

Western Michigan University

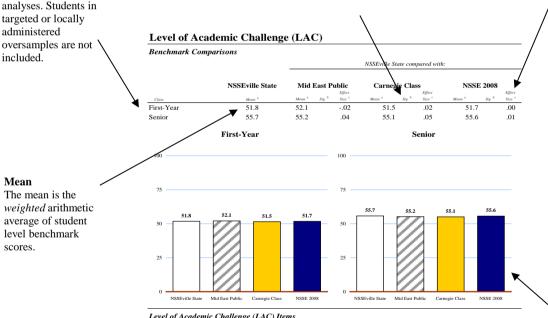
Benchmark Comparisons August 2008



To focus discussions about the importance of student engagement and 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. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/2008 Institutional Report/.

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^a

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

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and your selected peer or consortium groups.

Benchmark **Description & Survey** Items A description of the

Class and Sample

seniors. Institution-

reported class ranks

selected students are

included in these

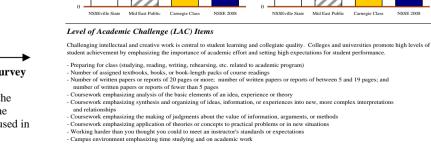
Mean

Means are reported for

first-year students and

are used. All randomly

benchmark and the individual items used in its creation are summarized.





Level of Academic Challenge (LAC)

Benchmark Comparisons

						WMU c	compared with:			
	W	MU	Sele	cted P		Carneg	gie Class	NSS	E 2008	
Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Effect Sig ^b Size ^c		Sig b	Effect Size ^c
First-Year		51.4	51.2		.02	52.0				11
Senior		55.0	55.0		.00	55.6				11
	First-Y	'ear					Senio	r		
100					100 —					
75					75 —					
50 -	51.2	52.0	52.9		50 —	55.0	55.0	55.6	56.5	
25 —		_			25 —			_		
0 WMU	Selected Peers	Carnegie Class	NSSE 20	008	0 —	WMU	Selected Peers	Carnegie Class	NSSE 200	08

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 <u>20 pages or more</u>; number of written papers or reports of <u>between 5 and 19 pages</u>; and number of written papers or reports of <u>fewer than 5 pages</u>
- 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.

^{*} verginea by genuer, enronment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.



Active and Collaborative Learning (ACL)

Benchmark Comparisons

						WMU co	ompared	l with:			
	W	MU	Sele	.6 ***14 42.0 ***16						E 2008	
Class	7	1ean ^a	Mean ^a	Sig ^b		Mean ^a	Sig ^b		Mean ^a	Sig ^b S 2.6 *** 0.8 50.8	Effect Size ^c
First-Year		39.3	41.6						42.6		19
Senior		51.4	49.7	*					50.8		.04
	First-Y	ear					S	enior			
100					100 —						
75					75 —						
50		12.0	42.4	<u>c</u>	50 —	51.4	49.7	7	50.0	50.8	
39.3 25 —		42.0	42.0)	25 —						_
0 WMU	Selected Peers	Carnegie Class	NSSE 2	2008	0	WMU S	Selected P	eers (Carnegie Class	NSSE 200	8

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.)

worghted by genuer, enronment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.



Student-Faculty Interaction (SFI)

Benchmark Comparisons

							WMU d	compared wit	h:		
		W	MU	Sele	cted P		Carneg	gie Class		SSE 2008	
Class		М	lean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Eff Sig ^b Siz		Sig ^b	Effect Size ^c
First-Year		3	2.3	33.6	*	07	33.3		06 34	4.6 ***	13
Senior		4	1.5	40.7		.04	41.0)()	02 42	2.3	04
		First-Y	ear					Seni	or		
100						100 —					
75						75 —					
50						50 —	41.5	40.7	41.0	42.3	
25 —	32.3	33.6	33.3	34.6	5	25 —					
0	WMU	Selected Peers	Carnegie Class	NSSE 2	008	0 —	WMU	Selected Peers	Carnegie Class	NSSE 2008	8

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

weighted by gender, enronment status, and institutional size.

