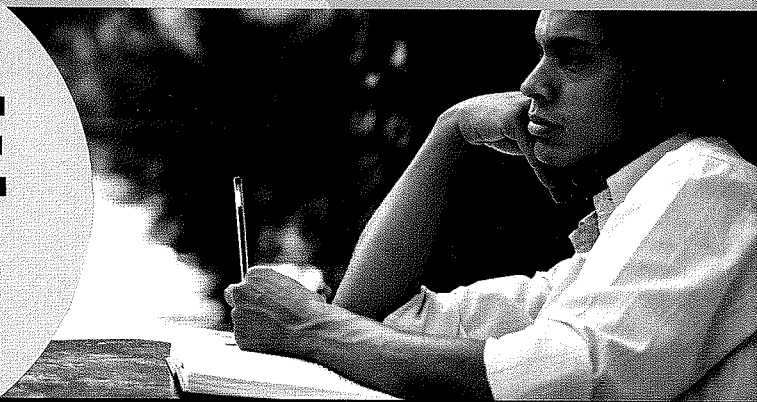
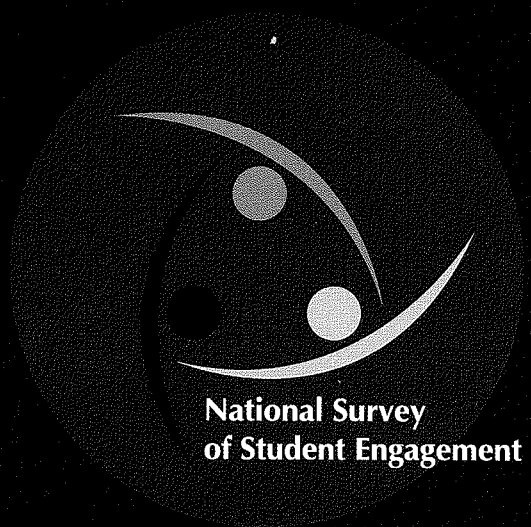


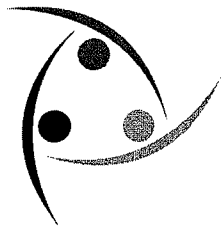
**NSSE**  
National Survey of  
Student Engagement



# Institutional Report 2007



National Survey  
of Student Engagement



# National Survey of Student Engagement

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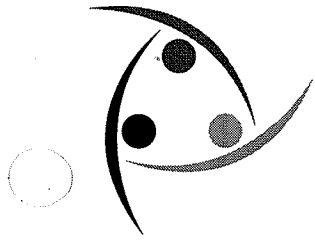
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\* If applicable



# National Survey of Student Engagement

## Inside

- 1 Report Organization
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## A Guide to Your NSSE 2007 Institutional Report

The comprehensive nature of the NSSE *Institutional Report* can be challenging to navigate and digest. Reading the material from front to back may not be the best way to get the information you need right now. This guide is designed to help you locate and correctly interpret the different data displays and reports in the binder, and equally important, to provide ideas about using this information in your efforts to improve the undergraduate experience of your students.

### Report Organization

The NSSE 2007 *Institutional Report* is divided into the four main sections as presented in the Table of Contents and colored tabs in the binder.

- SECTION I: NSSE – *National Survey of Student Engagement* (dark blue tabs)
- SECTION II: FSSE – *Faculty Survey of Student Engagement* (plum tabs)
- SECTION III: BCSSE – *Beginning College Survey of Student Engagement* (gold tabs)
- SECTION IV: *User Tools* (light blue tabs)

### Descriptions of Report Contents

#### What Is Included in Each Section of this Institutional Report?

##### SECTION I: NSSE

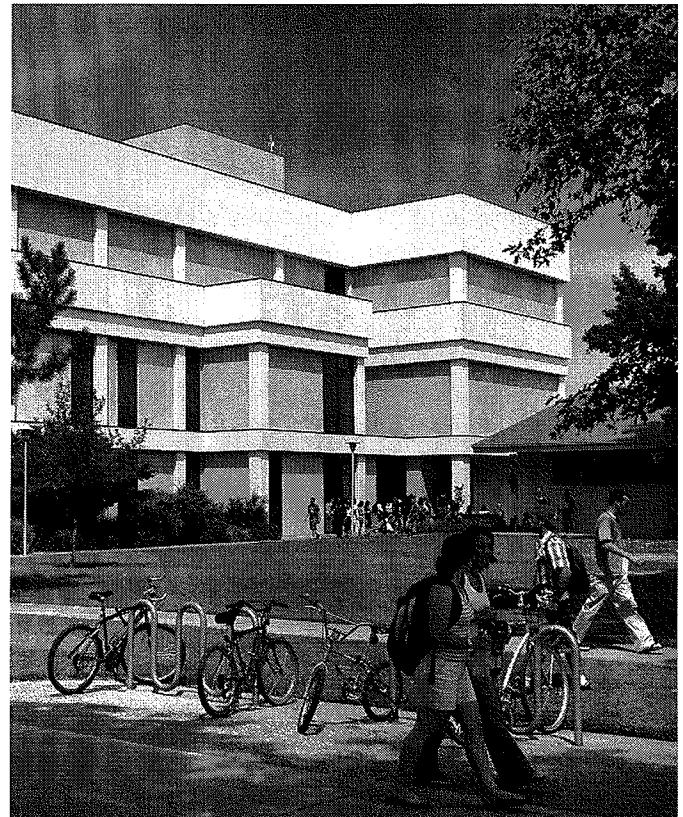
- *Respondents & Comparison Groups* – A snapshot of how well your respondents represent your school’s actual first-year and senior student populations. Provides response rates and sampling errors for your institution and comparison groups (consortium or selected peer groups chosen by your institution). This report is not weighted.
- *Frequency Distributions* – The number and weighted percent of student responses to all survey items for your institution and comparison groups, reported separately for first-year and senior students.

- *Mean Comparisons* – Tables of weighted means, statistical tests, and effect sizes for all survey items comparing your institution to your comparison groups, with separate results provided for first-year and senior students.
- *Benchmark Comparisons* – Results for the five clusters of effective educational practice: (1) level of academic challenge, (2) active and collaborative learning, (3) student-faculty interaction, (4) enriching educational experiences, and (5) supportive campus environment. Included are weighted means, statistical tests, and effect sizes comparing your institution to your comparison groups.

##### SECTION II: FSSE

(FSSE 2007 participating schools only)

- *Respondent Characteristics* – Selected background characteristics of faculty members who responded to the Faculty Survey of Student Engagement. Much of this data is not contained in the institutional data file to protect respondents’ identities.



California State University, Fresno

- *Frequency Distributions* – The response percentages to each item on FSSE broken down by the level of the students taught by faculty members.
- *FSSE-NSSE Combined Report* – A template for identifying interesting ways to look for gaps in perceptions between faculty responses and student responses.

### SECTION III: BCSSE (BCSSE 2006-2007 Participating Schools only)

- *Respondent Characteristics* – Sampling, response rates, and the characteristics of your BCSSE-NSSE respondents compared with the first-year student population of your institution. Includes demographic statistics related to gender and enrollment status.
- *BCSSE-NSSE Combined Report* – Cross-tabulated results of students' corresponding BCSSE and NSSE responses. Shows the relationship between the value first-year students placed on learning activities and their reported engagement in these activities.

## What Sample and Weighting Procedures Were Used to Create the Comparison Reports?

### Sample

This year's comparison reports (Frequency Distributions, Mean Comparisons, and Benchmark Comparisons) are based on information from all randomly-selected students for both your institution and comparison institutions. Targeted oversamples and other nonrandomly selected students are *not included* in the reports. This procedure allows us to calculate proper weights and ensures consistency across all comparison reports.

### Weights

Weights are applied to all comparison reports to adjust respondents within schools by sex and enrollment status and between schools to reflect the institutions' relative population sizes. Weights are calculated separately for first-year students and seniors. For detailed information about weighting, please visit the NSSE Web site at [www.nsse.iub.edu/2007\\_Institutional\\_Report.cfm](http://www.nsse.iub.edu/2007_Institutional_Report.cfm).



Agnes Scott College

## Where Can I Learn More About the Technical Properties of the Comparison Reports?

NSSE comparison reports are accompanied by a technical overview document designed to help you interpret your results (e.g. *Interpreting the Frequency Distributions Report* and *Interpreting the Mean Comparisons Report* precede the actual reports). These documents provide information concerning the sampling and weighting procedures used for various reports, specific statistical tests employed, and examples of how to interpret results.

Other resources include:

- Data codebook(s), detailing survey variable names, descriptions, and response values, are also provided on the NSSE Web site for your reference: [www.nsse.iub.edu/2007\\_Institutional\\_Report.cfm](http://www.nsse.iub.edu/2007_Institutional_Report.cfm)
- *Psychometric Properties of NSSE*, found at the end of the NSSE section (*dark blue tab*) of the report, responds to common questions about the psychometric properties of the survey instrument.
- *Working with NSSE Data: A Facilitator's Guide* in the User Tools section (*light blue tab*) of the report explains in everyday language the various statistical terms and examples used in the reports.

Additional materials related to technical properties and statistics are on the NSSE Web site at: [www.nsse.iub.edu/2007\\_Institutional\\_Report.cfm](http://www.nsse.iub.edu/2007_Institutional_Report.cfm).

## Where Can I Find Ideas and Tools to Help My Institution Use NSSE Data Effectively?

The User Tools section (*light blue tab*) of the 2007 *Institutional Report* is designed to help users share and effectively use their NSSE data. This section describes efforts of the NSSE Institute for Effective Educational Practice (NSSE's research, outreach, and service arm) and provides an array of user tools:

- New in 2007! *What Students Are Saying About Their <Your Institution> Experience* is a new report designed as a companion to NSSE's popular *A Pocket Guide to Choosing a College: Are you asking the right questions*. This report provides NSSE schools with a common template for sharing results to Pocket Guide questions with admissions officers, orientation staff, prospective students and their families, and for presenting student engagement results on institutional Web sites.

- *Working with NSSE Data: A Facilitator's Guide* describes ways to share results on your campus.
- *Using NSSE Data* provides examples of how NSSE data have been used to guide educational policy and practice on various campuses.
- *Accreditation Toolkit* notes linkages between NSSE survey items and guidelines established by the various regional accrediting bodies.

### Where Is the *Institutional Report CD* Usually Included with this Report?

Your NSSE 2007 data file and all of the materials and results contained in this *Institutional Report*, which in the past were provided on an enclosed CD, are available for download from a secure location within the NSSE Institution Interface Web site. Follow the steps below to retrieve your data and reports:

- STEP 1: Go to the NSSE Web site home page: [www.nsse.iub.edu](http://www.nsse.iub.edu)
- STEP 2: Select the Institution Interface option from the left-side navigation bar, and then log in to the interface using your NSSE-provided username and password.
- STEP 3: Select "NSSE 2007" from the survey project drop-down menus at the top of the page.
- STEP 4: Select the "Download Reports" option from the left-side navigation bar to view your 2007 *Institutional Report* files and supplemental materials.
- STEP 5: Download the zip file named with your institution's nickname and IPEDS number to retrieve your 2007 *Institutional Report* files or use the hyperlinks listed below to access supplemental materials.

Contact your NSSE service team if you experience problems downloading your files.

