%	1,895	22%	5,795	22%	35,801	23%
		Very much	156	35%	1,887	25%	5,123	25%	33,966	25%	105	15%	1,656	20%	4,660	19%	30,841	20%
		<b>Total</b>	<b>423</b>	<b>100%</b>	<b>7,103</b>	<b>100%</b>	<b>20,883</b>	<b>100%</b>	<b>136,719</b>	<b>100%</b>	<b>668</b>	<b>100%</b>	<b>8,741</b>	<b>100%</b>	<b>26,419</b>	<b>100%</b>	<b>157,795</b>	<b>100%</b>

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**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
Item	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	9	2%	343	5%	978	5%	5,966	5%	48	7%	570	7%	1,560	6%	8,132	6%
		Some	85	20%	1,590	23%	4,474	22%	28,958	22%	157	24%	1,776	19%	5,239	19%	29,284	19%
		Quite a bit	190	46%	3,080	43%	9,138	43%	59,330	43%	285	43%	3,445	39%	10,525	39%	62,610	39%
		Very much	133	32%	2,067	29%	6,238	30%	42,243	31%	176	26%	2,944	35%	9,071	35%	57,555	36%
		<b>Total</b>	<b>417</b>	<b>100%</b>	<b>7,080</b>	<b>100%</b>	<b>20,828</b>	<b>100%</b>	<b>136,497</b>	<b>100%</b>	<b>666</b>	<b>100%</b>	<b>8,735</b>	<b>100%</b>	<b>26,395</b>	<b>100%</b>	<b>157,581</b>	<b>100%</b>
11k. Understanding yourself	GNSELF	Very little	34	8%	761	11%	2,191	11%	12,713	10%	112	17%	1,209	14%	3,394	13%	16,729	12%
		Some	110	27%	1,908	27%	5,470	26%	33,867	25%	181	28%	2,290	26%	6,884	26%	37,764	25%
		Quite a bit	151	36%	2,585	35%	7,558	36%	49,633	36%	228	34%	2,811	32%	8,571	32%	52,747	33%
		Very much	128	30%	1,814	26%	5,573	27%	40,034	29%	145	21%	2,401	29%	7,485	29%	50,088	31%
		<b>Total</b>	<b>423</b>	<b>100%</b>	<b>7,068</b>	<b>100%</b>	<b>20,792</b>	<b>100%</b>	<b>136,247</b>	<b>100%</b>	<b>666</b>	<b>100%</b>	<b>8,711</b>	<b>100%</b>	<b>26,334</b>	<b>100%</b>	<b>157,328</b>	<b>100%</b>
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	47	11%	717	11%	2,468	12%	15,209	12%	110	17%	1,154	13%	3,938	14%	20,760	13%
		Some	132	32%	2,093	30%	6,580	31%	41,394	30%	240	36%	2,662	29%	8,662	32%	48,801	31%
		Quite a bit	148	34%	2,512	34%	7,098	34%	47,071	34%	206	31%	2,841	32%	8,070	31%	49,966	32%
		Very much	94	23%	1,771	25%	4,694	23%	32,882	24%	113	16%	2,080	25%	5,737	23%	38,197	24%
		<b>Total</b>	<b>421</b>	<b>100%</b>	<b>7,093</b>	<b>100%</b>	<b>20,840</b>	<b>100%</b>	<b>136,556</b>	<b>100%</b>	<b>669</b>	<b>100%</b>	<b>8,737</b>	<b>100%</b>	<b>26,407</b>	<b>100%</b>	<b>157,724</b>	<b>100%</b>
11m. Solving complex real-world problems	GNPROBSV	Very little	46	11%	732	11%	1,911	10%	12,558	10%	73	11%	924	11%	2,446	10%	14,430	10%
		Some	127	30%	2,287	31%	6,535	31%	42,260	31%	188	28%	2,465	28%	7,250	28%	42,925	27%
		Quite a bit	157	37%	2,570	36%	7,763	36%	50,718	36%	268	40%	3,091	35%	9,511	36%	57,050	36%
		Very much	91	22%	1,510	22%	4,656	22%	31,123	23%	138	20%	2,265	27%	7,216	27%	43,382	27%
		<b>Total</b>	<b>421</b>	<b>100%</b>	<b>7,099</b>	<b>100%</b>	<b>20,865</b>	<b>100%</b>	<b>136,659</b>	<b>100%</b>	<b>667</b>	<b>100%</b>	<b>8,745</b>	<b>100%</b>	<b>26,423</b>	<b>100%</b>	<b>157,787</b>	<b>100%</b>
11n. Developing a personal code of values and ethics	GNETHICS	Very little	48	12%	944	14%	2,598	13%	15,655	13%	119	18%	1,489	17%	4,076	16%	20,971	15%
		Some	134	32%	2,145	30%	5,952	29%	37,088	28%	210	32%	2,404	26%	7,170	27%	40,674	27%
		Quite a bit	147	35%	2,429	34%	7,068	34%	47,498	34%	203	30%	2,656	31%	7,951	30%	49,307	31%
		Very much	91	21%	1,586	22%	5,246	25%	36,393	25%	135	20%	2,196	26%	7,218	28%	46,862	28%
		<b>Total</b>	<b>420</b>	<b>100%</b>	<b>7,104</b>	<b>100%</b>	<b>20,864</b>	<b>100%</b>	<b>136,634</b>	<b>100%</b>	<b>667</b>	<b>100%</b>	<b>8,745</b>	<b>100%</b>	<b>26,415</b>	<b>100%</b>	<b>157,814</b>	<b>100%</b>
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	81	20%	1,331	20%	3,400	18%	21,445	18%	165	26%	1,910	22%	5,305	20%	27,678	19%
		Some	163	39%	2,534	35%	7,119	34%	45,279	34%	268	40%	2,978	33%	8,693	33%	50,462	33%
		Quite a bit	114	26%	2,102	29%	6,360	30%	42,563	30%	142	21%	2,365	27%	7,170	27%	45,290	28%
		Very much	64	15%	1,143	16%	3,991	18%	27,330	19%	90	13%	1,493	18%	5,258	20%	34,372	20%
		<b>Total</b>	<b>422</b>	<b>100%</b>	<b>7,110</b>	<b>100%</b>	<b>20,870</b>	<b>100%</b>	<b>136,617</b>	<b>100%</b>	<b>665</b>	<b>100%</b>	<b>8,746</b>	<b>100%</b>	<b>26,426</b>	<b>100%</b>	<b>157,802</b>	<b>100%</b>
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	167	41%	2,856	41%	8,044	39%	46,151	36%	398	60%	4,766	54%	13,326	51%	69,174	47%
		Some	133	31%	1,947	27%	5,529	27%	36,603	27%	151	23%	1,934	22%	5,822	22%	38,058	23%
		Quite a bit	76	17%	1,380	19%	3,940	19%	29,056	20%	71	10%	1,129	13%	3,491	13%	25,115	15%
		Very much	47	11%	917	13%	3,360	16%	24,913	17%	49	7%	905	11%	3,772	14%	25,535	14%
		<b>Total</b>	<b>423</b>	<b>100%</b>	<b>7,100</b>	<b>100%</b>	<b>20,873</b>	<b>100%</b>	<b>136,723</b>	<b>100%</b>	<b>669</b>	<b>100%</b>	<b>8,734</b>	<b>100%</b>	<b>26,411</b>	<b>100%</b>	<b>157,882</b>	<b>100%</b>