 $^{^{\}rm b}$ * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



Enriching Educational Experiences (EEE)

Benchmark Comparisons

							WMU co	ompared	l with:			
		W	MU	Sele	cted P	eers	Carneg	ie Clas	s	NS	SE 2008	
Class		М	lean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year			6.3	27.2		07	27.7	**	11	27		09
Senior		4	0.8	38.6	**	.13	39.7		.06	40	.4	.02
		First-Y	ear					Se	enior			
100						100 —						
75						75 —						
50						50 —	40.8	38.6		39.7	40.4	
25 —	3	27.2	27.7	27.5	5	25 —						
	J	Selected Peers	Carnegie Class	NSSE 2	008	0 —	WMU S	Selected Pe	eers (Carnegie Class	NSSE 2008	3

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

weighter by geneer, enronment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.



Supportive Campus Environment (SCE)

Benchmark Comparisons

							WMU co	ompare	d with:			
		W	Selected Peers Carnegie Class					NSSE	NSSE 2008			
Class		м	ean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Effect Sig ^b Size	Effect Size ^c
First-Year			8.2	59.6			60.4	**	12	61.1		<i>Size</i> ^c 15
Senior			3.4	55.8	**	13	56.8	***	17	58.0	***	24
		First-Y	ear					S	enior			
100						100 —						
75						75 —						
50 —	58.2	59.6	60.4	61.1		50 —	53.4	55.8		56.8	58.0	_
25 —						25 —						_
0	WMU	Selected Peers	Carnegie Class	NSSE 2	008	0 —	WMU S	Selected F	Peers	Carnegie Class N	NSSE 2008	8

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

weighted by gender, enronment status, and mistitutional size.

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

^c Mean difference divided by the pooled standard deviation.



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 2008 and (b) those with benchmark scores in the top 10% for 2008.^a These comparisons allow an institution to determine if their engagement of their students differs in significant, meaningful ways from these high performing peer groups.

Example

		NSSEville State		NSSE Top :			NSSE Top 1	
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
• .	LAC	57.1	55.8	*	.10	60.5	***	-0.28
Year	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
First	EEE	21.8	30.0	***	63	34.4	***	-0.98
щ	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 2008 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 2008 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 2008 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).^{a,b}

NSSEville State CANNOT conclude^a...

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

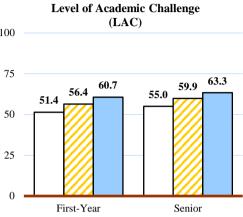
For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see www.nsse.iub.edu/2008_Institutional_Report/.

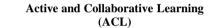
- ^a Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted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

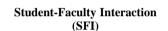


NSSE 2008 Benchmark Comparisons With Highly Engaging Institutions Western Michigan University

					WMU comp	pared with					
		WMU		ISSE 2 Top 5(NSSE 2008 Top 10%					
		Mean ^a	Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c			
•	LAC	51.4	56.4	***	38	60.7	***	72	1		
First-Year	ACL	39.3	47.5	***	49	51.6	***	69			
ït-Y	SFI	32.3	39.7	***	38	43.6	***	54			
Firs	EEE	26.3	30.3	***	29	33.0	***	47			
	SCE	58.2	65.8	***	41	68.5	***	56			
	LAC	55.0	59.9	***	35	63.3	***	61			
ï	ACL	51.4	55.4	***	23	59.7	***	48			
Senior	SFI	41.5	49.3	***	36	55.3	***	64			
Ň	EEE	40.8	47.3	***	37	54.3	***	78			
_	SCE	53.4	63.5	***	54	66.7	***	72			







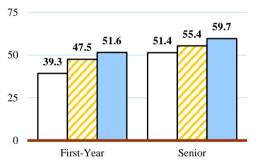
100

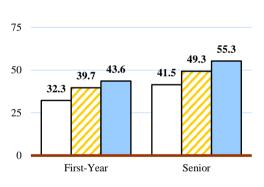
54.3

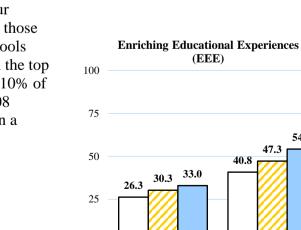
47.3

Senior

40.8





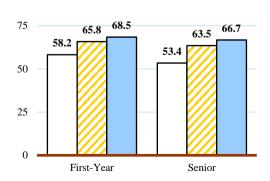


0

First-Year

100





This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2008 institutions on a

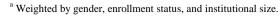
Legend

WMU

💋 Top 50%

Top 10%

particular benchmark.





^c Mean difference divided by the pooled standard deviation.