### DOCUMENTS AVAILABLE THROUGH THE SECURE SECTION OF THE INSTITUTION INTERFACE:

- NSSE 2007 Institutional Data File (SPSS 14.0)\*
- NSSE 2007 Comparison Group Information (Excel 2003)
- NSSE 2007 Respondent Characteristics (Excel 2003)
- NSSE 2007 Frequency Distributions (Excel 2003)
- NSSE 2007 Mean Comparisons (Excel 2003)
- NSSE 2007 Benchmark Comparisons (Excel 2003)
- Psychometric Properties of NSSE (PDF)
- NSSE 2007 Overview (PDF)

- Using NSSE Data (PDF)
- Accreditation Toolkit (PDF)
- Working with NSSE Data: A Facilitator's Guide (PDF)
- "What Students are Saying..." Pocket Guide Report (PDF)
- NSSE PowerPoint Presentation (Microsoft PowerPoint)\*
- NSSE 2007 Codebook (Excel 2003)\*
- NSSE 2007 Participating School List (PDF)\*

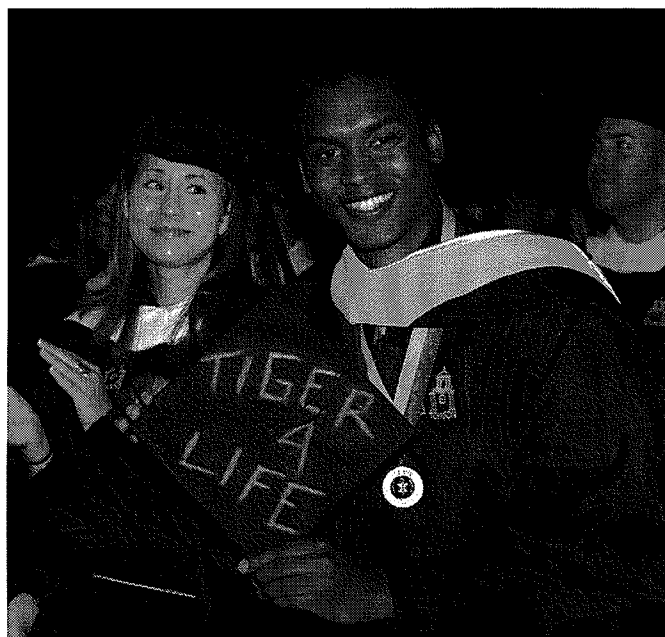
### FSSE PARTICIPANTS ALSO RECEIVE:

- FSSE 2007 Overview (PDF)
- FSSE 2007 Institutional Data File (SPSS 14.0)\*
- Respondent Characteristics (Excel 2003)
- Frequency Distributions (Excel 2003)
- FSSE-NSSE Combined Report (Excel 2003)
- FSSE 2007 Codebook (Excel 2003)\*
- FSSE 2007 Participating School List (PDF)\*

### BCSSE PARTICIPANTS ALSO RECEIVE:

- BCSSE 2006-NSSE 2007 Institutional Data File (SPSS 14.0)\*
- Respondent Characteristics (Excel 2003)
- BCSSE-NSSE Combined Report (Excel 2003)
- BCSSE 2006 Codebook (PDF)\*
- BCSSE 2007 Participating School List (PDF)\*

(\*Item is provided through the Institution Interface only; not included as part of this printed report)



Towson University

## Where Can I Find Additional Resources Related to the NSSE 2007 Institutional Report?

Several important documents and additional resources are available on the NSSE Web site: [www.nsse.iub.edu/2007\\_Institutional\\_Report.cfm](http://www.nsse.iub.edu/2007_Institutional_Report.cfm)

- Copies of the NSSE survey instrument in multiple formats (PDF, HTML).
- Grand Frequency and Mean reports by Carnegie Classification and all 2007 participating institutions.
- Selected 2007 results that can be used for comparison purposes and as examples of different ways to use NSSE data on their own (e.g., examining amount of time students spend on academic work by major or disciplinary area, evaluating the extent to which the institution emphasizes spending significant amounts of time on academic work).
- Examples of how to display NSSE results in tables and graphs.

## Enhancements for NSSE 2007

### What's New in Your Comparison Reports?

#### Expanded Peer Group Comparison Options

This year's NSSE *Institutional Report* offers enhanced customization of the three peer group options. Using criteria from the Integrated Postsecondary Education Data System (IPEDS) and the Carnegie Foundation for the Advancement of Teaching's Classification of Institutions of Higher Education, NSSE allowed institutions to construct custom peer groups for all comparison columns in their reports in 2007. Refer to your *Respondents & Comparison Groups* section for detailed information about your peer groups.

### What Changed on the NSSE Instrument in 2007?

Periodically new items are added to the survey instrument, or continuing items are reworded for enhanced clarity and understanding. The following adjustment was made to the NSSE instrument in 2007

Item	Variable	NSSE 2006	NSSE 2007
6a.	atdart05	Attended an art exhibit, gallery, play, dance, or other theater performance	Attended an art exhibit, play, dance, music, theater, or other performance

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**National Survey  
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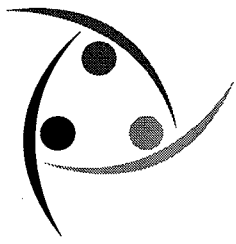
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# National Survey of Student Engagement

## Inside

- 1 U.S. Institutions and Respondents
- 5 Response Rates
- 6 Canadian Institutions and Respondents

## NSSE 2007 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, approximately 1,200 baccalaureate degree-granting colleges and universities in the US and Canada have used the instrument 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 2003 the NSSE project has been supported by institutional participation fees.

More than one million first-year and senior students from 610 institutions in the US and Canada were invited to participate in the 2007 NSSE administration. Of this survey population, 323,147 students responded, including more than 14,000 students from Canadian institutions. A list of all participating institutions is available on the NSSE Web site at [www.nsse.iub.edu/2007\\_Institutional\\_Report](http://www.nsse.iub.edu/2007_Institutional_Report).

The trend of institutions moving toward Web-based administrations continued in 2007 as 320 schools (53%) opted for the Web-only administration mode in which students received all contacts electronically and completed the survey online. The Web+ survey option was used by 209 schools (34%). This mode includes multiple electronic contacts and one paper questionnaire sent to a portion of non-respondents. The remaining 81 institutions (13%) chose the paper questionnaire mode.

## U.S. Institutions and Respondents

Table 1 shows how NSSE 2007 U.S. institutional characteristics compare with the profile of all baccalaureate degree-granting colleges and universities in the United States. Comparative data for these tables are from the Integrated Postsecondary Education Data System (IPEDS). The Far West region is slightly underrepresented in NSSE 2007, while New England, the Great Lakes, and Southeast regions are slightly overrepresented. While NSSE 2007 schools are generally representative of the distribution of institutional types in the 2005 Basic Carnegie Classification, Baccalaureate Colleges-Arts and Sciences and Master's Large institutions were somewhat overrepresented, and Baccalaureate Colleges-Diverse Fields were slightly underrepresented. In all, the NSSE 2007 participating institutions reflect a broad array of institutions. Overall, the profile of NSSE 2007 institutions closely resembles that of all U.S. schools in terms of sector, region, and location.



Miami University (OH)



**Table 1**  
**Profile of U.S. NSSE 2007 Institutions against all U.S. Baccalaureate Degree-Granting Colleges and Universities <sup>a</sup>**

	NSSE 2007	National <sup>b</sup>
<b>Carnegie Classification – Basic 2005 <sup>c</sup></b>		
DRU-VH	6%	6%
DRU-H	9%	7%
DRU	5%	5%
Master's-L	26%	22%
Master's-M	11%	12%
Master's-S	6%	8%
Bac-AS	21%	18%
Bac-DIV	15%	23%
<b>Sector</b>		
Public 4-year	41%	35%
Private 4-year	59%	65%
<b>Region</b>		
New England	10%	8%
Mid East	17%	18%
Great Lakes	16%	15%
Plains	12%	11%
Southeast	26%	24%
Southwest	8%	8%
Rocky Mountains	2%	3%
Far West	8%	10%
Outlying Areas	1%	2%
<b>Location</b>		
City	47%	46%
Suburban	21%	23%
Town	24%	22%
Rural	8%	8%

- DRU-VH . . . . . Research Universities (very high research activity)
- DRU-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-AS . . . . . Baccalaureate Colleges-Art & Sciences
- Bac-DIV . . . . . Baccalaureate Colleges-Diverse Fields

a. Percentages based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of eight Carnegie classes in the table. Totals may not sum to 100% due to rounding.  
b. National percentages are based on the 2006 IPEDS Institutional Characteristics data.  
c. For information on the 2005 Carnegie Classifications, see: [www.carnegiefoundation.org/classifications](http://www.carnegiefoundation.org/classifications)



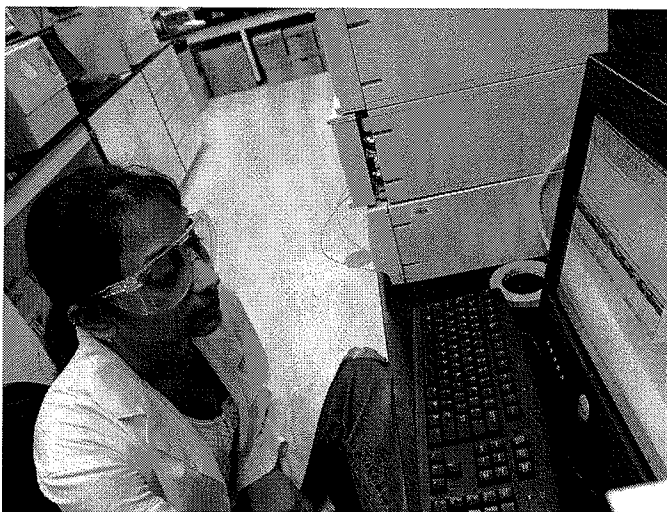
Table 2 shows selected characteristics of the NSSE 2007 U.S. respondents. The first column represents the students who responded to the survey in 2007. The second column represents the student population at NSSE 2007 participating institutions.

The third column shows the profile of all students attending all baccalaureate degree-granting institutions in the US as indicated by IPEDS data.

**Table 2**  
**Characteristics of NSSE 2007 Respondents, Students at NSSE 2007 Institutions, and Students at U.S. Baccalaureate Degree-Granting Institutions<sup>a</sup>**

	NSSE 2007 Respondents	NSSE 2007 Population <sup>b</sup>	National <sup>c</sup>
<b>Gender</b>			
Male	35%	44%	44%
Female	65%	56%	56%
<b>Race/Ethnicity<sup>d</sup></b>			
African American/Black	7%	10%	12%
Amer. Indian/Alaska Native	1%	1%	1%
Asian/Asian American/Pacific Islander	5%	6%	6%
Caucasian/White	74%	73%	68%
Hispanic	6%	8%	10%
Other	1%	1%	n/a
Multiracial/Ethnic	<1%	<1%	n/a
<b>International (attending US schools only)</b>			
	5%	2%	3%
<b>Enrollment Status</b>			
Full-time	91%	88%	84%
Part-time	9%	12%	16%

- a. Totals may not sum to 100% due to rounding.  
 b. NSSE 2007 population data are provided to NSSE by participating institutions.  
 c. National data are from the 2005 IPEDS Enrollment Data File.  
 d. The IPEDS and NSSE categories for race and ethnicity differ. For NSSE 2007 respondents, results do not include students whose ethnicity was unknown or not provided.



Kennesaw State University

The standard NSSE sampling scheme calls for an equal number of randomly sampled first-year and senior students to comprise the institution's sample, with the sample size based on the total number of undergraduate students enrolled at the institution. Many schools request random oversamples to increase the number of respondents in order to disaggregate the results in different ways, such as by major, to guide improvement efforts. For reporting purposes, NSSE includes only randomly-selected students for the institution and comparison groups. As a result, the 2007 cohort is 298,083 respondents, made up of 99,542 students sampled under the standard sampling scheme and an additional 198,541 students randomly sampled through standard oversampling protocols or at the request of participating

institutions. The information that follows is based on the entire 2007 U.S. cohort of 298,083 respondents unless otherwise noted.

### **Year in School**

The NSSE 2007 cohort respondents were equally divided between first-year (50%) and senior (50%) students.

### **Gender**

Women made up more than three-fifths (65%) of the respondents compared with 56% of the students enrolled at NSSE 2007 schools, and 56% of students enrolled nationally (Table 2). The larger proportion of female respondents is consistent with widely reported survey research findings that show that women are more likely than men to return questionnaires. Weighting adjusts for the gender imbalance in your comparison reports.

### **Age**

Students 19 years of age or younger comprise the largest group (44%), reflecting the fact that half the students elected to receive the survey were in their first-year of college. About 38% of respondents were 20-23 years old, 8% were between the ages of 24 and 29, and 10% were 30 years of age or older.

### **Race and Ethnicity**

African American and Hispanic students are slightly underrepresented (Table 2).

### **Living Arrangements**

Overall, approximately 44% of students lived in campus housing (71% of first-year students, 18% of seniors). The remainder lived within driving distance (40%), within walking distance (15%), or in a fraternity or sorority house (1%).

### **Fraternity or Sorority**

About 12% percent of men and 10% of women were members of a fraternity or sorority.