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**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
Item	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	27	6%	390	6%	1,162	6%	6,202	5%	86	13%	1,052	12%	2,999	11%	14,118	10%
		Fair	79	19%	1,318	20%	3,679	19%	21,653	17%	170	26%	2,066	25%	6,059	23%	31,136	21%
		Good	201	47%	3,427	47%	9,914	46%	65,126	47%	265	39%	3,532	40%	10,639	40%	64,219	40%
		Excellent	116	27%	2,043	28%	6,374	29%	45,509	31%	150	22%	2,194	24%	7,035	26%	50,210	29%
	Total		423	100%	7,178	100%	21,129	100%	138,490	100%	671	100%	8,844	100%	26,732	100%	159,683	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	6	1%	111	2%	333	2%	2,344	2%	21	3%	239	3%	633	2%	3,258	2%
		Fair	57	14%	815	13%	2,198	11%	14,117	11%	94	15%	1,171	13%	3,251	12%	17,469	12%
		Good	230	54%	3,937	54%	10,554	51%	67,948	50%	381	56%	4,592	52%	12,709	49%	74,065	47%
		Excellent	131	31%	2,317	31%	8,043	35%	54,030	37%	175	26%	2,841	32%	10,146	36%	64,875	38%
	Total		424	100%	7,180	100%	21,128	100%	138,439	100%	671	100%	8,843	100%	26,739	100%	159,667	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	20	4%	236	4%	726	4%	5,408	4%	32	5%	482	5%	1,406	5%	7,935	5%
		Probably no	47	11%	906	13%	2,407	12%	16,181	12%	103	16%	1,241	14%	3,570	13%	20,420	13%
		Probably yes	182	43%	2,988	42%	8,426	40%	54,910	40%	295	44%	3,640	42%	10,509	40%	60,759	39%
		Definitely yes	175	41%	3,054	41%	9,583	44%	62,027	44%	241	35%	3,479	39%	11,251	42%	70,591	43%
	Total		424	100%	7,184	100%	21,142	100%	138,526	100%	671	100%	8,842	100%	26,736	100%	159,705	100%

IPEDS: 172699

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**NSSE 2009 Background Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
Item	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	372	86%	6,249	84%	19,117	87%	120,065	84%	0	0%	29	0%	98	0%	513	0%
		20-23	36	9%	642	11%	1,471	9%	9,382	8%	432	62%	5,184	59%	18,241	64%	103,932	61%
		24-29	8	2%	143	2%	317	2%	3,376	3%	138	22%	1,936	23%	4,796	21%	25,039	19%
		30-39	4	1%	82	2%	168	1%	3,263	3%	62	10%	967	11%	2,052	9%	15,645	11%
		40-55	4	2%	77	1%	121	1%	2,461	2%	36	6%	650	7%	1,408	6%	13,174	8%
		Over 55	0	0%	5	0%	9	0%	253	0%	4	1%	64	1%	134	1%	1,292	1%
		Total	424	100%	7,198	100%	21,203	100%	138,800	100%	672	100%	8,830	100%	26,729	100%	159,595	100%
16. Your sex:	SEX	Male	174	51%	2,635	47%	8,789	48%	49,758	45%	310	53%	3,426	45%	11,335	47%	57,597	43%
		Female	252	49%	4,565	53%	12,422	52%	89,180	55%	360	47%	5,418	55%	15,434	53%	102,228	57%
		Total	426	100%	7,200	100%	21,211	100%	138,938	100%	670	100%	8,844	100%	26,769	100%	159,825	100%
17. Are you an international student or foreign national?	INTERNAT	No	396	93%	6,803	95%	19,743	94%	130,365	94%	647	97%	8,356	94%	25,243	94%	151,781	95%
		Yes	26	7%	375	5%	1,402	6%	7,969	6%	23	3%	465	6%	1,455	6%	7,607	5%
		Total	422	100%	7,178	100%	21,145	100%	138,334	100%	670	100%	8,821	100%	26,698	100%	159,388	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	1	0%	69	1%	165	1%	1,076	1%	1	0%	105	1%	260	1%	1,319	1%
		Asian, Asian American, or Pacific Islander	14	3%	652	9%	1,878	8%	8,896	7%	30	5%	609	8%	1,837	7%	8,247	6%
		Black or African American	21	5%	603	8%	1,527	8%	11,562	9%	24	3%	697	8%	1,799	7%	11,959	7%
		White (non-Hispanic)	331	77%	4,511	58%	14,397	63%	94,710	64%	540	81%	5,790	58%	18,805	65%	112,251	67%
		Mexican or Mexican American	6	2%	289	6%	474	4%	3,764	4%	5	1%	308	6%	534	4%	4,301	4%
		Puerto Rican	2	0%	109	5%	171	3%	1,190	2%	1	0%	136	5%	208	3%	1,026	1%
		Other Hispanic or Latino	15	4%	219	4%	522	3%	4,175	3%	5	1%	211	3%	561	3%	4,294	3%
		Multiracial	5	1%	260	4%	594	3%	3,812	3%	8	1%	228	3%	597	2%	3,709	2%
		Other	3	1%	112	2%	357	2%	2,275	2%	3	0%	159	2%	394	2%	2,347	2%
		I prefer not to respond	27	7%	370	5%	1,084	5%	7,202	5%	53	8%	592	6%	1,739	6%	10,190	7%
		Total	425	100%	7,194	100%	21,169	100%	138,662	100%	670	100%	8,835	100%	26,734	100%	159,643	100%
19. What is your current classification in college?	CLASS	Freshman/first year	344	79%	5,788	75%	18,134	80%	119,799	83%	0	0%	9	0%	26	0%	185	0%
		Sophomore	64	16%	1,261	22%	2,641	17%	15,124	14%	1	0%	33	0%	89	0%	682	0%
		Junior	8	2%	93	2%	268	2%	1,981	2%	22	3%	509	6%	1,470	6%	8,360	6%
		Senior	1	0%	24	1%	79	0%	646	1%	633	94%	8,089	90%	24,582	91%	146,684	91%
		Unclassified	9	3%	35	1%	79	1%	1,226	1%	16	3%	195	3%	565	3%	3,685	3%
		Total	426	100%	7,201	100%	21,201	100%	138,776	100%	672	100%	8,835	100%	26,732	100%	159,596	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	370	86%	6,486	88%	19,564	90%	125,894	89%	339	50%	4,475	50%	16,043	56%	92,473	55%
		Started elsewhere	56	14%	709	12%	1,626	10%	12,790	11%	331	50%	4,360	50%	10,696	44%	67,257	45%
		Total	426	100%	7,195	100%	21,190	100%	138,684	100%	670	100%	8,835	100%	26,739	100%	159,730	100%

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# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions<sup>a</sup> Western Michigan University