NSSE 2008 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a Western Michigan University

First-Year Students

rusi-tear siuder	us										Doforon	e Group	
		Me	an Stati	stics		Distrib	ution St	tatistic	s			n Statistics	i
							ercentile			Deg. of	Mean		Effect
		Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Freedom ^e	Diff.	Sig. ^f	size ^g
LEVEL OF ACADEMIC CH	ALLENGE (LA	AC)											
WMU	(N = 806)	51.4	13.3	.5	31	43	51	60	74				
Selected Peers		51.2	13.4	.1	30	42	51	60	74	18,043	.2	.670	.02
Carnegie Class		52.0	13.4	.1	30	43	52	61	74	21,718	6	.224	04
NSSE 2008		52.9	13.5	.0	31	44	53	62	75	137,728	-1.4	.003	11
Top 50%		56.4	13.1	.1	35	48	56	66	77	49,900	-5.0	.000	38
Top 10%		60.7	12.8	.1	38	52	61	70	80	9,584	-9.2	.000	72
ACTIVE AND COLLABORA	ATIVE LEARN	ING (AC	CL)										
WMU	(N = 901)	39.3	15.9	.5	14	29	38	48	67				
Selected Peers		41.6	16.9	.1	19	29	38	52	71	998	-2.3	.000	14
Carnegie Class		42.0	16.8	.1	19	29	39	52	71	980	-2.7	.000	16
NSSE 2008		42.6	16.9	.0	19	29	43	52	71	912	-3.3	.000	19
Top 50%		47.5	17.0	.1	24	33	48	57	76	941	-8.2	.000	49
Top 10%		51.6	17.9	.2	24	38	50	62	83	1,117	-12.3	.000	69
STUDENT-FACULTY INTE	RACTION (SF	I)											
WMU	(N = 818)	32.3	18.5	.6	6	20	28	44	67				
Selected Peers		33.6	18.5	.1	11	22	28	44	67	18,226	-1.3	.048	07
Carnegie Class		33.3	18.3	.1	11	22	28	44	67	21,918	-1.1	.107	06
NSSE 2008		34.6	18.7	.1	11	22	33	44	72	138,808	-2.4	.000	13
Top 50%		39.7	19.4	.1	11	28	39	50	78	855	-7.4	.000	38
Top 10%		43.6	21.2	.2	13	28	39	56	83	1,055	-11.3	.000	54
ENRICHING EDUCATIONA	AL EXPERIEN	CES (EE	E)										
WMU	(N = 772)	26.3	13.2	.5	8	17	25	34	48				
Selected Peers		27.2	13.5	.1	8	18	26	35	50	17,581	9	.059	07
Carnegie Class		27.7	13.4	.1	8	18	26	36	50	21,176	-1.4	.004	11
NSSE 2008		27.5	13.6	.0	8	18	26	36	51	133,682	-1.2	.013	09
Top 50%		30.3	13.7	.1	11	21	29	38	54	61,457	-4.0	.000	29
Top 10%		33.0	14.3	.1	11	23	32	42	58	886	-6.7	.000	47
SUPPORTIVE CAMPUS EN	VIRONMENT	(SCE)											
WMU	(N = 752)	58.2	18.3	.7	28	47	58	69	89				
Selected Peers		59.6	18.7	.1	28	47	58	72	92	17,107	-1.4	.042	08
Carnegie Class		60.4	18.8	.1	28	47	61	72	92	20,634	-2.2	.002	12
NSSE 2008		61.1	19.0	.1	30	47	61	75	92	130,449	-2.9	.000	15
Top 50%		65.8	18.4	.1	33	53	67	78	94	39,856	-7.6	.000	41
Top 10%		68.5	18.4	.2	36	56	69	81	97	9,757	-10.3	.000	56
					-					-			

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

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

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

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

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

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



National Survey of Student Engagement

NSSE 2008 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a Western Michigan University