### **Grades**

Approximately 42% of all students report earning mostly A grades. Only 9% of students report earning mostly C grades or lower.

### **Parents' Education**

Of all respondents, 38% were first-generation college students, with no parent having completed a baccalaureate degree. In addition, 50% indicated that at least one parent had graduated from college.

### **Enrollment Status**

About 91% of all respondents were enrolled full time (Table 2). Weighting adjusts for imbalances in enrollment status in your comparison reports.

### **Transfer Status**

Approximately 25% of respondents attended more than one type of postsecondary institution since graduating from high school. Of this group, 50% went to another baccalaureate degree-granting college, 66% to a community college, 13% to a vocational-technical school, and 6% to another form of postsecondary education. Many of these students attended a combination of these institution types prior to attending their current institution.

### **Primary Major Field**

Table 3 shows the percent of students pursuing majors in various fields of study by class and by gender. More men pursue studies in business, engineering, and physical sciences, while more women pursue majors in education, professional schools and the social sciences.



School of Visual Arts

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

Major	First-Years		Seniors	
	Male	Female	Male	Female
Arts & Humanities	13%	15%	14%	15%
Biological Sciences	7%	9%	7%	7%
Business	18%	13%	20%	15%
Education	5%	12%	5%	13%
Engineering	13%	2%	12%	2%
Physical Sciences	4%	3%	4%	3%
Professional Schools	5%	15%	4%	12%
Social Sciences	10%	13%	12%	17%
Other	19%	13%	22%	17%
Undecided	5%	5%	<1%	<1%



## Response Rates

The average institutional response rate for NSSE 2007 (Table 4) was 36%. The average institutional response rate for paper schools (institutions where students were invited by postal mail, but had the option of completing either the paper or the Web version) was 33%, with approximately 70% of these institutions achieving a range of 23% to 50%. At these institutions, 60% of students completed the paper form of the survey, and 40% completed NSSE online. The average institutional response rate for NSSE 2007 Web-only schools (institutions where students could only complete the survey online) was 37%, with approximately 70% of these institutions achieving a range of 23% to 51%. Institutions participating using the Web+ mode of

administration recorded an overall response rate of 35% with a majority of Web+ respondents using the online survey (95%).

About 4% of the NSSE 2007 respondents completed the paper version of NSSE and approximately 96% completed it using the Web. This continues the trend of more students responding via the Web, even at paper administration schools. Additional information about response rates, including the response rate for your institution, is in the *Respondent Characteristics* report. Note that the average institutional response rate of 36% is slightly higher than NSSE 2007 response rate reported in the *Respondent Characteristics* report due to different units of analysis (institutions versus students).

**Table 4**  
**NSSE 2007 Number of Institutions & Average Institutional Response Rates by Survey Administration Mode**

Survey Administration Mode	Number of Institutions	Average Response Rate
All	610	36%
Paper	81	33%
Web-only	320	37%
Web +	209	35%



## Canadian Institutions and Respondents

In total, seventeen Canadian institutions from six different provinces participated in NSSE 2007. Of these, seven were from Ontario, three from both British Columbia and New Brunswick, two from Alberta, and one from both Manitoba and Nova Scotia. Trinity Western University participated in the Council for Christian Colleges and Universities consortium and Brescia University participated in the Women's Colleges consortium. All Canadian institutions participate via Web-only.

### Response Rates

The average Canadian institutional response rate for NSSE 2007 was 37%, ranging from 8% to 55%.

### Student Overview

The total number of Canadian students invited was 42,619, and the total number of respondents was 14,091 (Table 5). Women comprised 65% of the respondents. About 91% of respondents were enrolled full-time. Of all respondents, 21% were enrolled in a social science major, 16% in an arts & humanities major, and 11% in business.

### Summary of Ethno-Cultural Categories

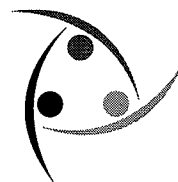
The majority of Canadian students identified themselves as White (80%). Additionally 9% identified as Chinese, 3% South Asian, and 2% each identified as Arab, Black, North American Indian, and/or Métis.

### Age

Students 20-23 years of age comprise the largest group (46%). About 35% of respondents were 19 years old or younger and 12% were between the ages of 24-29.

Table 5  
Characteristics of Canadian  
NSSE 2007 Respondents

	NSSE 2007 Respondents N=14,091
<b>Gender</b>	
Male	35%
Female	65%
<b>Enrollment Status</b>	
Full-time	91%
Part-time	9%
<b>Enrollment Status</b>	
Arts & Humanities	16%
Biological Sciences	10%
Business	11%
Education	2%
Engineering	6%
Physical Sciences	4%
Professional Schools	7%
Social Sciences	21%
Other	21%
Undecided	1%

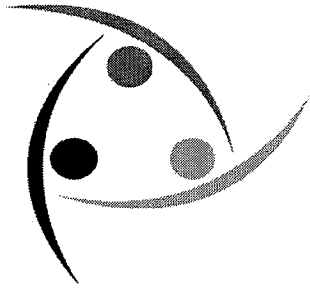


## National Survey of Student Engagement

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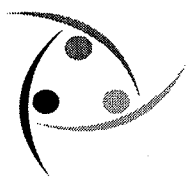


**National Survey  
of Student Engagement**

**Southern Adventist University**

**Respondent Characteristics**

August 2007



	Southern		Selected Peers		Carnegie Peers		NSSE 2007	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>								
Overall	37%		39%		34%		30%	
By class	34%	44%	38%	40%	31%	38%	29%	31%
NSSE sample size <sup>b</sup>	588	292	34,190	27,151	32,984	22,701	504,114	472,855
<b>Sampling Error<sup>c</sup></b>								
Overall	4.3%		0.5%		0.6%		0.2%	
By class	5.7%	6.5%	0.7%	0.7%	0.8%	0.9%	0.2%	0.2%
Number of respondents <sup>b</sup>	197	129	13,016	10,931	10,178	8,521	147,029	148,384
Total population	588	292	35,418	28,341	36,156	24,935	693,288	686,279
<b>Student Characteristics<sup>d</sup></b>								
<i>Mode of Completion</i>								
Paper	4%	4%	6%	8%	6%	11%	4%	4%
Web	96%	96%	94%	92%	94%	89%	96%	96%
<i>Class Level<sup>e</sup></i>								
	60%	40%	55%	45%	54%	46%	50%	50%
<i>Enrollment Status<sup>e</sup></i>								
Full-time	97%	90%	97%	91%	95%	88%	96%	86%
Less than full-time	3%	10%	3%	9%	5%	12%	4%	14%
<i>Gender<sup>e</sup></i>								
Female	69%	61%	68%	71%	65%	68%	65%	65%
Male	31%	39%	32%	29%	35%	32%	35%	35%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	0%	1%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	4%	4%	3%	2%	2%	2%	6%	5%
Black/African American	11%	8%	10%	11%	9%	9%	6%	6%
White (non-Hispanic)	67%	64%	73%	73%	77%	78%	72%	73%
Mexican/Mexican American	1%	1%	1%	1%	1%	1%	3%	3%
Puerto Rican	3%	4%	1%	1%	0%	0%	1%	1%
Other Hispanic or Latino	6%	10%	3%	3%	1%	1%	2%	2%
Multiracial	5%	5%	2%	2%	2%	1%	2%	2%
Other	1%	1%	2%	1%	1%	1%	2%	1%
I prefer not to respond	3%	4%	6%	6%	5%	6%	6%	7%
<i>International Student</i>								
	11%	8%	6%	5%	5%	3%	5%	4%
<i>Place of Residence</i>								
On-campus	91%	36%	79%	34%	72%	30%	71%	20%
Off-campus	9%	64%	21%	66%	28%	70%	29%	80%
<i>Transfer Status</i>								
Transfer students	7%	44%	11%	39%	14%	39%	9%	41%
<i>Age</i>								
Non-traditional (24 or older)	0%	24%	7%	29%	11%	32%	5%	31%
Traditional (less than 24)	100%	76%	93%	71%	89%	68%	95%	69%

<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.



**National Survey  
of Student Engagement**

**Southern Adventist University**

**Selected Peer Groups**

August 2007



NSSE reports enable participating institutions to compare their students with their counterparts attending institutions in three selected peer groups. The composition of these peer groups were determined by your institution as the most relevant, appropriate peers from the available pool of 2007 participants. In May and June of 2007, institutions were invited to customize their peer groups via the "Report Info Form" on the Institution Interface. The Selected Peer Groups Report summarizes how your institution selected its peer groups and lists the institutions within them.

The standard NSSE reports display results for your institution and three comparison groups. In past years these groups were comprised of (1) selected peer or consortium institutions, (2) peers based on Carnegie classifications, and (3) all current-year NSSE participants. In 2007, institutions had the option to customize all three columns (see below) by either (a) choosing a default peer group for each column or (b) selecting institutions from a list or based on institution-level criteria (enrollment size, sector, region, etc.).

Institutions that did not complete the Report Info Form received the following default peer groups:

*Column 1* - NSSE 2007 institutions in your institution's geographic region and sector (private/public).

*Column 2* - NSSE 2007 institutions with the same Basic 2005 Carnegie classification as your institution.

*Column 3* - All NSSE 2007 institutions.

The terms "column 1," "column 2," and "column 3" correspond to the selected peer group locations in the institutional reports. In NSSEville's example below, column 1 is "Selected Peers", column 2 "Carnegie Peers" and column 3 "NSSE2007".

		Column 1 Selected Peer Group/Consortium				Column 2 Selected Peer Group				Column 3 Selected Peer Group				
Your Institution's Responses		NSSEville State				NSSEville State compared with:				NSSE 2007				
		Variable	Bench- mark	Class	Mean *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *
1. <b>Academic and Intellectual Experiences</b>														
<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>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.76	***	.22	2.88	.07		2.78	***	.19
				SR	3.28	3.08	***	.24	3.20	.10		3.06	***	.26
b.	Made a class presentation	CLPRESEN	ACL	FY	2.27	2.24		.04	2.34	-.09		2.23		.05
				SR	2.82	2.77		.07	2.87	-.06		2.80		.03

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

**Report Column**  
Criteria for how your institution created each of your three peer groups.

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

**COLUMN 1 - Peer Group Details**

This report displays the 2007 COLUMN 1 comparison institutions for NSSEville State University. The institutions listed below are represented in the "Selected Peers" column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

**HOW GROUP WAS SELECTED**

Your institution did not identify a column 1 peer group. Your default criteria were all institutions in your IPEDS geographic region and sector (private/public).

**SELECTED PEER GROUP CRITERIA \***

- Basic 2005 Carnegie Classification(s):
- Carnegie: Undergraduate Instructional Program(s):
- Carnegie: Graduate Instructional Program(s):
- Carnegie: Enrollment Profile(s):
- Carnegie: Undergraduate Profile(s):
- Carnegie: Size and Setting(s):
- IPEDS: Sector(s): 1
- IPEDS: Undergraduate enrollment(s):
- IPEDS: Local(s):
- IPEDS: Region(s): 2
- IPEDS: State(s):
- Barron's admissions selectivity rating(s):

**SELECTED COLUMN 1 INSTITUTIONS**

Institution Name	City	State
Chadron State College	Chadron	NE
Illinois State University	Normal	IL
Indiana University-South Bend	South Bend	IN

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

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

## **SUMMARY - Peer Group Selection**

This page provides an overview of how your three NSSE 2007 peer groups were selected. These groups were either (a) submitted by your institution through the Report Info Form located on the NSSE Institution Interface or (b) defaults assigned because your institution did not complete the Report Info Form. Included below are the date the groups were submitted, the method used to pick them, the column labels your institutional contact provided, the number of institutions in each group, and a short description of the group written by the contact when he/she constructed the group. The following pages list the institutions selected for each peer group.