	First-Year Students								Seniors									
	Variable	Response Options	WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
			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	18	4%	176	3%	407	2%	4,745	4%	40	6%	591	6%	1,413	6%	11,865	8%
	COMCOL05	Community or junior college	52	13%	709	11%	1,628	9%	11,642	10%	366	56%	3,837	47%	9,390	40%	58,022	41%
	FOURYR05	4-year college other than this one	38	9%	607	10%	1,475	8%	11,006	9%	153	23%	2,610	28%	6,666	26%	41,333	27%
	NONE05	None	326	76%	5,700	77%	17,471	81%	111,138	79%	223	32%	3,219	35%	12,583	43%	71,157	41%
	OCOL1_05	Other	13	4%	180	3%	549	3%	4,386	4%	32	5%	356	5%	971	4%	6,832	4%
	Total		426	100%	7,192	100%	21,182	100%	138,715	100%	672	100%	8,845	100%	26,747	100%	159,669	100%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	22	7%	310	6%	567	4%	6,147	6%	99	17%	1,591	18%	3,712	16%	23,600	17%
		Full-time	404	93%	6,882	94%	20,615	96%	132,568	94%	573	83%	7,254	82%	23,035	84%	136,069	83%
	Total	426	100%	7,192	100%	21,182	100%	138,715	100%	672	100%	8,845	100%	26,747	100%	159,669	100%	
- Thinking about this current academic term...Are you taking all courses entirely on-line? (Item appeared only in the online instrument.)	DISTED	No	416	97%	6,914	98%	20,659	98%	130,796	97%	657	98%	8,328	97%	25,700	98%	147,502	95%
		Yes	10	3%	94	2%	257	2%	3,917	3%	14	2%	220	3%	630	2%	8,902	5%
	Total	426	100%	7,008	100%	20,916	100%	134,713	100%	671	100%	8,548	100%	26,330	100%	156,404	100%	
- Do you have any disabilities? (Select all that apply.) (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 NSSE09 data file or codebook.)	DISNONE	No, I do not have any disabilities	374	88%	6,194	88%	18,583	89%	118,501	88%	584	87%	7,426	87%	23,246	88%	137,338	88%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	6	2%	161	2%	488	2%	2,985	2%	6	1%	160	2%	467	2%	2,685	2%
	DISMOBIL	Yes, I have a mobility impairment	2	1%	41	1%	80	0%	735	1%	6	1%	81	1%	200	1%	1,406	1%
	DISLEARN	Yes, I have a learning disability	24	6%	216	3%	645	3%	4,949	4%	36	6%	346	4%	889	3%	5,524	3%
	DISMENT	Yes, I have a mental health disorder	8	2%	134	2%	374	2%	2,498	2%	18	3%	233	3%	608	2%	3,526	2%
	DISOTHER	Yes, I have another disability	7	2%	119	2%	310	2%	2,124	2%	15	2%	173	2%	391	2%	2,812	2%
	DISREFUS	I choose not to answer	12	3%	218	3%	631	3%	4,465	3%	20	3%	300	4%	865	4%	5,269	4%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	392	92%	6,332	88%	18,531	88%	125,572	91%	608	90%	7,792	88%	23,340	88%	141,342	89%
		Yes	32	8%	856	12%	2,640	12%	13,013	9%	63	10%	1,039	12%	3,381	12%	18,241	11%
	Total	424	100%	7,188	100%	21,171	100%	138,585	100%	671	100%	8,831	100%	26,721	100%	159,583	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	405	95%	6,883	96%	19,669	95%	122,652	91%	659	98%	8,618	98%	25,515	97%	149,083	95%
		Yes	20	5%	297	4%	1,480	5%	15,763	9%	12	2%	202	2%	1,177	3%	10,314	5%
	Total	425	100%	7,180	100%	21,149	100%	138,415	100%	671	100%	8,820	100%	26,692	100%	159,397	100%	

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**National Survey  
of Student Engagement**

**NSSE 2009 Background Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
Item	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	9	2%	167	3%	438	2%	2,693	2%	1	0%	32	0%	90	0%	390	0%
		C	21	5%	269	4%	716	4%	4,655	4%	19	3%	193	2%	546	2%	2,619	2%
		C+	21	5%	442	7%	1,172	6%	7,601	6%	46	8%	429	5%	1,128	5%	5,977	4%
		B-	33	8%	606	9%	1,602	8%	10,564	8%	57	9%	652	8%	1,822	7%	10,282	7%
		B	93	21%	1,502	21%	4,167	20%	27,469	20%	142	21%	1,909	22%	5,190	21%	29,894	19%
		B+	83	19%	1,385	19%	3,922	19%	26,826	19%	152	23%	1,720	20%	5,244	20%	32,169	20%
		A-	78	19%	1,214	15%	4,187	18%	27,189	19%	110	17%	1,551	17%	5,706	20%	34,231	21%
		A	87	20%	1,576	23%	4,931	23%	31,195	22%	142	21%	2,296	25%	6,936	25%	43,659	26%
	Total		425	100%	7,161	100%	21,135	100%	138,192	100%	669	100%	8,782	100%	26,662	100%	159,221	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	322	74%	3,513	45%	14,239	59%	91,189	59%	31	4%	405	4%	3,208	9%	25,264	12%
		Residence, <b>walking distance</b>	26	6%	776	11%	1,739	10%	8,687	8%	187	28%	1,902	21%	7,934	27%	35,623	22%
		Residence, <b>driving distance</b>	65	17%	2,605	40%	4,548	28%	32,381	29%	415	62%	5,983	69%	13,983	59%	85,186	59%
		Fraternity or sorority house	6	2%	74	1%	194	1%	822	1%	7	1%	105	1%	552	2%	2,303	1%
		None of the above	4	1%	196	3%	357	2%	4,776	4%	27	5%	401	5%	962	4%	10,598	6%
	Total		423	100%	7,164	100%	21,077	100%	137,855	100%	667	100%	8,796	100%	26,639	100%	158,974	100%
27a. What is the highest level of education that your <b>father</b> completed?	FATHREDU	Did not finish HS	29	7%	571	9%	1,226	7%	10,801	9%	36	5%	808	10%	1,811	8%	15,040	10%
		Graduated from HS	98	23%	1,790	26%	4,244	22%	33,708	25%	170	26%	2,152	24%	5,448	22%	38,446	24%
		Attended, no degree	60	14%	1,044	15%	2,721	14%	18,896	14%	102	15%	1,295	15%	3,591	14%	21,859	14%
		Completed Associate's	38	9%	521	7%	1,599	8%	11,161	8%	59	9%	664	8%	2,004	8%	12,686	8%
		Completed Bachelor's	116	27%	1,867	25%	6,186	28%	34,755	25%	189	28%	2,218	25%	7,328	27%	38,475	25%
		Completed Master's	51	13%	922	13%	3,344	15%	18,567	13%	84	12%	1,105	12%	4,183	14%	20,776	13%
		Completed Doctorate	27	7%	390	5%	1,615	7%	8,769	6%	28	4%	505	6%	2,129	7%	10,693	7%
	Total		419	100%	7,105	100%	20,935	100%	136,657	100%	668	100%	8,747	100%	26,494	100%	157,975	100%
27b. What is the highest level of education that your <b>mother</b> completed?	MOTHREDU	Did not finish HS	10	3%	435	7%	911	5%	8,048	7%	22	3%	656	9%	1,502	7%	12,015	8%
		Graduated from HS	100	23%	1,614	23%	3,810	20%	29,458	22%	170	26%	2,304	25%	5,601	22%	38,820	24%
		Attended, no degree	65	15%	1,246	17%	3,182	16%	21,722	16%	118	17%	1,439	16%	3,980	16%	23,970	15%
		Completed Associate's	65	16%	805	12%	2,451	12%	17,218	12%	93	14%	981	11%	3,093	11%	19,602	12%
		Completed Bachelor's	113	28%	1,975	27%	6,827	30%	38,799	27%	168	25%	2,178	25%	7,714	28%	39,651	25%
		Completed Master's	59	15%	898	12%	3,186	14%	18,587	13%	86	13%	1,042	11%	3,972	14%	20,871	13%
		Completed Doctorate	7	2%	159	3%	636	3%	3,479	2%	11	1%	182	2%	724	2%	3,709	2%
	Total		419	100%	7,132	100%	21,003	100%	137,311	100%	668	100%	8,782	100%	26,586	100%	158,638	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Background Item Frequency Distributions<sup>a</sup>  
Western Michigan University**