Seniors

Mean ND SEM ⁴ Sth 25th 90th 75th 95th Freedors ⁴ Diff Sig. ² <			Me	an Stati	stics		Distrib			s			ce Group on Statistic	S
LEVEL OF ACADEMIC CHALLENCE (LCC) WMU (N = 551) 55.0 14.4 .6 31 .46 55 .65 .80 Selected Peers 55.0 14.4 .1 .31 .45 .55 .65 .80 Carnegic Class .55.6 14.3 .1 .32 .46 .56 .67 .79 .318.45 .1.5 .1.4							Pe	ercentile	s ^d		Deg. of	Mean		Effect
WMU (N = 55) 55.0 14.4 .1 .31 45 .55 .65 .78 .43,607 .0 .997 .0 Carnegic Class .55.0 14.3 .1 .32 46 .56 .65 .79 .52.694 .6 .537 .0 NSSE 2008 .55.5 14.3 .0 .37 .51 .60 .79 .814.5 .16.3 .00 .20 Top 50% .59.9 13.8 .0 .37 .51 .60 .70 .81 .99.913 .4.8 .000 .20 CTTVE AND COLLABORATIVE LEXIVIC .1 .40 .54 .64 .73 .84 .62 .81 .60 .17 .014 .00 .20 Selected Peres .90.1 .17.7 .1 .24 .84 .62 .81 .55.6 .65 .00 .20 .20 .20 .20 .20 .21 .20 .21 .24 .84 .62 .81 .55.6 .00 .20 .20 .20 .20 .20 .2			Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Freedom e	Diff.	Sig. ^f	size ^g
Selected Peers 55.0 14.4 .1 .31 45 55 65 78 4.3,607 .0 .97 .0 Carnegie Class 55.6 14.3 .0 33 47 77 67 79 318.415 -1.5 .014 Top 50% 59.9 13.8 .0 37 51 60 78 44 .99.91 .4.8 .000 Top 10% 63.3 13.5 .1 40 54 64 73 84 19.924 .4.8 .000 CTUVE AND COLLABORATIVE LEARNIVE 71.7 .1 24 38 48 62 81 .600 1.7 .014 .0.0 Carnegie Class 50.0 17.7 .1 24 38 48 62 81 565 .6 .35 .000 Selected Peers 49.7 17.3 .1 29 45 .83 .000 <td>LEVEL OF ACADEMIC CH</td> <td>IALLENGE (I</td> <td>LAC)</td> <td></td>	LEVEL OF ACADEMIC CH	IALLENGE (I	LAC)											
Camegie Class 55.6 14.3 .1 32 46 56 65 79 52.694 .6 .37 .4.4 NSSE 2008 56.5 14.3 .0 33 47 57 67 79 318.415 .1.5 0.00 2 Top 10% 53.3 1.3.5 .1 40 54 64 73 81 19.99 3.4.8 0.00 2 ACTIVE AND COLLABORATIVE LEARWING (UTES) 1.1 24 38 48 62 81 600 1.7 .014 .00 .2 Selected Peers 49.7 17.9 .1 24 38 48 62 81 506 1.4 .000 .2 NSSE 2008 55.4 17.2 .1 29 43 56 67 86 104.069 4.0 .000 .2 Top 50% 55.4 17.2 .1 13 28 56 83 52.994 .5 .591	WMU	(N = 551)	55.0	14.4	.6	31	46	55	65	80				
NSSE 2008 56.5 14.3 .0 33 47 57 67 79 318.415 -1.5 .01 -1.5 Top 50% 59.9 13.8 .0 37 51 60 70 81 99.913 -4.8 .000 -2.3 ACTIVE AND COLLABORATIVE LEARNUS	Selected Peers		55.0	14.4	.1	31	45	55	65	78	43,607	.0	.997	.00
Top 50% 59.9 13.8 0.0 37 51 60 70 81 99.913 4.8 0.00 4.7 Top 10% 63.3 3.3 51 40 51 64 73 84 19.929 8.3 0.00 4.7 CATIVE AND COLLABORATIVE LEARING AUTION LEARING AUTION LEARING AUTION LEARING AUTION LEARING AUTION AUTIO	Carnegie Class		55.6	14.3	.1	32	46	56	65	79	52,694	6	.357	04
Top 10% 63.3 1.3.5 .1 40 54 64 73 84 19.29 8.3 .000 .4.4 ACTIVE AND COLLABOR AT TVE LEARING (AUCIABOR AT TVE AUCIABOR AT AUCIABOR AU	NSSE 2008		56.5	14.3	.0	33	47	57	67	79	318,415	-1.5	.014	11