---

### **COLUMN 1 PEER GROUP SELECTION**

---

Date Submitted: N/A  
 Selection Method: ASSIGNED DEFAULT GROUP - Your institution did not select a column 1 peer group.  
 Column Label: Selected Peers  
 Number of Institutions: 86  
 The Reason Your  
 Institution Provided For  
 Choosing This Group:

---

### **COLUMN 2 PEER GROUP SELECTION**

---

Date Submitted: N/A  
 Selection Method: ASSIGNED DEFAULT GROUP - Your institution did not select a column 2 peer group.  
 Column Label: Carnegie Peers  
 Number of Institutions: 80  
 The Reason Your  
 Institution Provided For  
 Choosing This Group:

---

### **COLUMN 3 PEER GROUP SELECTION**

---

Date Submitted: N/A  
 Selection Method: ASSIGNED DEFAULT GROUP - Your institution did not select a column 3 peer group.  
 Column Label: NSSE 2007  
 Number of Institutions: 585  
 The Reason Your  
 Institution Provided For  
 Choosing This Group:

## COLUMN 1 - Peer Group Details

This report displays the 2007 COLUMN 1 comparison institutions for Southern Adventist University. The institutions listed below are represented in the 'Selected Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

Your Institution did not identify a column 1 peer group. Your default criteria were all institutions in your IPEDS geographic region and sector (private/public).

---

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

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

IPEDS - Sector(s): 2,3

IPEDS - Undergraduate enrollment(s):

IPEDS - Locale(s):

IPEDS - Region(s): 5

IPEDS - State(s):

Barron's admissions selectivity ratings(s):

---

### SELECTED COLUMN 1 INSTITUTIONS

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Agnes Scott College	Decatur	GA
Alice Lloyd College	Pippa Passes	KY
Baptist Memorial College of Health Sciences	Memphis	TN
Barry University	Miami	FL
Barton College	Wilson	NC
Bellarmino University	Louisville	KY
Belmont Abbey College	Belmont	NC
Belmont University	Nashville	TN
Bennett College for Women	Greensboro	NC
Berea College	Berea	KY
Berry College	Mount Berry	GA
Bethany College	Bethany	WV
Bob Jones University	Greenville	SC
Brescia University	Owensboro	KY
Bridgewater College	Bridgewater	VA
Campbellsville University	Campbellsville	KY

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

---

**SELECTED COLUMN 1 INSTITUTIONS**


---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Catawba College	Salisbury	NC
Centre College	Danville	KY
Columbia College	Columbia	SC
Converse College	Spartanburg	SC
Covenant College	Lookout Mountain	GA
Eastern Mennonite University	Harrisonburg	VA
Ecclesia College	Springdale	AR
Eckerd College	St. Petersburg	FL
Edward Waters College	Jacksonville	FL
Elon University	Elon	NC
Faulkner University	Montgomery	AL
Ferrum College	Ferrum	VA
Flagler College	St. Augustine	FL
Florida Institute of Technology	Melbourne	FL
Furman University	Greenville	SC
Gardner-Webb University	Boiling Springs	NC
Hampden-Sydney College	Hampden-Sydney	VA
Hendrix College	Conway	AR
High Point University	High Point	NC
Huntingdon College	Montgomery	AL
John Brown University	Siloam Springs	AR
Judson College (AL)	Marion	AL
LaGrange College	Lagrange	GA
Limestone College	Gaffney	SC
Lincoln Memorial University	Harrogate	TN
Lindsey Wilson College	Columbia	KY
Lipscomb University	Nashville	TN
Mary Baldwin College	Staunton	VA
Marymount University	Arlington	VA
Maryville College	Maryville	TN
Mercer University	Macon	GA
Meredith College	Raleigh	NC
Milligan College	Milligan College	TN
Millsaps College	Jackson	MS
Morehouse College	Atlanta	GA
Mountain State University	Beckley	WV
Northwood University-Florida Campus	West Palm Beach	FL
Nova Southeastern University	Ft. Lauderdale	FL
Our Lady of the Lake College	Baton Rouge	LA
Peace College	Raleigh	NC
Pfeiffer University	Misenheimer	NC
Presbyterian College	Clinton	SC
Randolph-Macon College	Ashland	VA
Samford University	Birmingham	AL
Savannah College of Art and Design	Savannah	GA
Sewanee: The University of the South	Sewanee	TN
Shenandoah University	Winchester	VA
Southeastern Bible College	Birmingham	AL
Southern Wesleyan University	Central	SC
Spelman College	Atlanta	GA
St. Andrews Presbyterian College	Laurinburg	NC
Sullivan University	Louisville	KY

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

---

**SELECTED COLUMN 1 INSTITUTIONS**

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Sweet Briar College	Sweet Briar	VA
The Art Institute of Washington	Arlington	VA
The University of Tampa	Tampa	FL
Thomas More College	Crestview Hills	KY
Transylvania University	Lexington	KY
Trevecca Nazarene University	Nashville	TN
Tusculum College	Greeneville	TN
Union College	Barbourville	KY
University of the Ozarks	Clarksville	AR
Virginia Intermont College	Bristol	VA
Virginia Wesleyan College	Norfolk	VA
Warner Southern College	Lake Wales	FL
Warren Wilson College	Swannanoa	NC
Wesleyan College	Macon	GA
William Carey University	Hattiesburg	MS
Wingate University	Wingate	NC
Wofford College	Spartanburg	SC
Xavier University of Louisiana	New Orleans	LA

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

## COLUMN 2 - Peer Group Details

This report displays the 2007 COLUMN 2 comparison institutions for Southern Adventist University. The institutions listed below are represented in the 'Carnegie Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your Institution did not identify a column 2 peer group. Your default criteria were all institutions in your 2005 Basic Carnegie Classification.

---

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

---

Basic 2005 Carnegie Classification(s): 22

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

IPEDS - Sector(s):

IPEDS - Undergraduate enrollment(s):

IPEDS - Locale(s):

IPEDS - Region(s):

IPEDS - State(s):

Barron's admissions selectivity ratings(s):

---

### SELECTED COLUMN 2 INSTITUTIONS

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Adrian College	Adrian	MI
Alice Lloyd College	Pippa Passes	KY
Barton College	Wilson	NC
Belmont Abbey College	Belmont	NC
Bethany College	Lindsborg	KS
Blackburn College	Carlinville	IL
Brescia University	Owensboro	KY
Buena Vista University	Storm Lake	IA
Campbellsville University	Campbellsville	KY
Catawba College	Salisbury	NC
Central Methodist University	Fayette	MO
Chadron State College	Chadron	NE
Champlain College	Burlington	VT
Clayton State University	Morrow	GA
Colby-Sawyer College	New London	NH
College of Saint Mary	Omaha	NE

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

---

**SELECTED COLUMN 2 INSTITUTIONS**


---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
College of the Ozarks	Point Lookout	MO
Concord University	Athens	WV
Concordia University at Austin	Austin	TX
Covenant College	Lookout Mountain	GA
Defiance College	Defiance	OH
Delaware Valley College	Doylestown	PA
Dickinson State University	Dickinson	ND
Dordt College	Sioux Center	IA
Edward Waters College	Jacksonville	FL
Eureka College	Eureka	IL
Faulkner University	Montgomery	AL
Flagler College	St. Augustine	FL
Franklin College	Franklin	IN
Grace College and Theological Seminary	Winona Lake	IN
Grand View College	Des Moines	IA
Harris-Stowe State University	St. Louis	MO
High Point University	High Point	NC
Indiana University-East	Richmond	IN
John Brown University	Siloam Springs	AR
Judson College (IL)	Elgin	IL
Kentucky State University	Frankfort	KY
LaGrange College	Lagrange	GA
Lander University	Greenwood	SC
Lebanon Valley College	Anncville	PA
Limestone College	Gaffney	SC
Lyndon State College	Lyndonville	VT
Maranatha Baptist Bible College	Watertown	WI
Marietta College	Marietta	OH
Mayville State University	Mayville	ND
Messiah College	Grantham	PA
Milligan College	Milligan College	TN
Missouri Southern State University	Joplin	MO
Missouri Western State University	St. Joseph	MO
Nevada State College at Henderson	Henderson	NV
Northwestern College	Orange City	IA
Northwestern Oklahoma State University	Alva	OK
Notre Dame College	Cleveland	OH
Ohio Christian University	Circleville	OH
Roger Williams University	Bristol	RI
Seton Hill University	Greensburg	PA
Texas A&M University at Galveston	Galveston	TX
Tri-State University	Angola	IN
Trinity Christian College	Palos Heights	IL
United States Merchant Marine Academy	Kings Point	NY
Unity College	Unity	ME
University of Advancing Technology	Tempe	AZ
University of Maine at Farmington	Farmington	ME
University of Maine at Fort Kent	Fort Kent	ME
University of Minnesota-Crookston	Crookston	MN
University of Pittsburgh-Bradford	Bradford	PA
University of Science and Arts of Oklahoma	Chickasha	OK
University of South Carolina Upstate	Spartanburg	SC

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

---

**SELECTED COLUMN 2 INSTITUTIONS**

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
University of the Virgin Islands	Charlotte Amalie	VI
Urbana University	Urbana	OH
Valley City State University	Valley City	ND
Virginia Intermont College	Bristol	VA
Wesley College	Dover	DE
West Liberty State College	West Liberty	WV
Western Governors University	Salt Lake City	UT
Wilmington College	Wilmington	OH
Wilson College	Chambersburg	PA
Winston-Salem State University	Winston-Salem	NC
York College (CUNY)	Jamaica	NY
York College of Pennsylvania	York	PA

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



## COLUMN 3 - Peer Group Details

This report displays the 2007 COLUMN 3 comparison institutions for Southern Adventist University. The institutions listed below are represented in the 'NSSE 2007' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your Institution did not identify a column 3 peer group. Your default was all NSSE 2007 institutions.

---

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

---

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

IPEDS - Sector(s):

IPEDS - Undergraduate enrollment(s):

IPEDS - Locale(s):

IPEDS - Region(s):

IPEDS - State(s):

Barron's admissions selectivity ratings(s):

---

### SELECTED COLUMN 3 INSTITUTIONS

---

Institution Name	City	State
------------------	------	-------

ALL NSSE 07 INSTITUTIONS

View list at [http://nsse.iub.edu/nsse\\_2007/2007-colleges.cfm](http://nsse.iub.edu/nsse_2007/2007-colleges.cfm)



## NSSE 2007 Comparison Group Selection Criteria Codelist

### CARNEGIE CLASSIFICATION SELECTION CRITERIA

For more information visit [www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)

#### 2005 Basic Carnegie Classification

- 15 Research Universities (very high research activity)
- 16 Research Universities (high research activity)
- 17 Doctoral/Research Universities
- 18 Master's Colleges and Universities (larger programs)
- 19 Master's Colleges and Universities (medium programs)
- 20 Master's Colleges and Universities (smaller programs)
- 21 Baccalaureate Colleges--Arts & Sciences
- 22 Baccalaureate Colleges--Diverse Fields
- 23 Baccalaureate/Associate's Colleges
- 24 Special Focus Institutions--Theological seminaries & Bible colleges
- 25 Special Focus Institutions--Medical schools and medical centers
- 26 Special Focus Institutions--Other health professions schools
- 27 Special Focus Institutions--Schools of engineering
- 28 Special Focus Institutions--Other technology-related schools
- 29 Special Focus Institutions--Schools of business and management
- 30 Special Focus Institutions--Schools of art, music, and design

#### 2005 Adv. Carnegie Classification – Undergraduate Instructional Program

- 2 Associate's Dominant
- 3 Arts & sciences focus, no graduate coexistence
- 4 Arts & sciences focus, some graduate coexistence
- 5 Arts & sciences focus, high graduate coexistence
- 6 Arts & sciences plus professions, no graduate coexistence
- 7 Arts & sciences plus professions, some graduate coexistence
- 8 Arts & sciences plus professions, high graduate coexistence
- 9 Balanced arts & sciences/professions, no graduate coexistence
- 10 Balanced arts & sciences/professions, some graduate coexistence
- 11 Balanced arts & sciences/professions, high graduate coexistence
- 12 Professions plus arts & sciences, no graduate coexistence
- 13 Professions plus arts & sciences, some graduate coexistence
- 14 Professions plus arts & sciences, high graduate coexistence
- 15 Professions focus, no graduate coexistence
- 16 Professions focus, some graduate coexistence
- 17 Professions focus, high graduate coexistence

#### 2005 Adv. Carnegie Classification – Enrollment Profile

- 2 Exclusively undergraduate four-year
- 3 Very high undergraduate
- 4 High undergraduate
- 5 Majority undergraduate
- 6 Majority graduate/professional