			First-Year Students								Seniors							
			WMU		Selected Peers		Carnegie Class		NSSE 2009		WMU		Selected Peers		Carnegie Class		NSSE 2009	
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	53	12%	836	11%	2,203	11%	18,069	12%	70	10%	1,102	12%	3,288	13%	22,778	14%
		Biological Science	17	4%	592	8%	1,913	9%	11,867	9%	44	7%	590	7%	2,034	7%	11,137	7%
		Business	55	14%	1,106	16%	3,049	16%	20,393	16%	122	18%	1,583	20%	4,458	19%	28,749	18%
		Education	48	10%	498	6%	1,223	6%	12,399	8%	96	13%	821	9%	1,996	8%	16,164	9%
		Engineering	43	12%	697	12%	3,200	13%	9,382	8%	86	14%	806	9%	3,534	11%	9,167	7%
		Physical Science	10	3%	188	3%	765	3%	4,784	3%	17	3%	257	3%	916	3%	5,165	3%
		Professional	59	13%	980	14%	2,351	12%	16,157	12%	44	6%	824	9%	2,320	9%	15,115	9%
		Social Science	51	12%	814	10%	2,361	11%	16,607	12%	65	9%	1,159	12%	3,616	13%	23,246	14%
		Other	62	16%	1,031	15%	2,790	15%	19,359	16%	117	18%	1,558	19%	4,177	17%	25,919	17%
		Undecided	15	4%	287	3%	812	4%	5,570	4%	1	0%	6	0%	14	0%	63	0%
	Total		413	100%	7,029	100%	20,667	100%	134,587	100%	662	100%	8,706	100%	26,353	100%	157,503	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	38	28%	402	21%	1,220	22%	9,644	24%	47	24%	463	21%	1,485	22%	9,360	23%
		Biological Science	3	2%	67	4%	224	4%	1,685	4%	10	5%	68	3%	264	4%	1,515	4%
		Business	26	18%	291	18%	850	17%	5,133	15%	26	14%	390	19%	1,249	20%	6,676	18%
		Education	8	5%	93	6%	235	5%	2,728	7%	24	12%	131	7%	313	6%	3,363	7%
		Engineering	3	3%	70	5%	289	5%	841	3%	4	2%	37	2%	226	3%	621	2%
		Physical Science	8	7%	115	8%	376	7%	2,274	7%	22	12%	140	7%	468	7%	2,366	7%
		Professional	5	4%	168	9%	433	8%	2,662	8%	8	4%	117	6%	275	5%	1,831	5%
		Social Science	17	13%	243	13%	802	14%	6,098	16%	37	18%	344	16%	1,241	18%	7,346	19%
		Other	22	17%	228	15%	649	14%	4,753	14%	17	9%	304	17%	865	15%	5,230	14%
		Undecided	3	3%	48	3%	149	3%	1,117	3%	0	0%	31	2%	66	2%	533	2%
	Total		133	100%	1,725	100%	5,227	100%	36,935	100%	195	100%	2,025	100%	6,452	100%	38,841	100%
- Institution reported: Gender	GENDER	Male	218	51%	3,121	48%	10,254	48%	57,734	46%	355	54%	3,844	46%	12,598	47%	63,888	44%
		Female	308	49%	5,297	52%	14,283	52%	102,495	54%	398	46%	5,959	54%	16,907	53%	111,295	56%
		Total	526	100%	8,418	100%	24,537	100%	160,229	100%	753	100%	9,803	100%	29,505	100%	175,183	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	26	5%	786	10%	1,656	8%	13,453	10%	34	4%	836	9%	1,815	7%	12,679	8%
		Am. Indian/Native Amer.	3	1%	66	1%	182	1%	1,111	1%	1	0%	147	1%	294	1%	1,383	1%
		Asian/Pacific Islander	8	1%	574	7%	1,546	7%	8,209	6%	17	2%	566	7%	1,627	6%	7,795	6%
		Caucasian/White	417	80%	5,268	62%	15,466	67%	99,875	64%	639	86%	6,582	62%	20,007	69%	117,202	68%
		Hispanic/Latino	23	4%	636	14%	1,205	9%	10,546	9%	15	2%	693	15%	1,372	9%	10,681	9%
		Other	0	0%	139	2%	185	1%	1,551	1%	0	0%	181	2%	242	1%	1,507	1%
		Foreign	32	7%	197	2%	871	3%	3,814	3%	25	3%	240	3%	728	3%	3,420	2%
		Multi-racial	0	0%	2	0%	67	0%	582	0%	0	0%	0	0%	64	0%	456	0%
		Unknown	12	2%	335	3%	1,024	4%	10,436	6%	14	2%	218	2%	1,238	4%	9,706	5%
	Total		521	100%	8,003	100%	22,202	100%	149,577	100%	745	100%	9,463	100%	27,387	100%	164,829	100%
- Institution reported: Enrollment status	ENROLLMT	Part-time	24	8%	434	8%	850	6%	8,586	8%	136	22%	1,999	22%	4,633	19%	27,804	20%
		Full-time	502	92%	7,984	92%	23,687	94%	151,643	92%	617	78%	7,804	78%	24,872	81%	147,379	80%
		Total	526	100%	8,418	100%	24,537	100%	160,229	100%	753	100%	9,803	100%	29,505	100%	175,183	100%

IPEDS: 172699

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**Western Michigan University**

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**Benchmark Comparisons**

August 2009

## 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. More detailed information about how benchmarks are created can be found on the NSSE Web site at [www.nsse.iub.edu/2009\\_Institutional\\_Report/](http://www.nsse.iub.edu/2009_Institutional_Report/).

**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.

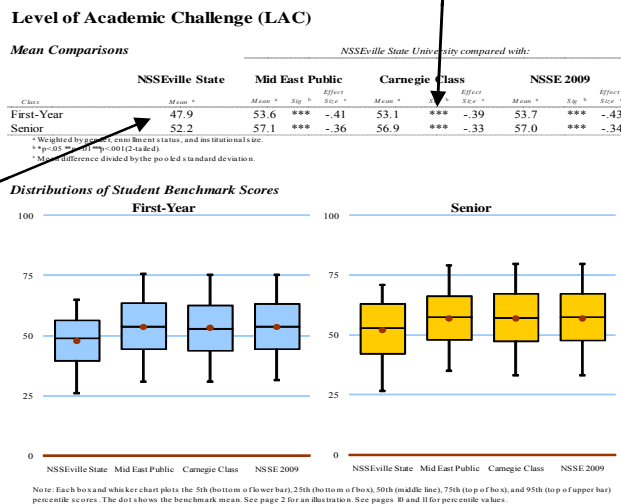
**Statistical Significance**  
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the 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. It is recommended to 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.