ACTIVE AND COLLABORATIVE LEARNER ELEVENTE WMU (N = 583) 51.4 16.6 .7 28 38 52 62 81 Selected Pears 49.7 17.9 .1 24 38 48 62 81 600 1.7 .014 .050 Carnegic Class 50.0 17.7 .1 24 38 48 62 81 506 1.4 .050 .0 NSSE 2008 50.8 17.6 .0 24 38 48 62 81 585 .6 .365 .0 Top 50% 55.4 17.2 .1 29 43 56 67 86 104.069 .4.0 .000 .4.3 STUDENT-FACULTY INTERACTION WMU (N = 558) 41.0 21.0 .1 11 28 39 56 83 320.011 .8 .372 .6.0 Carnegic Class 41.0 21.0 .1 11 28 39 56 83 320.011 .8 .372 .6.0 .5.	Top 50%		59.9	13.8	.0	37	51	60	70	81	99,913	-4.8	.000	35
WMU (N = 583) 51.4 16.6 .7 28 38 52 62 81 Selected Peers 49.7 17.9 .1 24 38 48 62 81 600 1.7 .014 .000 Carnegic Class 50.0 17.7 .1 24 38 48 62 81 506 1.4 .050 .000 NSSE 2008 50.8 17.2 .1 29 43 56 7 80 104.069 .4.0 .000 Top 10% 59.7 17.3 .1 29 43 56 83 43.872 .8 .370 Selected Peers 40.7 21.1 .1 11 28 <t< td=""><td>Top 10%</td><td></td><td>63.3</td><td>13.5</td><td>.1</td><td>40</td><td>54</td><td>64</td><td>73</td><td>84</td><td>19,929</td><td>-8.3</td><td>.000</td><td>61</td></t<>	Top 10%		63.3	13.5	.1	40	54	64	73	84	19,929	-8.3	.000	61
Selected Peers 49.7 17.9 .1 24 38 48 62 81 600 1.7 .014 0.0 Carnegie Class 50.0 17.7 .1 24 38 48 62 81 596 1.4 .050 .0 NSSE 2008 50.8 17.6 .0 24 38 48 62 81 585 .6 .365 .0 Top 50% 55.4 17.2 .1 29 43 56 67 86 104.069 -4.0 .000 -4.0 Top 10% 59.7 17.3 .1 33 48 57 71 90 21.312 -8.3 .000 -4.0 Stop 10% 49.7 21.1 .1 11 12 39 56 83 52.994 .5 .571 .00 .2 Camegie Class 41.0 21.0 .1 11 28 39 56 83 52.994 .5 .571 .000 .2 NSSE 2008 42.3 21.2 .0	ACTIVE AND COLLABORA	ATIVE LEAR	NING (A	CL)										
Carnegie Class 50.0 1.7.7 .1 24 38 48 62 81 596 1.4 .050 .0 NSSE 2008 50.8 17.6 .0 24 38 48 62 81 585 .6 .365 .0 .2 Top 50% 55.4 17.2 .1 29 43 56 67 86 104.069 .4.0 .000 .2 Top 10% 55.4 17.2 .1 .29 43 56 67 86 104.069 .4.0 .000 .2 Stope TATEXCTTON (SFT) .11 .1 .11 28 .39 .56 83 43.872 .8 .370 .000 .2 Carnegie Class .41.0 21.1 .1 .11 28 .39 .56 83 .20.011 .8 .370 .000 .2 Carnegie Class .42.3 .12 .1 .17 .33 .47 .67 .83 .20.01 .8 .32.011 .8 .372 .4.0 NSE 2	WMU	(N = 583)	51.4	16.6	.7	28	38	52	62	81				
NSEE 2008 50.8 17.6 .0 24 38 48 62 81 585 .6 .365 .0 Top 50% 55.4 17.2 .1 29 43 56 67 86 104,069 -4.0 .000 -24 Top 10% 59.7 17.3 .1 33 48 57 71 90 21,312 -8.3 .000 -24 STUDENT-FACULTY INTERACTION (SFT) WMU (N = 558) 41.5 20.7 .9 11 28 39 56 83 43,872 .8 .370 .0.0 Carnegie Class 41.0 21.0 .1 11 28 39 56 83 52,994 .5 .591 .0.0 NSSE 2008 42.3 21.2 .0 11 28 .9 .56 83 320.011 8 .372 .4.0 Top 50% 49.3 21.5 .1 17 33 47 67 89 .565 .7.8 .000 .4.0 .4.0 .2.2	Selected Peers		49.7	17.9	.1	24	38	48	62	81	600	1.7	.014	.09
Top 50% 55.4 17.2 .1 29 43 56 67 86 104.069 -4.0 .000 -4.0 Top 10% 59.7 17.3 .1 33 48 57 71 90 21.312 -8.3 .000 -4.0 STUDENT-FACULTY INTERACTION (SFI) WMU (N = 558) 41.5 20.7 .9 11 28 39 56 83 Selected Peers 40.7 21.1 .1 11 27 39 56 83 43.872 .8 .370 .000 NSSE 2008 42.3 21.2 .0 11 28 39 56 83 320.011 .8 .372 .40 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 7.8 .000 .40 Top 10% 55.3 21.7 .2 22 29 56 72 94 624 .13.8 .000 .40 Camegic Class 38.6 17.5 .1 11 25 38	Carnegie Class		50.0	17.7	.1	24	38	48	62	81	596	1.4	.050	.08