#### 2005 Adv. Carnegie Classification – Graduate Instructional Program

- 1 Single Postbaccalaureate (education)
- 2 Single Postbaccalaureate (business)
- 3 Single Postbaccalaureate (other field)
- 4 Postbaccalaureate comprehensive
- 5 Postbaccalaureate, arts & sciences dominant
- 6 Postbaccalaureate with arts & sciences (education dominant)
- 7 Postbaccalaureate with arts & sciences (business dominant)
- 8 Postbaccalaureate with arts & sciences (other dominant fields)
- 9 Postbaccalaureate professional (education dominant)
- 10 Postbaccalaureate professional (business dominant)
- 11 Postbaccalaureate professional (other dominant fields)
- 12 Single doctoral (education)
- 13 Single doctoral (other field)
- 14 Comprehensive doctoral with medical/veterinary
- 15 Comprehensive doctoral (no medical/veterinary)
- 16 Doctoral, humanities/social sciences dominant
- 17 Doctoral, STEM dominant
- 18 Doctoral, professions dominant

#### 2005 Adv. Carnegie Classification – Undergraduate Profile

- 5 Higher part-time four-year
- 6 Medium full-time four-year, inclusive
- 7 Medium full-time four-year, selective, lower transfer-in
- 8 Medium full-time four-year, selective, higher transfer-in
- 9 Full-time four-year, inclusive
- 10 Full-time four-year, selective, lower transfer-in
- 11 Full-time four-year, selective, higher transfer-in
- 12 Full-time four-year, more selective, lower transfer-in
- 13 Full-time four-year, more selective, higher transfer-in

#### 2005 Adv. Carnegie Classification – Size and Setting

- 6 Very small four-year, primarily nonresidential
- 7 Very small four-year, primarily residential
- 8 Very small four-year, highly residential
- 9 Small four-year, primarily nonresidential
- 10 Small four-year, primarily residential
- 11 Small four-year, highly residential
- 12 Medium four-year, primarily nonresidential
- 13 Medium four-year, primarily residential
- 14 Medium four-year, highly residential
- 15 Large four-year, primarily nonresidential
- 16 Large four-year, primarily residential
- 17 Large four-year, highly residential



## National Survey of Student Engagement

# NSSE 2007 Comparison Group Selection Criteria Codelist

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### OTHER SELECTION CRITERIA

For more information visit <http://nces.ed.gov/ipeds/glossary/>

#### *IPEDS - Sector*

- 2/3 Private
- 1 Public

#### *IPEDS - Undergraduate Enrollment*

- 1 Under 1000
- 2 1001 - 2500
- 3 2501 - 5000
- 4 5001 - 10000
- 5 10001 - 20000
- 6 Over 20000

#### *IPEDS - Geographic Region*

- 1 New England
- 2 Mid East
- 3 Great Lakes
- 4 Plains
- 5 Southeast
- 6 Southwest
- 7 Rocky Mountains
- 8 Far West
- 11 Canada

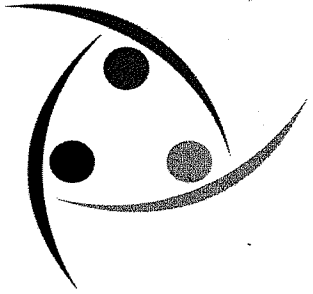
#### *IPEDS - State*

#### *IPEDS - Locale*

- 11/12/13 Urban
- 21/22/23 Suburban
- 31/32/33 Town
- 41/42/43 Rural

#### *Barron's Selectivity Rating*

- 1 Noncompetitive
- 2 Less competitive
- 3 Competitive
- 3.5 Competitive plus
- 4 Very competitive
- 4.5 Very competitive plus
- 5 Highly competitive
- 5.5 Highly competitive plus
- 6 Most competitive



**National Survey  
of Student Engagement**

**Southern Adventist University**

**Frequency Distributions**

August 2007

# 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

Interaction

Response Options

Response options appear in the second column just as they appear on the instrument.

## Response Options

Response options appear in the second column 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/2007\\_Institutional\\_Report/NSSE\\_2007\\_Weighting.cfm](http://www.nsse.iub.edu/2007_Institutional_Report/NSSE_2007_Weighting.cfm)

## Class

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

**National Survey of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions\***  
NSSEville State University

Variable	Response Options	First-Year Students				Seniors				
		NSSEville State Count %	Selected Peers Count %	Carnegie Peers Count %	NSSE 2007 Count %	NSSEville State Count %	Selected Peers Count %	Carnegie Peers Count %	NSSE 2007 Count %	
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	7 1%	210 3%	202 2%	3,791 3%	1 0%	99 2%	89 1%	2,111 2%
	Sometimes	138 31%	2,721 40%	3,083 33%	47,772 38%	58 17%	1,570 27%	1,566 21%	32,172 27%	
	Often	163 40%	2,404 35%	3,290 38%	46,652 35%	118 37%	1,958 32%	2,458 34%	42,486 33%	
	Very often	94 27%	1,549 22%	2,158 26%	32,486 23%	154 46%	2,465 39%	3,233 44%	51,477 37%	
	Total	402 100%	6,884 100%	8,733 100%	130,701 100%	331 100%	6,092 100%	7,346 100%	128,246 100%	
b. Made a class presentation	CLPRESEN (ACL)	Never	43 11%	948 14%	955 12%	17,353 16%	8 3%	261 5%	274 4%	5,026 5%
	Sometimes	244 57%	3,768 54%	4,515 50%	71,227 53%	120 36%	2,097 36%	2,153 31%	41,250 34%	
	Often	98 25%	1,739 25%	2,529 28%	32,693 24%	124 37%	2,334 38%	2,856 38%	49,222 37%	
	Very often	17 7%	426 7%	726 9%	9,340 7%	79 24%	1,398 22%	2,061 27%	32,693 24%	
	Total	402 100%	6,884 100%	8,725 100%	130,613 100%	331 100%	6,090 100%	7,344 100%	128,191 100%	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	35 10%	988 14%	884 11%	17,251 13%	62 19%	982 17%	1,065 14%	20,747 16%
	Sometimes	101 23%	2,170 32%	2,494 29%	41,938 31%	123 36%	2,387 40%	2,702 36%	49,272 38%	
	Often	150 38%	2,195 32%	2,998 34%	42,107 32%	81 26%	1,620 26%	2,024 28%	34,025 27%	
	Very often	115 29%	1,525 22%	2,349 27%	29,281 23%	65 19%	1,101 17%	1,556 22%	24,132 19%	
	Total	401 100%	6,878 100%	8,725 100%	130,577 100%	331 100%	6,090 100%	7,347 100%	128,176 100%	
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	10 3%	157 2%	179 3%	2,737 3%	2 1%	52 1%	78 1%	1,210 1%
	Sometimes	76 16%	1,536 22%	1,758 21%	28,128 22%	50 15%	716 13%	869 12%	15,432 13%	
	Often	186 46%	3,174 46%	3,963 45%	58,796 44%	134 41%	2,389 40%	2,913 40%	49,980 40%	
	Very often	130 35%	2,007 29%	2,826 31%	40,907 31%	145 43%	2,934 46%	3,485 47%	61,533 46%	
	Total	402 100%	6,874 100%	8,726 100%	130,568 100%	331 100%	6,091 100%	7,345 100%	128,155 100%	
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVCLASS	Never	25 6%	422 6%	598 8%	7,741 7%	16 5%	348 6%	507 7%	8,164 8%
	Sometimes	134 33%	2,343 34%	3,107 34%	42,685 33%	100 30%	1,926 32%	2,470 33%	40,724 33%	
	Often	172 39%	2,613 38%	3,246 38%	49,846 38%	117 35%	2,129 35%	2,489 34%	44,705 34%	
	Very often	71 22%	1,497 22%	1,771 21%	30,252 22%	97 29%	1,683 27%	1,870 25%	34,484 26%	
	Total	402 100%	6,875 100%	8,722 100%	130,524 100%	330 100%	6,086 100%	7,336 100%	128,077 100%	

## 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 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

### First-Year Students

### Seniors

	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	10	4%	215	2%	288	3%	4,840	4%	0	0%	106	1%	111	1%	2,717	2%
		Sometimes	97	48%	3825	28%	3,571	34%	55,752	39%	41	31%	1997	18%	1,802	21%	38,568	28%
		Often	63	33%	4773	37%	3,750	37%	52,803	35%	35	26%	3429	31%	2,922	34%	49,226	33%
		Very often	27	15%	4297	33%	2,566	26%	34,912	22%	53	43%	5391	50%	3,675	44%	57,783	36%
	Total		197	100%	13110	100%	10,175	100%	148,307	100%	129	100%	10923	100%	8,510	100%	148,294	100%
b. Made a class presentation	CLPRESEN (ACL)	Never	24	12%	1165	10%	1,194	13%	20,364	16%	5	4%	265	3%	296	4%	6,706	6%
		Sometimes	96	48%	6467	48%	5,272	50%	80,898	53%	46	37%	2658	24%	2,416	29%	49,078	35%
		Often	60	31%	3965	31%	2,874	28%	36,366	23%	46	34%	4368	39%	3,515	40%	55,719	36%
		Very often	17	9%	1505	12%	831	9%	10,645	7%	32	25%	3629	34%	2,286	27%	36,752	23%
	Total		197	100%	13102	100%	10,171	100%	148,273	100%	129	100%	10920	100%	8,513	100%	148,255	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	10	5%	1461	11%	1,097	11%	19,541	14%	18	14%	1561	14%	1,241	14%	24,540	17%
		Sometimes	24	12%	4153	31%	3,166	31%	46,900	31%	45	36%	4082	37%	3,303	37%	57,029	38%
		Often	66	33%	4198	32%	3,321	32%	47,533	32%	37	27%	2955	27%	2,298	28%	39,380	27%
		Very often	97	50%	3284	25%	2,587	26%	34,245	23%	29	23%	2322	22%	1,667	21%	27,271	18%
	Total		197	100%	13096	100%	10,171	100%	148,219	100%	129	100%	10920	100%	8,509	100%	148,220	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	4	2%	184	2%	176	2%	2,951	3%	2	1%	60	1%	62	1%	1,475	1%
		Sometimes	38	21%	2389	19%	1,973	20%	31,691	23%	23	22%	1059	10%	967	12%	18,277	14%
		Often	84	42%	5698	43%	4,664	46%	66,507	44%	42	30%	3847	35%	3,384	40%	57,753	40%
		Very often	70	35%	4825	36%	3,350	32%	47,034	31%	62	47%	5957	54%	4,094	48%	70,705	46%
	Total		196	100%	13096	100%	10,163	100%	148,183	100%	129	100%	10923	100%	8,507	100%	148,210	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	13	7%	681	6%	683	8%	8,979	7%	4	3%	427	4%	468	6%	9,465	7%
		Sometimes	71	37%	3974	30%	3,600	34%	48,658	33%	53	42%	3019	27%	2,758	31%	46,625	32%
		Often	68	35%	5007	38%	3,848	38%	56,805	38%	34	26%	3919	35%	3,017	35%	51,452	34%
		Very often	44	22%	3426	26%	2,031	20%	33,654	22%	38	29%	3546	33%	2,263	28%	40,553	27%
	Total		196	100%	13088	100%	10,162	100%	148,096	100%	129	100%	10911	100%	8,506	100%	148,095	100%
f. Come to class without completing readings or assignments	CLUNPREP	Never	47	24%	3316	26%	2,715	27%	34,775	22%	9	7%	2473	24%	1,957	24%	28,966	19%
		Sometimes	116	59%	7875	58%	5,961	58%	87,539	58%	95	73%	6653	60%	5,061	59%	87,672	59%
		Often	26	14%	1376	11%	1,078	11%	18,253	13%	15	13%	1254	11%	1,038	12%	21,815	16%
		Very often	7	4%	524	4%	405	4%	7,528	6%	9	7%	536	5%	450	5%	9,691	7%
	Total		196	100%	13091	100%	10,159	100%	148,095	100%	128	100%	10916	100%	8,506	100%	148,144	100%
g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	28	14%	1722	12%	1,252	12%	17,780	12%	12	10%	1125	10%	795	9%	15,427	11%
		Sometimes	109	56%	6222	47%	4,815	46%	68,909	45%	63	48%	4710	42%	3,681	42%	64,034	43%
		Often	48	25%	3873	30%	3,186	32%	46,616	32%	41	31%	3375	31%	2,800	34%	45,761	31%
		Very often	11	5%	1271	10%	907	10%	14,850	10%	13	11%	1707	17%	1,230	15%	22,954	16%
	Total		196	100%	13088	100%	10,160	100%	148,155	100%	129	100%	10917	100%	8,506	100%	148,176	100%