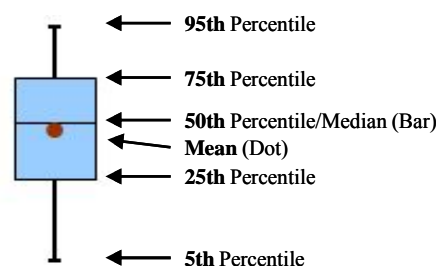
**Benchmark Description & Survey Items**  
A description of the benchmark and the individual items used in its creation is provided.

**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 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 [www.nsse.iub.edu/pdf/effect\\_size\\_guide.pdf](http://www.nsse.iub.edu/pdf/effect_size_guide.pdf) for additional information.

## Level of Academic Challenge (LAC)

### Mean Comparisons

Western Michigan University compared with:

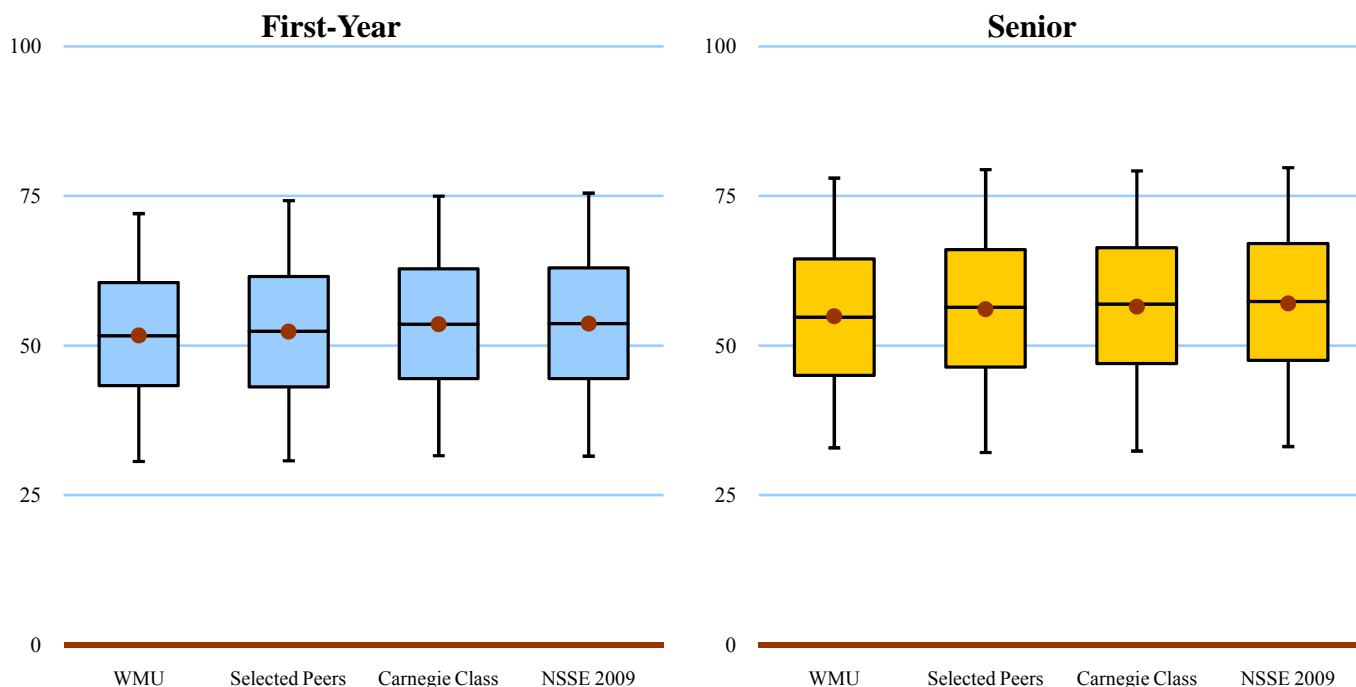
Class	WMU	Selected Peers			Carnegie Class			NSSE 2009		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	51.7	52.3		-.05	53.5	**	-.14	53.7	**	-.15
Senior	54.9	56.1	*	-.08	56.5	**	-.11	57.0	***	-.15

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<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.

- 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.

## Active and Collaborative Learning (ACL)

### Mean Comparisons

Western Michigan University compared with:

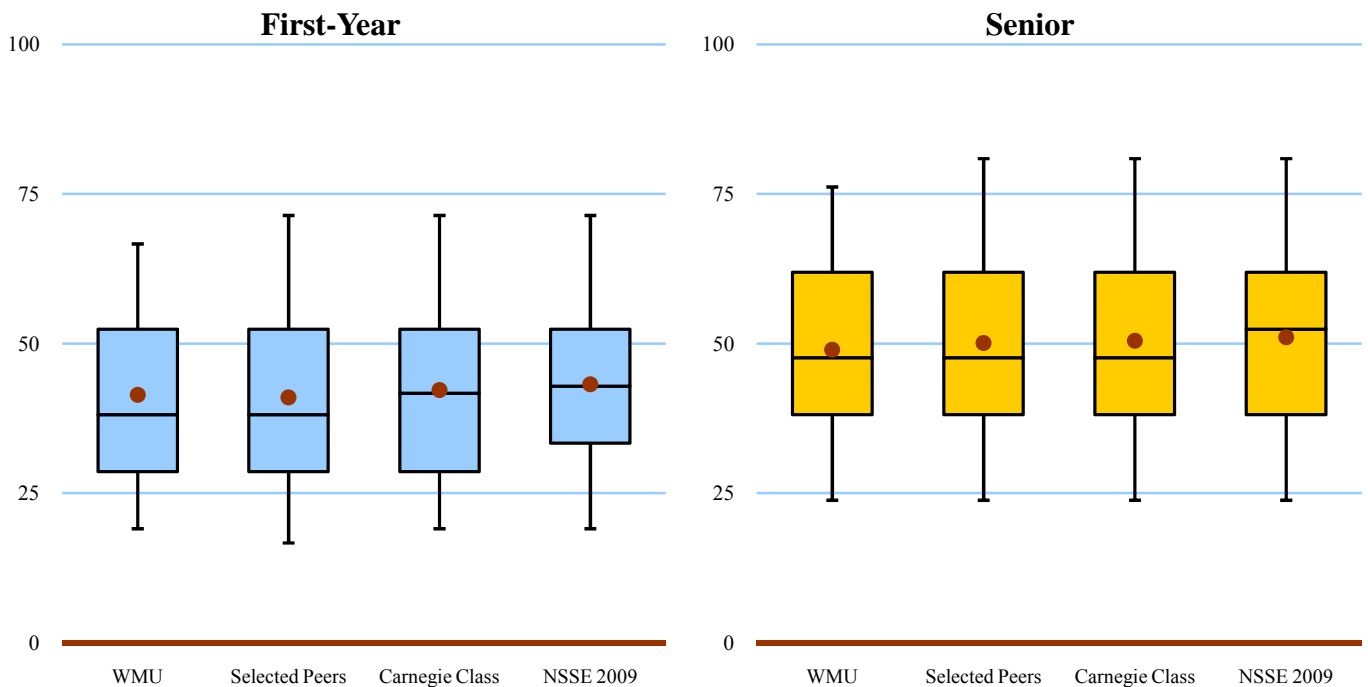
Class	WMU	Selected Peers			Carnegie Class			NSSE 2009		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	41.4	41.0		.03	42.2		-.05	43.2	**	-.11
Senior	49.0	50.1		-.06	50.5	*	-.09	51.0	***	-.12