Top 10% 59.7 17.3 .1 33 48 57 71 90 21,312 -8.3 .000 -4.4 STUDENT-FACULTY INTERACTION (SFT) WMU (N = 558) 41.5 20.7 .9 11 28 39 56 83 Selected Peers 40.7 21.1 .1 11 27 39 56 83 43,872 .8 .370 .000 Carnegie Class 41.0 21.0 .1 11 28 39 56 83 320.011 8 .372 .6 NSSE 2008 42.3 21.2 .0 11 28 39 56 83 320.011 .8 .372 .6 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 7.8 .000 .2 Top 50% 49.3 21.7 .2 22 39 56 67 89 565 7.8 .000 .2 Selected Peers 38.6 17.5 .1 11	NSSE 2008		50.8	17.6	.0	24	38	48	62	81	585	.6	.365	.04
STUDENT-FACULTY INTERACTION (SF) 11 20.7 .9 11 28 39 56 83 Selected Peers 40.7 21.1 .1 11 27 39 56 83 43.872 .8 .370 .0 Carnegie Class 41.0 21.0 .1 111 28 39 56 83 52.994 .5 .591 .0 NSSE 2008 42.3 21.2 .0 11 28 39 56 83 320.01 .8 .372 .4 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 .7.8 .000 .5 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 .7.8 .000 .5 BERICHING EDUCATIONAL EXPERIENCE 53 21.7 .2 22 39 51 69 54 1.1 .123 .00 Selected Peers 38.6 17.5 .1 11 25 38 50 69 <t< td=""><td>Top 50%</td><td></td><td>55.4</td><td>17.2</td><td>.1</td><td>29</td><td>43</td><td>56</td><td>67</td><td>86</td><td>104,069</td><td>-4.0</td><td>.000</td><td>23</td></t<>	Top 50%		55.4	17.2	.1	29	43	56	67	86	104,069	-4.0	.000	23
WMU (N = 558) 41.5 20.7 .9 11 28 39 56 83 Selected Peers 40.7 21.1 .1 11 27 39 56 83 43,872 .8 .370 .0 Carnegic Class 41.0 21.0 .1 11 28 39 56 83 52,994 .5 .591 .0 NSSE 2008 42.3 21.2 .0 117 28 39 56 83 320,011 .8 .372 .0 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 .7.8 .000 .5.3 Top 10% 55.3 21.7 .2 22 39 56 72 94 624 .13.8 .000 .5.4 ENRICHING EDUCATIONAL EXPERIENCE 55.3 21.7 .2 22 39 51 69 42,662 .2 .004 .1 Carnegic Class 39.7 17.6 .1 112 27 39 51 69 55.4	Top 10%		59.7	17.3	.1	33	48	57	71	90	21,312	-8.3	.000	48
Selected Peers 40.7 21.1 .1 11 27 39 56 83 43,872 .8 .370 .0 Carnegie Class 41.0 21.0 .1 11 28 39 56 83 52,994 .5 .591 .0 .0 NSSE 2008 42.3 21.2 .0 11 28 39 56 83 320,011 8 .372 0 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 .7.8 .000 Top 50% 49.3 21.5 .7 .2 22 39 56 72 94 624 .13.8 .000	STUDENT-FACULTY INTE	RACTION (S	FI)											
Carnegie Class 41.0 21.0 .1 11 28 39 56 83 52,994 .5 .591 .0 NSSE 2008 42.3 21.2 .0 11 28 39 56 83 320,011 8 .372 .0 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 .7.8 .000 .5.3 Top 10% 55.3 21.7 .2 22 39 56 72 94 624 .13.8 .000 .5.3 ENRICHING EDUCATIONAL EXPERIENCES (EEE WMU (N = 542) 40.8 16.5 .7 15 28 41 52 69 <td>WMU</td> <td>(N = 558)</td> <td>41.5</td> <td>20.7</td> <td>.9</td> <td>11</td> <td>28</td> <td>39</td> <td>56</td> <td>83</td> <td></td> <td></td> <td></td> <td></td>	WMU	(N = 558)	41.5	20.7	.9	11	28	39	56	83				