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Southern Adventist University

### First-Year Students

### Seniors

	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	33	16%	1285	12%	1,374	17%	18,608	15%	4	3%	635	6%	603	8%	9,974	7%
			Sometimes	98	50%	5481	41%	4,436	44%	66,201	45%	61	48%	3620	32%	3,100	37%	50,793	35%
			Often	39	20%	4421	33%	3,157	29%	45,505	29%	36	25%	4000	36%	3,102	36%	51,079	34%
			Very often	26	14%	1909	14%	1,199	11%	17,882	12%	28	24%	2666	25%	1,702	20%	36,365	24%
		Total	196	100%	13096	100%	10,166	100%	148,196	100%	129	100%	10921	100%	8,507	100%	148,211	100%	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	10	5%	650	6%	671	8%	8,760	7%	4	3%	283	3%	247	3%	4,105	3%
			Sometimes	84	48%	5052	41%	4,276	44%	59,265	42%	34	27%	2765	26%	2,364	28%	39,937	28%
			Often	65	34%	4903	39%	3,655	37%	53,636	37%	59	47%	4581	43%	3,735	45%	62,777	43%
			Very often	22	12%	1910	15%	1,140	12%	19,164	13%	28	24%	3037	29%	1,980	23%	37,210	25%
		Total	181	100%	12515	100%	9,742	100%	140,825	100%	125	100%	10666	100%	8,326	100%	144,029	100%	
j.	Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	90	48%	6053	49%	5,071	54%	71,472	51%	33	26%	4108	39%	3,256	40%	60,030	43%
			Sometimes	58	33%	4465	34%	3,265	31%	48,146	34%	47	39%	3968	37%	3,079	37%	51,519	36%
			Often	17	10%	1365	11%	967	10%	14,911	11%	20	16%	1457	14%	1,124	13%	18,446	13%
			Very often	16	9%	635	5%	442	5%	6,341	5%	25	19%	1131	10%	869	10%	14,062	9%
		Total	181	100%	12518	100%	9,745	100%	140,870	100%	125	100%	10664	100%	8,328	100%	144,057	100%	
k.	Participated in a community- based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	82	44%	6373	53%	5,433	59%	85,990	64%	30	25%	4512	43%	3,703	46%	73,383	54%
			Sometimes	64	37%	3942	30%	2,919	28%	36,619	24%	49	38%	3737	35%	2,915	34%	44,459	29%
			Often	25	13%	1515	12%	973	9%	12,815	8%	25	19%	1467	13%	1,103	13%	16,586	11%
			Very often	10	6%	678	5%	419	4%	5,378	4%	21	17%	947	9%	607	8%	9,575	6%
		Total	181	100%	12508	100%	9,744	100%	140,802	100%	125	100%	10663	100%	8,328	100%	144,003	100%	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	60	32%	2416	20%	1,774	19%	23,123	16%	17	13%	1444	13%	1,038	12%	16,550	11%
			Sometimes	38	21%	3760	30%	2,980	30%	44,512	31%	33	26%	2987	28%	2,307	27%	40,775	28%
			Often	35	19%	3306	26%	2,596	26%	38,668	27%	33	25%	2747	25%	2,212	27%	38,391	27%
			Very often	48	27%	3023	24%	2,392	25%	34,530	25%	42	36%	3490	34%	2,775	35%	48,336	34%
		Total	181	100%	12505	100%	9,742	100%	140,833	100%	125	100%	10668	100%	8,332	100%	144,052	100%	
m.	Used e-mail to communicate with an instructor	EMAIL	Never	5	3%	156	2%	190	3%	2,176	2%	1	1%	51	1%	61	1%	866	1%
			Sometimes	53	30%	2392	21%	2,243	26%	31,739	25%	23	19%	1300	14%	1,153	16%	19,989	16%
			Often	57	31%	4682	37%	3,582	35%	52,598	37%	38	29%	3279	30%	2,661	32%	45,641	32%
			Very often	66	36%	5282	40%	3,723	35%	54,322	36%	63	51%	6040	55%	4,455	51%	77,561	51%
		Total	181	100%	12512	100%	9,738	100%	140,835	100%	125	100%	10670	100%	8,330	100%	144,057	100%	
n.	Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	8	4%	576	5%	616	7%	10,569	8%	3	2%	269	3%	260	3%	6,019	5%
			Sometimes	84	45%	4650	37%	4,059	41%	60,538	44%	44	34%	3167	30%	2,540	30%	51,059	37%
			Often	43	26%	4457	36%	3,178	32%	44,666	31%	39	30%	3768	35%	3,072	37%	48,108	33%
			Very often	46	25%	2830	22%	1,890	20%	25,059	17%	39	34%	3460	32%	2,457	30%	38,852	25%
		Total	181	100%	12513	100%	9,743	100%	140,832	100%	125	100%	10664	100%	8,329	100%	144,038	100%	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Southern Adventist University

			First-Year Students								Seniors								
o.	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	36	20%	2350	20%	1,861	20%	31,831	24%	11	9%	1177	12%	934	13%	21,758	17%
			Sometimes	85	48%	5851	46%	4,708	48%	66,950	47%	58	45%	3865	37%	3,101	37%	58,693	42%
			Often	41	22%	2870	23%	2,099	21%	29,090	20%	32	24%	3106	28%	2,430	29%	37,388	24%
			Very often	19	11%	1439	11%	1,075	11%	12,958	9%	24	22%	2520	23%	1,866	22%	26,209	16%
		Total	181	100%	12510	100%	9,743	100%	140,829	100%	125	100%	10668	100%	8,331	100%	144,048	100%	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	86	45%	4279	34%	3,760	39%	56,755	42%	26	19%	2182	21%	1,880	23%	38,628	29%
			Sometimes	64	37%	5358	42%	4,045	40%	56,224	39%	63	49%	4768	44%	3,794	45%	64,203	44%
			Often	16	9%	1947	16%	1,330	14%	19,462	14%	18	15%	2280	21%	1,678	21%	26,297	18%
			Very often	15	9%	924	7%	605	7%	8,373	6%	18	17%	1437	14%	979	12%	14,904	10%
		Total	181	100%	12508	100%	9,740	100%	140,814	100%	125	100%	10667	100%	8,331	100%	144,032	100%	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	11	5%	569	5%	585	7%	9,551	8%	4	4%	312	3%	236	3%	5,983	5%
			Sometimes	86	49%	3967	33%	3,569	38%	51,601	39%	47	37%	2589	26%	2,315	29%	43,449	32%
			Often	59	34%	5390	43%	3,907	39%	56,236	39%	58	45%	4950	46%	3,910	46%	64,781	44%
			Very often	21	12%	2375	19%	1,550	16%	20,973	14%	16	14%	2730	25%	1,819	22%	28,370	18%
		Total	177	100%	12301	100%	9,611	100%	138,361	100%	125	100%	10581	100%	8,280	100%	142,583	100%	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	16	9%	710	6%	606	7%	10,164	8%	9	7%	465	4%	422	5%	8,526	7%
			Sometimes	80	45%	4238	34%	3,728	38%	53,670	39%	50	41%	3172	30%	2,863	34%	50,935	37%
			Often	60	35%	4903	40%	3,756	38%	52,595	37%	42	31%	4239	40%	3,223	39%	54,185	37%
			Very often	21	11%	2447	20%	1,521	17%	21,917	15%	24	21%	2701	25%	1,768	22%	28,887	19%
		Total	177	100%	12298	100%	9,611	100%	138,346	100%	125	100%	10577	100%	8,276	100%	142,533	100%	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	98	54%	5776	49%	4,972	54%	78,099	59%	38	30%	3840	38%	3,097	39%	62,791	48%
			Sometimes	55	32%	4129	32%	3,051	29%	39,854	27%	60	48%	3597	34%	2,862	34%	46,078	31%
			Often	15	8%	1651	13%	1,133	12%	14,571	10%	17	13%	1937	18%	1,459	17%	21,041	13%
			Very often	8	5%	733	6%	452	5%	5,794	4%	10	9%	1196	11%	854	10%	12,611	8%
		Total	176	100%	12289	100%	9,608	100%	138,318	100%	125	100%	10570	100%	8,272	100%	142,521	100%	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	7	3%	621	6%	649	8%	9,140	8%	4	3%	311	3%	347	4%	5,722	5%
			Sometimes	71	39%	4258	35%	3,747	39%	52,532	38%	40	31%	3039	29%	2,819	34%	46,537	33%
			Often	62	37%	4448	36%	3,424	35%	48,941	35%	48	39%	4056	38%	3,093	37%	53,542	37%
			Very often	37	21%	2964	23%	1,786	18%	27,681	19%	33	27%	3167	30%	2,016	25%	36,724	25%
		Total	177	100%	12291	100%	9,606	100%	138,294	100%	125	100%	10573	100%	8,275	100%	142,525	100%	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	23	12%	1623	14%	1,752	19%	21,894	16%	9	7%	1095	11%	1,316	15%	18,077	12%
			Sometimes	51	29%	4101	33%	3,684	38%	47,887	34%	33	26%	3664	34%	3,209	38%	51,262	35%
			Often	55	32%	3340	27%	2,319	24%	36,487	27%	35	27%	2862	27%	2,026	26%	38,178	28%
			Very often	47	27%	3229	25%	1,847	19%	32,024	23%	48	41%	2950	28%	1,714	21%	34,919	25%
		Total	176	100%	12293	100%	9,602	100%	138,292	100%	125	100%	10571	100%	8,265	100%	142,436	100%	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.





# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
			Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (BEE)	Never	25	13%	1149	10%	1,259	15%	15,046	12%	12	9%	848	8%	911	11%	13,260	10%
		Sometimes	73	41%	4000	32%	3,563	36%	46,646	34%	61	47%	3618	34%	3,153	38%	50,155	35%
		Often	47	28%	3655	30%	2,731	28%	40,920	29%	29	24%	3084	29%	2,312	28%	42,218	30%
		Very often	31	18%	3489	28%	2,055	21%	35,670	25%	23	21%	3025	29%	1,887	23%	36,824	26%
	Total		176	100%	12293	100%	9,608	100%	138,282	100%	125	100%	10575	100%	8,263	100%	142,457	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	9	5%	676	6%	511	5%	7,845	6%	8	7%	904	9%	667	8%	12,812	9%
		Some	41	23%	3529	29%	2,688	29%	37,801	27%	37	30%	3167	30%	2,638	31%	44,832	31%
		Quite a bit	75	45%	4876	39%	3,970	41%	55,901	41%	46	36%	3868	37%	3,058	37%	51,649	37%
		Very much	51	27%	3133	26%	2,351	25%	35,672	26%	33	27%	2582	24%	1,870	24%	32,335	23%
Total		176	100%	12214	100%	9,520	100%	137,219	100%	124	100%	10521	100%	8,233	100%	141,628	100%	
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	7	4%	239	2%	229	3%	2,785	2%	3	3%	125	1%	122	2%	2,002	2%
		Some	36	21%	2116	18%	2,133	23%	26,494	20%	16	12%	1251	12%	1,271	15%	19,884	15%
		Quite a bit	87	49%	5316	44%	4,326	45%	62,362	45%	55	43%	4445	42%	3,679	44%	61,599	43%
		Very much	46	26%	4536	36%	2,828	29%	45,511	32%	50	43%	4696	45%	3,159	39%	58,105	40%
Total		176	100%	12207	100%	9,516	100%	137,152	100%	124	100%	10517	100%	8,231	100%	141,590	100%	
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	10	5%	521	5%	493	6%	5,947	5%	4	3%	278	3%	277	3%	4,570	4%
		Some	47	26%	3167	26%	2,969	31%	39,017	30%	29	22%	1993	19%	1,895	23%	30,866	23%
		Quite a bit	81	48%	5042	42%	4,030	42%	58,049	42%	50	41%	4215	40%	3,412	41%	58,245	41%
		Very much	38	21%	3471	28%	2,019	22%	34,108	24%	40	34%	4028	38%	2,641	33%	47,850	33%
Total		176	100%	12201	100%	9,511	100%	137,121	100%	123	100%	10514	100%	8,225	100%	141,531	100%	
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	11	6%	559	5%	510	6%	7,133	6%	4	3%	438	4%	349	4%	6,820	5%
		Some	59	35%	3128	25%	2,755	29%	38,426	29%	35	26%	2175	21%	1,918	23%	33,169	24%
		Quite a bit	70	40%	4984	41%	4,014	41%	57,477	41%	40	33%	4181	40%	3,364	40%	56,462	39%
		Very much	36	19%	3532	28%	2,233	24%	34,084	24%	45	38%	3720	35%	2,599	32%	45,105	31%
Total		176	100%	12203	100%	9,512	100%	137,120	100%	124	100%	10514	100%	8,230	100%	141,556	100%	
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	9	5%	384	4%	379	4%	4,937	4%	2	1%	218	2%	186	3%	3,799	3%
		Some	43	24%	2620	22%	2,372	26%	31,477	24%	26	20%	1526	15%	1,381	16%	23,711	18%
		Quite a bit	66	38%	4828	39%	3,968	40%	56,027	40%	41	32%	3972	38%	3,184	39%	53,311	38%
		Very much	58	33%	4372	35%	2,793	30%	44,703	32%	55	47%	4803	45%	3,475	43%	60,762	42%
Total		176	100%	12204	100%	9,512	100%	137,144	100%	124	100%	10519	100%	8,226	100%	141,583	100%	
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	70	1%	59	1%	957	1%	0	0%	86	1%	100	1%	1,766	1%
		1-4	21	11%	2216	21%	2,120	25%	26,281	22%	21	20%	2451	25%	2,206	29%	37,219	28%
		5-10	98	57%	4856	40%	4,161	43%	58,450	44%	58	46%	3950	37%	3,244	39%	54,531	39%
		11-20	40	23%	3368	25%	2,223	21%	35,835	24%	29	22%	2405	22%	1,664	19%	29,397	20%
		More than 20	16	9%	1647	13%	928	10%	15,238	10%	14	12%	1589	15%	988	12%	18,201	12%
Total		175	100%	12157	100%	9,491	100%	136,761	100%	122	100%	10481	100%	8,202	100%	141,114	100%	