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<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:

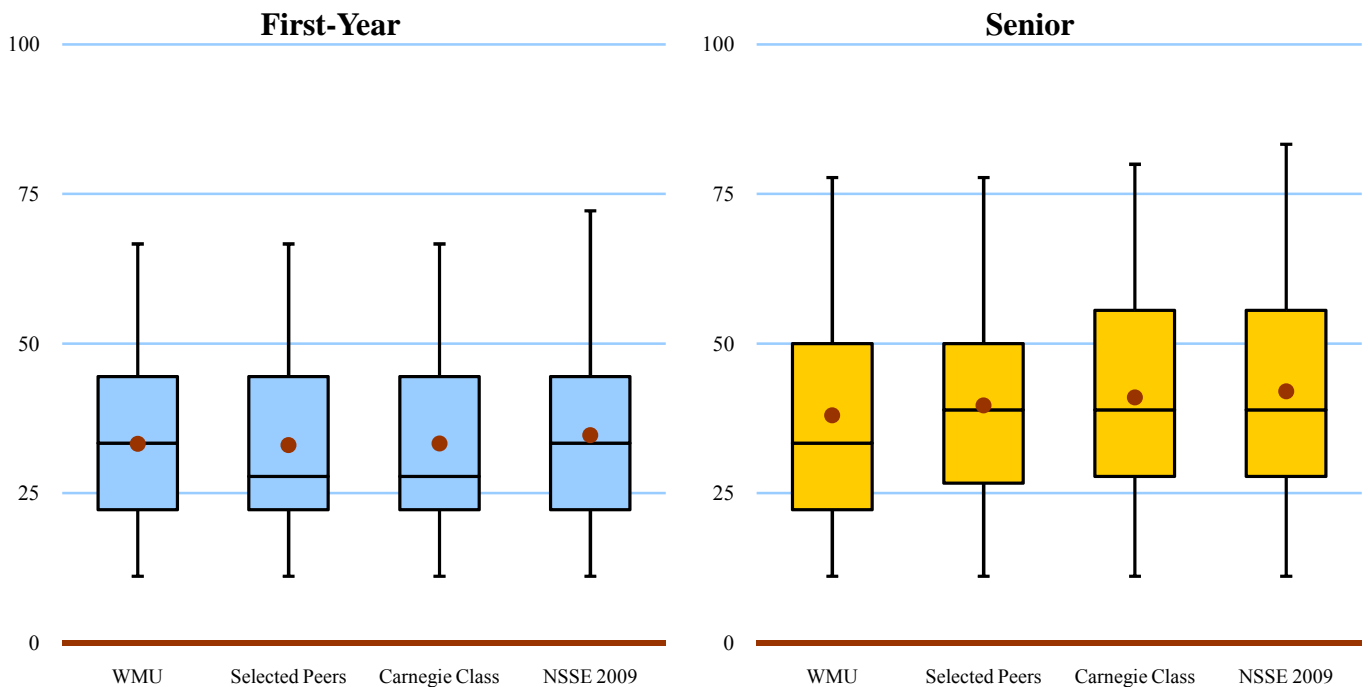
Class	WMU	Selected Peers			Carnegie Class			NSSE 2009		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	33.3	33.0		.01	33.3		.00	34.7		-.08
Senior	38.0	39.6	*	-.08	41.0	***	-.15	42.0	***	-.19

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<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:

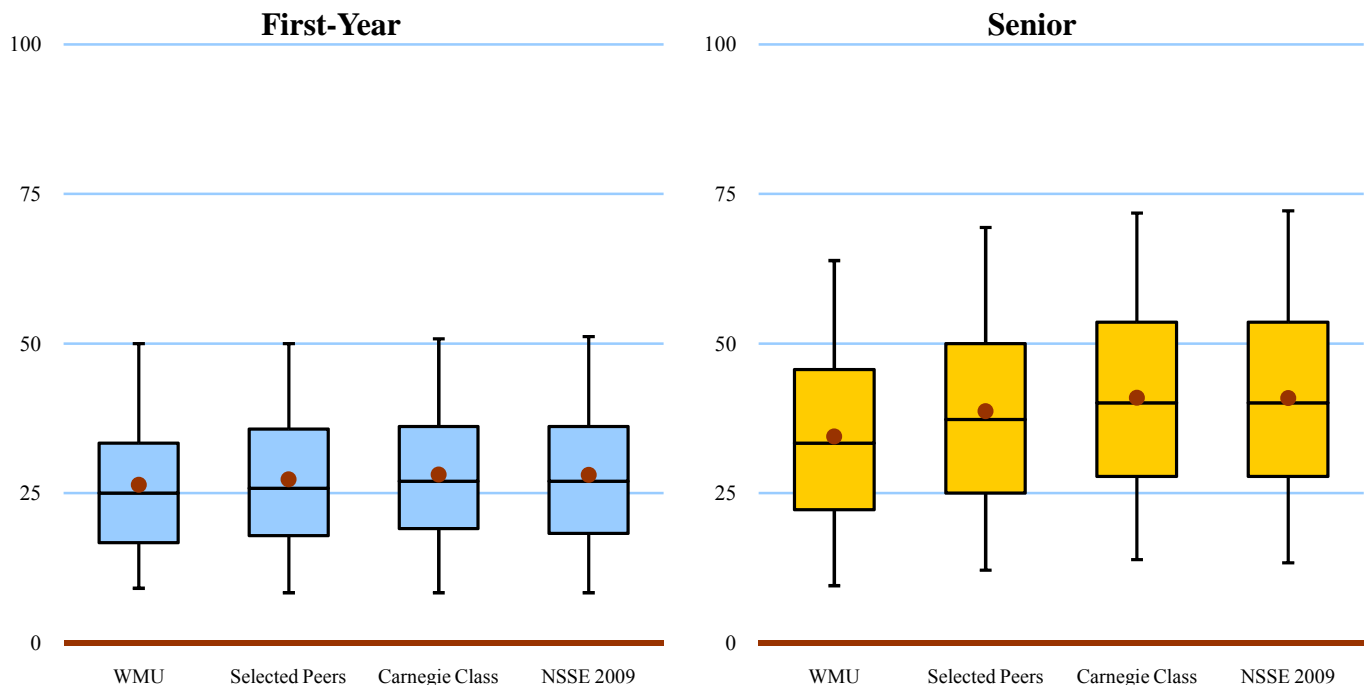
Class	WMU	Selected Peers			Carnegie Class			NSSE 2009		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	26.4	27.3		-.07	28.1	**	-.13	28.0	**	-.13
Senior	34.4	38.7	***	-.24	40.9	***	-.36	40.9	***	-.35

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<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.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / 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:

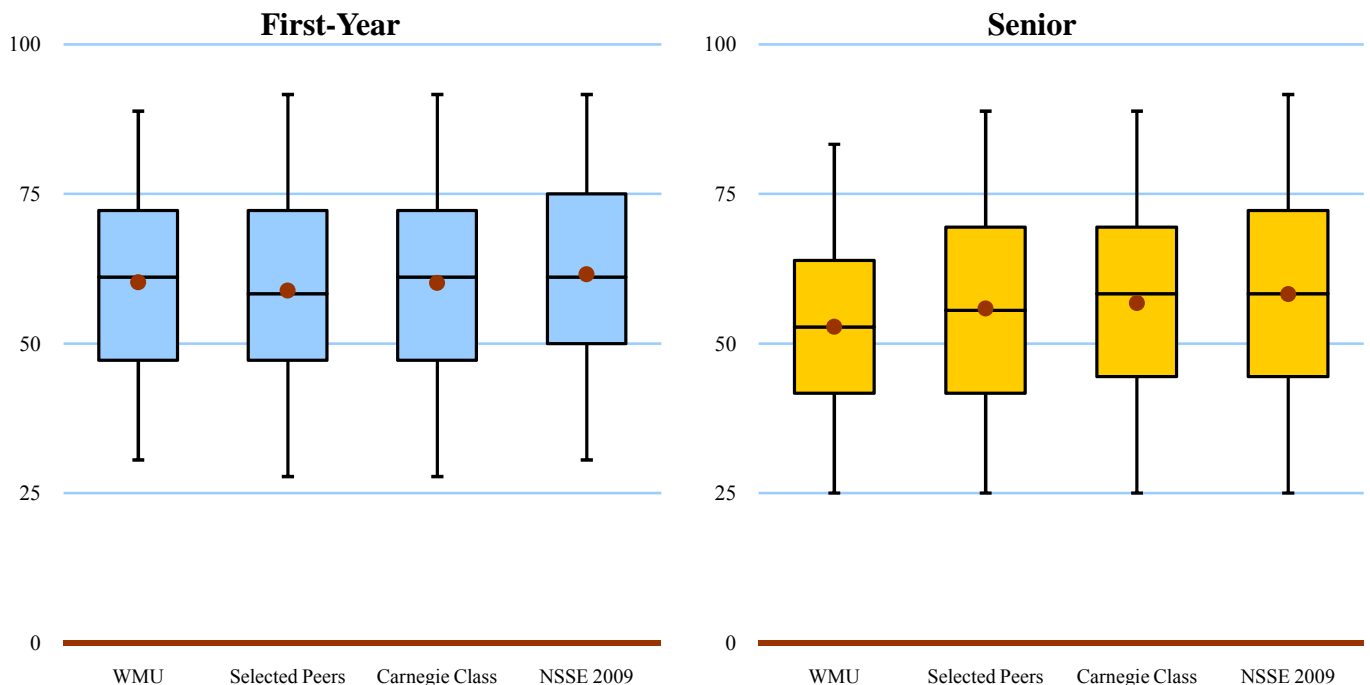
Class	WMU	Selected Peers			Carnegie Class			NSSE 2009		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	60.2	58.8		.07	60.2		.00	61.6		-.07
Senior	52.8	55.9	***	-.16	56.8	***	-.21	58.3	***	-.28

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<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) those with benchmark scores placing them in the top 50% of all NSSE schools in 2009 and (b) those with benchmark scores in the top 10% for 2009.<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 2009 Top 50%			NSSE 2009 Top 10%			
		<i>Mean</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>
<b>First-Year</b>	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

#### 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 2009 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 2009 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 2009 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).<sup>a</sup>

#### NSSEville State CANNOT conclude<sup>a</sup>...

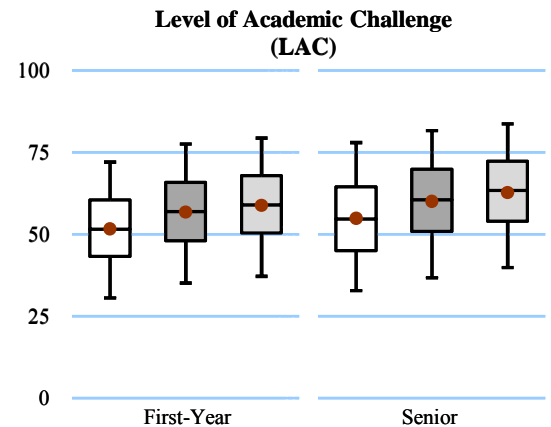
- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.<sup>a</sup>
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.<sup>a</sup>

For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see [www.nsse.iub.edu/2009\\_Institutional\\_Report/](http://www.nsse.iub.edu/2009_Institutional_Report/).

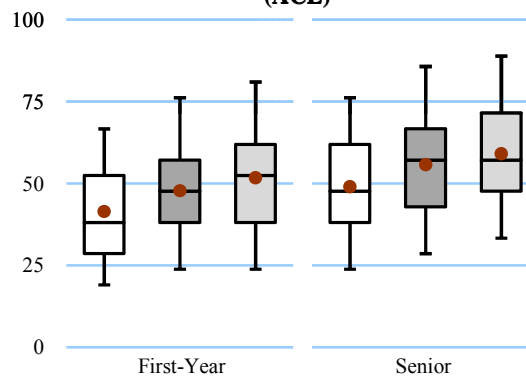
<sup>a</sup> Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are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

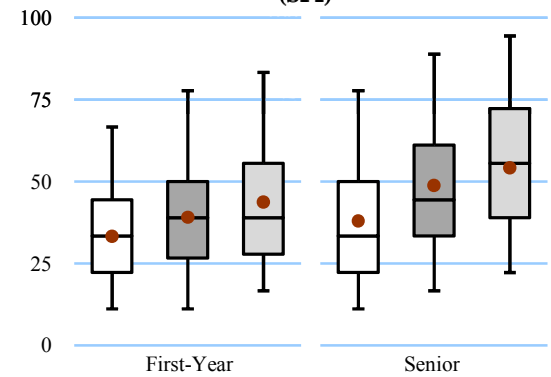
	WMU Mean <sup>a</sup>	NSSE 2009 Top 50%			NSSE 2009 Top 10%		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>
<b>First-Year</b>	LAC	51.7	56.8 ***	-0.39	58.9 ***	-0.55	
	ACL	41.4	47.8 ***	-0.38	51.7 ***	-0.60	
	SFI	33.3	39.1 ***	-0.30	43.7 ***	-0.52	
	EEE	26.4	31.0 ***	-0.35	32.8 ***	-0.47	
	SCE	60.2	66.2 ***	-0.33	69.1 ***	-0.49	
<b>Senior</b>	LAC	54.9	60.1 ***	-0.38	62.8 ***	-0.59	
	ACL	49.0	55.7 ***	-0.40	59.1 ***	-0.59	
	SFI	38.0	48.8 ***	-0.51	54.2 ***	-0.74	
	EEE	34.4	48.1 ***	-0.77	54.2 ***	-1.16	
	SCE	52.8	64.1 ***	-0.60	67.5 ***	-0.80	



**Active and Collaborative Learning (ACL)**



**Student-Faculty Interaction (SFI)**

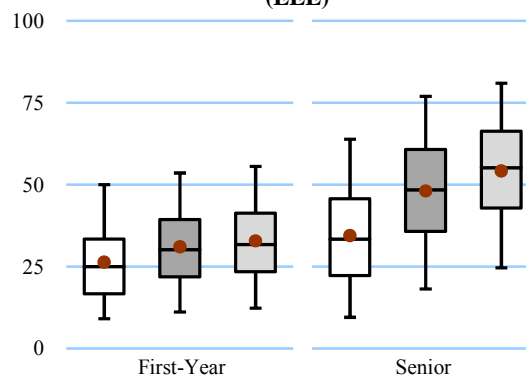


**Legend**

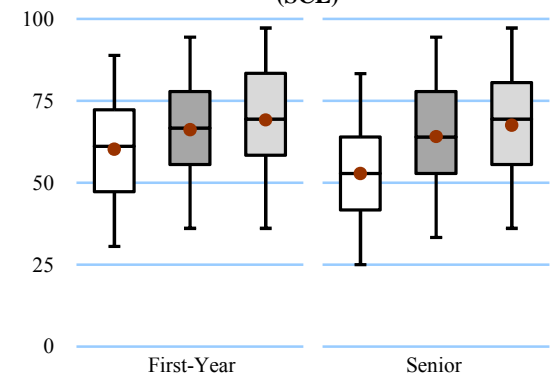
- WMU
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2009 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, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by the pooled standard deviation.