NSE2 2008 42.3 21.2 .0 11 28 39 56 83 320.011 8 .372 4 Top 50% 49.3 21.5 .1 17 33 47 67 89 565 -7.8 .000 4 Top 10% 55.3 21.7 .2 22 39 56 72 94 624 -13.8 .000 4 ENRICHING EDUCATIONAL EXPERIENCE EVE V V V 15 28 41 52 69 V V V .1 .123 .000	Selected Peers		40.7	21.1	.1	11	27	39	56	83	43,872	.8	.370	.04
Top 50% 49.3 21.5 .1 17 33 47 67 89 565 -7.8 .000 3 Top 10% 55.3 21.7 .2 22 39 56 72 94 565 -7.8 .000 3 ENRICHING EDUCATIONAL EXPERIENCES (EEE 565 .7 1 22 39 56 72 94 624 -13.8 .000 3 WMU (N = 542) 40.8 16.5 .7 15 28 41 52 69 42,662 2.2 .004 .1 .123 .000 .2 Selected Peers 38.6 17.5 .1 11 25 38 50 69 42,662 2.2 .004 .1 Carnegie Class 39.7 17.6 .1 12 27 40 53 72 543 .4 .610 .00 NSSE 2008 40.4 18.2 .0 12 27 40 53 72 543 .4 .610 .0 Top 50%	Carnegie Class		41.0	21.0	.1	11	28	39	56	83	52,994	.5	.591	.02
Top 10% 55.3 21.7 .2 22 39 56 72 94 624 -13.8 .000 4 ENRICHING EDUCATIONAL EXPERIENCES WMU (N = 542) 40.8 16.5 .7 15 28 41 52 69	NSSE 2008		42.3	21.2	.0	11	28	39	56	83	320,011	8	.372	04
Image: Selected Peers 40.8 16.5 .7 15 28 41 52 69 Selected Peers 38.6 17.5 .1 11 25 38 50 69 42,662 2.2 .004 .1 Carnegie Class 39.7 17.6 .1 11 25 38 50 69 42,662 2.2 .004 .1 Carnegie Class 39.7 17.6 .1 12 27 39 51 69 554 1.1 .123 .00 NSSE 2008 40.4 18.2 .0 12 27 40 53 72 543 .4 .610 .00 Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 5 SUPPORTIVE CAMPUS ENVIRONMENT (SUE WMU (N = 530) 53.4 19.2 .8 22 39 56 67 83	Top 50%		49.3	21.5	.1	17	33	47	67	89	565	-7.8	.000	36
WMU (N = 542) 40.8 16.5 .7 15 28 41 52 69 Selected Peers 38.6 17.5 .1 11 25 38 50 69 42,662 2.2 .004 .1 Carnegie Class 39.7 17.6 .1 12 27 39 51 69 554 1.1 .123 .0 NSSE 2008 40.4 18.2 .0 12 27 40 53 72 543 .4 .610 .0 Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 5 Top 10% 54.3 17.3 .1 22 43 55 67 81 17,008 -13.5 .000 5 SUPPORTIVE CAMPUS ENVIRONMENT VECH VE VE VE VE VE VE VE VE VE MMU (N = 530) 53.4 19.2 .8 22 39 56 67 83 VE 5 .004 <t< td=""><td>Top 10%</td><td></td><td>55.3</td><td>21.7</td><td>.2</td><td>22</td><td>39</td><td>56</td><td>72</td><td>94</td><td>624</td><td>-13.8</td><td>.000</td><td>64</td></t<>	Top 10%		55.3	21.7	.2	22	39	56	72	94	624	-13.8	.000	64
Selected Peers 38.6 17.5 .1 11 25 38 50 69 42,662 2.2 .004 .1 Carnegie Class 39.7 17.6 .1 12 27 39 51 69 554 1.1 .123 .0 NSSE 2008 40.4 18.2 .0 12 27 40 53 72 543 .4 .610 .0 Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 SUPPORTIVE CAMPUS ENVIRONMENT (SCE) 54.3 17.3 .1 22 43 55 67 83	ENRICHING EDUCATION	AL EXPERIEN	NCES (EF	EE)										
Carnegie Class 39.7 17.6 .1 12 27 39 51 69 554 1.1 .123 .0 NSSE 2008 40.4 18.2 .0 12 27 40 53 72 543 .4 .610 .0 Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 Top 50% 47.3 17.3 .1 22 43 55 67 81 17,08 -13.5 .000 SUPPORTIVE CAMPUS ENVIRONMENT (SCE) WMU (N = 530) 53.4 19.2 .8 22 39 56 67 83	WMU	(N = 542)	40.8	16.5	.7	15	28	41	52	69				