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	25	15%	2779	23%	2,422	26%	35,439	27%	10	9%	1922	18%	1,715	21%	29,863	21%
		1-4	111	63%	6884	56%	5,117	53%	75,677	55%	82	66%	5888	56%	4,454	53%	76,657	54%
		5-10	24	13%	1638	14%	1,201	13%	16,693	12%	19	15%	1745	17%	1,256	16%	21,412	15%
		11-20	9	5%	444	4%	379	4%	4,723	3%	6	4%	483	4%	407	5%	6,853	5%
		More than 20	6	4%	413	3%	381	4%	4,230	3%	6	7%	445	4%	371	5%	6,363	5%
	Total	175	100%	12158	100%	9,500	100%	136,762	100%	123	100%	10483	100%	8,203	100%	141,148	100%	
c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	152	88%	10108	81%	7,858	80%	114,956	83%	65	52%	4913	46%	4,029	50%	69,234	51%
		1-4	13	8%	1542	13%	1,241	14%	16,501	13%	52	42%	4695	45%	3,521	42%	60,519	41%
		5-10	4	2%	270	3%	201	3%	2,974	3%	4	4%	604	6%	471	6%	7,919	6%
		11-20	3	1%	129	1%	110	2%	1,274	1%	0	0%	148	2%	102	2%	1,898	2%
		More than 20	1	0%	106	1%	86	1%	1,050	1%	2	2%	124	1%	81	1%	1,543	1%
	Total	173	100%	12155	100%	9,496	100%	136,755	100%	123	100%	10484	100%	8,204	100%	141,113	100%	
d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	45	27%	1417	12%	1,296	15%	17,206	15%	7	6%	712	7%	654	9%	11,833	9%
		1-4	103	59%	6506	53%	5,251	55%	72,727	53%	72	57%	4360	42%	3,561	45%	61,430	45%
		5-10	17	9%	3187	26%	2,256	22%	35,743	24%	31	24%	3616	34%	2,693	31%	45,399	31%
		11-20	8	4%	857	7%	572	6%	9,189	6%	10	10%	1268	12%	926	11%	16,514	11%
		More than 20	1	0%	195	2%	125	2%	1,880	1%	3	2%	524	5%	370	4%	5,941	4%
	Total	174	100%	12162	100%	9,500	100%	136,745	100%	123	100%	10480	100%	8,204	100%	141,117	100%	
e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	0	0%	283	3%	267	4%	3,456	3%	3	3%	646	7%	469	7%	8,405	7%
		1-4	37	22%	3271	29%	2,497	29%	39,997	32%	21	19%	3533	34%	2,614	34%	46,733	35%
		5-10	69	39%	4177	34%	3,051	31%	46,986	34%	36	29%	2910	28%	2,217	26%	39,611	28%
		11-20	40	22%	2783	22%	2,227	21%	29,993	20%	30	22%	1906	17%	1,590	19%	25,744	17%
		More than 20	29	17%	1647	13%	1,456	14%	16,366	11%	33	27%	1491	14%	1,317	15%	20,661	14%
	Total	175	100%	12161	100%	9,498	100%	136,798	100%	123	100%	10486	100%	8,207	100%	141,154	100%	
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	17	10%	1529	13%	1,166	13%	17,734	13%	23	20%	2064	19%	1,453	17%	28,724	20%
		1-2	46	26%	4189	36%	3,508	37%	49,580	37%	40	34%	3402	33%	2,846	35%	45,337	33%
		3-4	72	41%	4068	33%	3,108	33%	43,739	31%	41	32%	2999	29%	2,362	29%	39,611	28%
		5-6	25	15%	1314	10%	921	9%	13,878	10%	11	8%	1015	9%	737	9%	13,078	9%
		More than 6	14	8%	1012	8%	760	8%	11,488	9%	9	7%	962	9%	767	10%	13,824	10%
	Total	174	100%	12112	100%	9,463	100%	136,419	100%	124	100%	10442	100%	8,165	100%	140,574	100%	
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	20	11%	1644	14%	1,114	13%	18,289	14%	27	24%	2704	26%	1,805	22%	38,888	28%
		1-2	70	39%	4355	36%	3,305	35%	48,948	36%	45	36%	3746	36%	2,895	35%	50,289	36%
		3-4	44	26%	3284	26%	2,672	28%	37,118	27%	28	22%	2322	22%	1,955	24%	28,936	20%
		5-6	26	15%	1521	12%	1,237	13%	16,250	11%	17	14%	880	8%	784	10%	11,032	8%
		More than 6	14	8%	1302	11%	1,136	12%	15,730	12%	5	4%	784	7%	723	9%	11,367	8%
	Total	174	100%	12106	100%	9,464	100%	136,335	100%	122	100%	10436	100%	8,162	100%	140,512	100%	

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
5. Mark the box 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%	48	1%	72	1%	780	1%	0	0%	78	1%	85	1%	1,546	1%
		2	0	0%	122	1%	103	1%	1,564	1%	2	1%	133	1%	149	2%	2,481	2%
		3	4	3%	357	3%	315	3%	4,545	4%	8	7%	333	3%	329	4%	5,809	4%
		4	20	12%	1321	11%	1,226	13%	16,691	13%	16	14%	996	10%	997	12%	16,701	12%
		5	53	30%	3666	30%	2,997	32%	43,054	31%	31	25%	2873	27%	2,447	29%	41,545	29%
		6	66	37%	4048	32%	3,082	30%	45,479	32%	44	34%	3494	32%	2,546	31%	44,830	31%
		7 Very much	32	18%	2572	22%	1,678	19%	24,429	18%	22	20%	2557	25%	1,625	22%	27,866	20%
		Total	175	100%	12134	100%	9,473	100%	136,542	100%	123	100%	10464	100%	8,178	100%	140,778	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	15	9%	1618	17%	1,859	24%	26,718	23%	16	13%	2042	22%	2,115	28%	36,879	28%
		Sometimes	83	48%	5084	43%	4,364	46%	63,904	47%	61	49%	4620	45%	3,796	46%	65,817	47%
		Often	51	30%	3146	25%	1,997	19%	28,029	19%	30	25%	2191	20%	1,369	16%	22,610	15%
		Very often	25	14%	2209	16%	1,188	11%	16,853	11%	14	12%	1568	14%	869	10%	14,807	10%
		Total	174	100%	12057	100%	9,408	100%	135,504	100%	121	100%	10421	100%	8,149	100%	140,113	100%
b. Exercised or participated in physical fitness activities	EXRCSE05	Never	6	3%	1297	12%	1,156	16%	15,795	13%	6	6%	1290	14%	1,100	15%	19,181	15%
		Sometimes	44	24%	3374	28%	2,654	28%	39,065	29%	43	33%	3405	33%	2,756	34%	46,099	33%
		Often	51	29%	2931	24%	2,309	23%	34,252	25%	36	28%	2440	23%	1,883	23%	32,759	23%
		Very often	73	44%	4453	36%	3,284	32%	46,383	32%	37	33%	3282	31%	2,410	28%	42,071	29%
		Total	174	100%	12055	100%	9,403	100%	135,495	100%	122	100%	10417	100%	8,149	100%	140,110	100%
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never	3	2%	3150	28%	3,125	36%	52,991	41%	0	0%	2476	25%	2,563	32%	50,987	38%
		Sometimes	28	18%	3467	29%	2,562	28%	38,694	28%	22	18%	3107	30%	2,332	29%	40,847	28%
		Often	47	28%	2329	19%	1,631	16%	19,919	14%	34	27%	1853	18%	1,392	17%	20,657	14%
		Very often	95	52%	3105	24%	2,086	20%	23,874	17%	66	55%	2981	27%	1,855	23%	27,582	19%
		Total	173	100%	12051	100%	9,404	100%	135,478	100%	122	100%	10417	100%	8,142	100%	140,073	100%
d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	5	3%	856	8%	855	11%	12,939	10%	4	3%	511	5%	570	7%	10,573	8%
		Sometimes	71	40%	4209	35%	3,776	40%	54,083	40%	44	34%	3292	32%	2,942	36%	50,313	36%
		Often	68	40%	4430	36%	3,168	33%	45,661	33%	39	33%	4055	39%	3,021	37%	50,435	36%
		Very often	30	17%	2553	21%	1,604	16%	22,761	16%	35	30%	2560	25%	1,613	20%	28,767	20%
		Total	174	100%	12048	100%	9,403	100%	135,444	100%	122	100%	10418	100%	8,146	100%	140,088	100%
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	7	4%	515	5%	551	7%	7,993	7%	4	4%	311	3%	349	4%	6,303	5%
		Sometimes	67	40%	3835	32%	3,461	37%	47,878	36%	43	35%	3037	29%	2,741	33%	44,861	32%
		Often	65	38%	4748	39%	3,595	37%	51,410	37%	39	32%	4298	41%	3,199	40%	54,992	39%
		Very often	35	19%	2954	24%	1,800	19%	28,184	21%	36	30%	2772	27%	1,860	23%	33,942	24%
		Total	174	100%	12052	100%	9,407	100%	135,465	100%	122	100%	10418	100%	8,149	100%	140,098	100%
f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	1	0%	351	3%	392	5%	5,241	4%	4	3%	198	2%	244	3%	3,899	3%
		Sometimes	51	29%	3615	31%	3,298	36%	45,507	34%	39	32%	2920	28%	2,737	34%	43,927	32%
		Often	82	49%	4770	39%	3,620	37%	53,255	39%	45	36%	4325	41%	3,205	40%	56,548	40%
		Very often	40	22%	3316	26%	2,095	22%	31,456	22%	34	29%	2974	28%	1,958	24%	35,713	25%
		Total	174	100%	12052	100%	9,405	100%	135,459	100%	122	100%	10417	100%	8,144	100%	140,087	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