***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 = 462)	51.7	12.6	.6	31	43	52	60	72				
	Selected Peers	52.3	13.5	.2	31	43	52	62	74	7,811	-.6	.320	-.05
	Carnegie Class	53.5	13.4	.1	32	44	54	63	75	14,337	-1.8	.004	-.14
	NSSE 2009	53.7	13.5	.1	32	44	54	63	76	69,850	-2.0	.002	-.15
	Top 50%	56.8	13.0	.1	35	48	57	66	78	27,066	-5.1	.000	-.39
	Top 10%	58.9	12.9	.2	37	50	59	68	79	7,675	-7.1	.000	-.55
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
	WMU (N = 525)	41.4	15.2	.7	19	29	38	52	67				
	Selected Peers	41.0	16.7	.2	17	29	38	52	71	610	.4	.545	.03
	Carnegie Class	42.2	16.5	.1	19	29	42	52	71	568	-.8	.229	-.05
	NSSE 2009	43.2	16.6	.1	19	33	43	52	71	533	-1.8	.008	-.11
	Top 50%	47.8	16.6	.1	24	38	48	57	76	554	-6.3	.000	-.38
	Top 10%	51.7	17.5	.3	24	38	52	62	81	685	-10.3	.000	-.60
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
	WMU (N = 473)	33.3	17.4	.8	11	22	33	44	67				
	Selected Peers	33.0	18.5	.2	11	22	28	44	67	7,881	.2	.775	.01
	Carnegie Class	33.3	18.3	.2	11	22	28	44	67	14,464	-.1	.950	.00
	NSSE 2009	34.7	18.4	.1	11	22	33	44	72	70,576	-1.4	.097	-.08
	Top 50%	39.1	19.2	.1	11	27	39	50	78	499	-5.8	.000	-.30
	Top 10%	43.7	20.6	.4	17	28	39	56	83	671	-10.4	.000	-.52
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
	WMU (N = 449)	26.4	12.3	.6	9	17	25	33	50				
	Selected Peers	27.3	13.3	.2	8	18	26	36	50	7,604	-.9	.143	-.07
	Carnegie Class	28.1	13.3	.1	8	19	27	36	51	13,978	-1.7	.007	-.13
	NSSE 2009	28.0	13.4	.1	8	18	27	36	51	68,038	-1.7	.008	-.13
	Top 50%	31.0	13.4	.1	11	22	30	39	54	30,553	-4.6	.000	-.35
	Top 10%	32.8	13.7	.1	12	23	32	41	56	502	-6.4	.000	-.47
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
	WMU (N = 436)	60.2	17.5	.8	31	47	61	72	89				
	Selected Peers	58.8	18.6	.2	28	47	58	72	92	7,427	1.4	.129	.07
	Carnegie Class	60.2	18.7	.2	28	47	61	72	92	13,663	.1	.931	.00
	NSSE 2009	61.6	18.8	.1	31	50	61	75	92	66,387	-1.3	.138	-.07
	Top 50%	66.2	18.1	.1	36	56	67	78	94	21,554	-6.0	.000	-.33
	Top 10%	69.1	18.3	.3	36	58	69	83	97	5,214	-8.9	.000	-.49

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

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

<sup>c</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>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 falls.

<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 = 707)	54.9	14.1	.5	33	45	55	65	78				
	Selected Peers	56.1	14.3	.1	32	46	56	66	79	18,132	-1.2	.033	-.08
	Carnegie Class	56.5	14.2	.1	32	47	57	66	79	35,005	-1.6	.003	-.11
	NSSE 2009	57.0	14.3	.0	33	48	57	67	80	161,866	-2.1	.000	-.15
	Top 50%	60.1	13.7	.1	37	51	61	70	82	51,230	-5.2	.000	-.38
	Top 10%	62.8	13.3	.1	40	54	63	72	84	794	-7.9	.000	-.59
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
	WMU (N = 752)	49.0	16.3	.6	24	38	48	62	76				
	Selected Peers	50.1	17.3	.1	24	38	48	62	81	822	-1.1	.070	-.06
	Carnegie Class	50.5	17.2	.1	24	38	48	62	81	786	-1.5	.012	-.09
	NSSE 2009	51.0	17.4	.0	24	38	52	62	81	759	-2.1	.001	-.12
	Top 50%	55.7	16.9	.1	29	43	57	67	86	46,537	-6.8	.000	-.40
	Top 10%	59.1	17.2	.2	33	48	57	71	89	885	-10.1	.000	-.59
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
	WMU (N = 709)	38.0	19.9	.7	11	22	33	50	78				
	Selected Peers	39.6	20.2	.2	11	27	39	50	78	18,266	-1.7	.032	-.08
	Carnegie Class	41.0	20.7	.1	11	28	39	56	80	740	-3.0	.000	-.15
	NSSE 2009	42.0	20.9	.1	11	28	39	56	83	715	-4.0	.000	-.19
	Top 50%	48.8	21.3	.1	17	33	44	61	89	740	-10.8	.000	-.51
	Top 10%	54.2	22.0	.3	22	39	56	72	94	929	-16.2	.000	-.74
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
	WMU (N = 699)	34.4	16.8	.6	10	22	33	46	64				
	Selected Peers	38.7	17.5	.1	12	25	37	50	69	17,779	-4.3	.000	-.24
	Carnegie Class	40.9	17.9	.1	14	28	40	54	72	732	-6.5	.000	-.36
	NSSE 2009	40.9	18.2	.0	13	28	40	54	72	705	-6.4	.000	-.35
	Top 50%	48.1	17.8	.1	18	36	48	61	77	720	-13.6	.000	-.77
	Top 10%	54.2	17.1	.2	25	43	55	66	81	11,060	-19.7	.000	-1.16
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
	WMU (N = 686)	52.8	17.6	.7	25	42	53	64	83				
	Selected Peers	55.9	19.3	.1	25	42	56	69	89	754	-3.1	.000	-.16
	Carnegie Class	56.8	19.2	.1	25	44	58	69	89	719	-4.0	.000	-.21
	NSSE 2009	58.3	19.3	.0	25	44	58	72	92	692	-5.5	.000	-.28
	Top 50%	64.1	18.8	.1	33	53	64	78	94	711	-11.3	.000	-.60
	Top 10%	67.5	18.5	.2	36	56	69	81	97	790	-14.7	.000	-.80

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

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

<sup>c</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>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 falls.

<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.