NSSE 2008 40.4 18.2 .0 12 27 40 53 72 543 .4 .610 .0 Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 Top 10% 54.3 17.3 .1 22 43 55 67 81 17,08 -13.5 .000 SUPPORTIVE CAMPUS ENVIRONMENT (SCE) U State 22 39 56 67 83 25 .004 .1 .1 Selected Peers 53.8 19.5 .1 22 42 56 69 89 42,007 -2.5 .004 Carnegie Class 56.8 19.6 .1 25 43 57 69 89 50,819 -3.4 .000 NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .000 -2.5	Selected Peers		38.6	17.5	.1	11	25	38	50	69	42,662	2.2	.004	.13
Top 50% 47.3 17.7 .1 18 35 47 60 76 547 -6.5 .000 1 Top 10% 54.3 17.3 .1 22 43 55 67 81 17,08 -13.5 .000 1 SUPPORTIVE CAMPUS ENVIRONMENT (SCE) Support (N = 530) 53.4 19.2 .8 22 39 56 67 83	Carnegie Class		39.7	17.6	.1	12	27	39	51	69	554	1.1	.123	.06
Top 10% 54.3 17.3 .1 22 43 55 67 81 17,08 -13.5 .000 7 SUPPORTIVE CAMPUS ENVIRONMENT (SCE) WMU (N = 530) 53.4 19.2 .8 22 39 56 67 83 1 .000 7 Selected Peers 55.8 19.5 .1 22 42 56 69 89 42,007 -2.5 .004 7 Carnegie Class 56.8 19.6 .1 25 43 57 69 89 50,819 -3.4 .000 7 NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .000 7	NSSE 2008		40.4	18.2	.0	12	27	40	53	72	543	.4	.610	.02
SUPPORTIVE CAMPUS ENVIRONMENT (SCE) WMU (N = 530) 53.4 19.2 .8 22 39 56 67 83 Selected Peers 55.8 19.5 .1 22 42 56 69 89 42,007 -2.5 .004 1 Carnegie Class 56.8 19.6 .1 25 43 57 69 89 50,819 -3.4 .000 1 NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .000 1	Top 50%		47.3	17.7	.1	18	35	47	60	76	547	-6.5	.000	37
WMU (N = 530) 53.4 19.2 .8 22 39 56 67 83 Selected Peers 55.8 19.5 .1 22 42 56 69 89 42,007 -2.5 .004 1 Carnegie Class 56.8 19.6 .1 25 43 57 69 89 50,819 -3.4 .000 1 NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .000 1	Top 10%		54.3	17.3	.1	22	43	55	67	81	17,008	-13.5	.000	78
Selected Peers 55.8 19.5 .1 22 42 56 69 89 42,007 -2.5 .004 1 Carnegie Class 56.8 19.6 .1 25 43 57 69 89 50,819 -3.4 .000 1 NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .000 1	SUPPORTIVE CAMPUS EN	VIRONMENT	Г (SCE)											
Carnegie Class 56.8 19.6 .1 25 43 57 69 89 50,819 -3.4 .000 1 NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .000 1	WMU	(N = 530)	53.4	19.2	.8	22	39	56	67	83				
NSSE 2008 58.0 19.4 .0 25 44 58 72 90 306,961 -4.6 .0002	Selected Peers		55.8	19.5	.1	22	42	56	69	89	42,007	-2.5	.004	13
	Carnegie Class		56.8	19.6	.1	25	43	57	69	89	50,819	-3.4	.000	17
	NSSE 2008		58.0	19.4	.0	25	44	58	72	90	306,961	-4.6	.000	24
10p 50% 63.5 18.9 $.1$ 51 50 64 $/8$ 94 $89,6/2$ -10.1 $.000$ 3	Top 50%		63.5	18.9	.1	31	50	64	78	94	89,672	-10.1	.000	54
Top 10% 66.7 18.5 .1 33 56 67 81 97 554 -13.4 .0007	Top 10%		66.7	18.5	.1	33	56	67	81	97	554	-13.4	.000	72

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

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

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

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

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

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