### First-Year Students

### Seniors

	Variable	Response Options	Southern				Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	21	13%	1450	13%	1,203	14%	16,911	14%	6	5%	645	7%	377	5%	9,970	8%		
		Do not plan to do	8	4%	444	4%	446	6%	5,068	4%	8	7%	1,673	17%	1,111	14%	21,902	16%		
		Plan to do	135	78%	9,010	74%	6,797	72%	101,693	75%	23	19%	1,737	18%	1,540	21%	28,671	23%		
		Done	8	5%	988	9%	825	9%	9,894	7%	82	70%	6,266	58%	5,060	60%	78,312	53%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,892</b>	<b>100%</b>	<b>9,271</b>	<b>100%</b>	<b>133,566</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10,321</b>	<b>100%</b>	<b>8,088</b>	<b>100%</b>	<b>138,855</b>	<b>100%</b>	
b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	20	13%	1,222	12%	1,417	17%	18,064	15%	5	5%	697	7%	647	9%	12,470	10%		
		Do not plan to do	9	5%	604	6%	664	9%	8,277	8%	4	4%	1,309	14%	1,208	16%	21,741	17%		
		Plan to do	45	25%	3,964	33%	3,241	35%	53,463	40%	11	9%	1,223	12%	1,018	14%	17,780	14%		
		Done	98	57%	6,094	49%	3,950	39%	53,729	38%	99	82%	7,092	67%	5,214	62%	86,840	59%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,884</b>	<b>100%</b>	<b>9,272</b>	<b>100%</b>	<b>133,533</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10,321</b>	<b>100%</b>	<b>8,087</b>	<b>100%</b>	<b>138,831</b>	<b>100%</b>	
c. 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	78	45%	4,393	37%	3,620	38%	46,610	34%	15	13%	1,425	14%	1,143	15%	19,221	15%		
		Do not plan to do	43	25%	2,825	23%	2,378	26%	35,361	27%	54	44%	5,077	48%	4,137	50%	72,705	52%		
		Plan to do	37	22%	2,827	25%	2,079	23%	29,730	22%	10	9%	815	8%	588	9%	10,012	8%		
		Done	14	8%	1,839	15%	1,187	13%	21,785	17%	39	34%	2,994	29%	2,207	27%	36,817	25%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,884</b>	<b>100%</b>	<b>9,264</b>	<b>100%</b>	<b>133,486</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>10,311</b>	<b>100%</b>	<b>8,075</b>	<b>100%</b>	<b>138,755</b>	<b>100%</b>	
d. Worked on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	62	37%	4,797	40%	3,843	40%	54,418	40%	15	13%	1,478	15%	1,220	16%	21,541	17%		
		Do not plan to do	73	41%	2,902	24%	2,642	28%	32,141	25%	68	57%	5,655	54%	4,594	55%	74,039	52%		
		Plan to do	33	20%	3,554	30%	2,307	26%	40,662	30%	21	18%	974	10%	804	11%	15,240	12%		
		Done	4	2%	631	6%	470	6%	6,256	5%	15	12%	2,207	21%	1,463	18%	27,960	19%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,884</b>	<b>100%</b>	<b>9,262</b>	<b>100%</b>	<b>133,477</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10,314</b>	<b>100%</b>	<b>8,081</b>	<b>100%</b>	<b>138,780</b>	<b>100%</b>	
e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	30	18%	1,868	17%	1,933	22%	23,940	19%	5	4%	814	9%	624	9%	10,775	8%		
		Do not plan to do	31	17%	2,549	23%	2,677	29%	34,231	27%	41	33%	3,803	38%	3,766	47%	58,476	42%		
		Plan to do	80	47%	4,046	33%	2,992	33%	42,498	32%	16	15%	854	9%	636	9%	10,714	9%		
		Done	31	18%	3,428	27%	1,666	16%	32,840	22%	57	48%	4,847	44%	3,056	36%	58,841	41%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,891</b>	<b>100%</b>	<b>9,268</b>	<b>100%</b>	<b>133,509</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10,318</b>	<b>100%</b>	<b>8,082</b>	<b>100%</b>	<b>138,806</b>	<b>100%</b>	
f. Study abroad	STDABR04 (EEE)	Have not decided	62	36%	3,049	26%	2,878	30%	38,421	30%	15	14%	1,161	12%	936	13%	16,327	13%		
		Do not plan to do	27	16%	2,512	23%	2,984	35%	33,621	27%	63	52%	6,059	59%	5,595	69%	89,254	64%		
		Plan to do	74	42%	5,940	47%	3,146	31%	58,374	40%	11	10%	805	8%	535	8%	10,405	9%		
		Done	9	5%	385	4%	251	4%	3,076	3%	30	24%	2,284	20%	1,014	11%	22,784	14%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,886</b>	<b>100%</b>	<b>9,259</b>	<b>100%</b>	<b>133,492</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10,309</b>	<b>100%</b>	<b>8,080</b>	<b>100%</b>	<b>138,770</b>	<b>100%</b>	
g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	57	34%	4,121	34%	3,178	34%	45,995	34%	18	17%	1,144	12%	851	12%	15,822	13%		
		Do not plan to do	90	50%	5,294	43%	4,189	44%	63,028	47%	79	64%	6,003	57%	4,675	56%	85,531	61%		
		Plan to do	19	12%	2,097	19%	1,516	18%	20,636	16%	9	7%	804	8%	643	9%	10,817	9%		
		Done	6	4%	371	4%	378	4%	3,823	3%	13	12%	2,363	23%	1,911	23%	26,598	17%		
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11,883</b>	<b>100%</b>	<b>9,261</b>	<b>100%</b>	<b>133,482</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10,314</b>	<b>100%</b>	<b>8,080</b>	<b>100%</b>	<b>138,768</b>	<b>100%</b>	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
h.	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
h.	SNRX04 (EEE)	Have not decided	71	42%	3811	33%	3,437	38%	52,302	40%	12	10%	920	10%	681	10%	14,052	11%
		Do not plan to do	20	11%	1053	10%	1,006	12%	14,171	12%	21	16%	1934	19%	1,587	21%	35,079	27%
		Plan to do	78	45%	6857	56%	4,682	48%	65,174	47%	58	49%	3024	30%	2,576	32%	40,156	29%
		Done	3	2%	169	2%	140	2%	1,834	2%	28	25%	4438	42%	3,237	37%	49,481	32%
		<b>Total</b>		<b>172</b>	<b>100%</b>	<b>11890</b>	<b>100%</b>	<b>9,265</b>	<b>100%</b>	<b>133,481</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10316</b>	<b>100%</b>	<b>8,081</b>	<b>100%</b>	<b>138,768</b>
8a.	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of Alienation	3	2%	116	1%	73	1%	1,356	1%	2	3%	74	1%	56	1%	1,145	1%
		2	6	3%	235	2%	196	2%	3,200	3%	1	1%	150	1%	134	2%	2,863	2%
		3	7	3%	471	4%	415	5%	6,402	5%	2	2%	345	3%	287	4%	5,858	5%
		4	14	8%	1106	10%	1,000	12%	14,913	12%	10	8%	785	8%	731	9%	13,703	11%
		5	32	18%	2212	19%	1,719	20%	27,060	21%	19	16%	1767	17%	1,484	19%	27,319	20%
		6	63	39%	3532	29%	2,813	29%	40,427	30%	33	26%	3026	29%	2,436	30%	41,923	30%
		7 Friendly, Supportive, Sense of Belonging	46	26%	4188	35%	3,025	30%	39,823	28%	52	45%	4165	40%	2,945	36%	45,715	31%
		<b>Total</b>		<b>171</b>	<b>100%</b>	<b>11860</b>	<b>100%</b>	<b>9,241</b>	<b>100%</b>	<b>133,181</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10312</b>	<b>100%</b>	<b>8,073</b>	<b>100%</b>	<b>138,526</b>
b.	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	1	0%	64	1%	71	1%	977	1%	1	1%	65	1%	54	1%	1,170	1%
		2	4	2%	166	2%	163	2%	2,884	3%	2	2%	131	1%	154	2%	2,983	3%
		3	10	6%	425	4%	468	6%	7,633	7%	1	1%	314	3%	241	3%	6,358	5%
		4	22	13%	1350	12%	1,254	15%	21,896	18%	16	13%	832	9%	783	10%	16,579	13%
		5	45	25%	2856	24%	2,258	24%	36,420	27%	25	20%	1964	20%	1,647	20%	32,281	24%
		6	64	40%	3852	32%	2,866	30%	38,821	27%	32	27%	3323	32%	2,648	33%	43,371	30%
		7 Available, Helpful, Sympathetic	24	13%	3147	27%	2,162	23%	24,559	17%	42	37%	3684	35%	2,550	31%	35,817	24%
		<b>Total</b>		<b>170</b>	<b>100%</b>	<b>11860</b>	<b>100%</b>	<b>9,242</b>	<b>100%</b>	<b>133,190</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10313</b>	<b>100%</b>	<b>8,077</b>	<b>100%</b>	<b>138,559</b>
c.	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	3	2%	250	3%	191	3%	3,813	3%	2	2%	391	4%	343	4%	6,780	5%
		2	14	8%	560	5%	447	6%	7,946	7%	3	3%	717	7%	552	7%	11,258	9%
		3	19	11%	1010	8%	823	10%	14,492	12%	18	15%	965	10%	843	11%	15,731	12%
		4	43	26%	2298	20%	1,893	20%	30,715	24%	37	31%	1884	18%	1,574	19%	28,973	21%
		5	53	31%	2888	24%	2,197	23%	32,224	23%	21	18%	2205	21%	1,729	22%	29,955	21%
		6	25	14%	2606	21%	2,048	21%	26,064	19%	22	18%	2139	20%	1,603	20%	25,655	18%
		7 Helpful, Considerate, Flexible	13	8%	2243	19%	1,642	17%	17,864	13%	16	13%	2009	20%	1,427	18%	20,132	14%
		<b>Total</b>		<b>170</b>	<b>100%</b>	<b>11855</b>	<b>100%</b>	<b>9,241</b>	<b>100%</b>	<b>133,118</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>10310</b>	<b>100%</b>	<b>8,071</b>	<b>100%</b>	<b>138,484</b>

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Item	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			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 hr/wk	0	0%	23	0%	31	0%	386	0%	1	1%	15	0%	29	0%	461	0%
		1-5 hr/wk	22	13%	1539	15%	1,622	20%	20,380	17%	8	7%	1627	17%	1,475	19%	23,878	19%
		6-10 hr/wk	36	21%	2890	25%	2,482	28%	34,419	27%	34	31%	2669	26%	2,227	28%	35,936	26%
		11-15 hr/wk	36	22%	2666	22%	2,054	21%	29,473	22%	33	26%	2106	20%	1,588	19%	27,187	19%
		16-20 hr/wk	39	22%	2142	17%	1,495	15%	22,207	16%	19	15%	1608	15%	1,183	15%	21,341	15%
		21-25 hr/wk	20	13%	1308	10%	787	8%	12,987	9%	10	8%	921	8%	699	8%	12,604	9%
		26-30 hr/wk	10	5%	636	5%	405	4%	6,690	5%	8	6%	625	6%	383	4%	7,574	5%
		30+ hr/wk	7	4%	595	5%	313	3%	5,857	4%	5	4%	703	7%	461	6%	9,007	6%
		<b>Total</b>		<b>170</b>	<b>100%</b>	<b>11799</b>	<b>100%</b>	<b>9,189</b>	<b>100%</b>	<b>132,399</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>10274</b>	<b>100%</b>	<b>8,045</b>	<b>100%</b>	<b>137,988</b>
b. Working for pay on campus	WORKON01	0 hr/wk	81	49%	7835	70%	6,361	74%	100,219	79%	41	36%	6730	69%	5,297	70%	96,227	73%
		1-5 hr/wk	16	9%	651	5%	621	5%	6,313	4%	13	13%	702	6%	564	6%	7,221	4%
		6-10 hr/wk	34	18%	1730	12%	1,290	11%	12,430	7%	26	21%	1235	11%	1,057	11%	12,643	7%
		11-15 hr/wk	28	17%	1057	7%	520	5%	7,493	5%	19	15%	802	7%	537	6%	9,083	6%
		16-20 hr/wk	8	4%	329	3%	248	3%	4,055	3%	12	9%	479	5%	332	4%	7,760	6%
		21-25 hr/wk	3	2%	77	1%	63	1%	854	1%	2	2%	107	1%	92	1%	2,095	2%
		26-30 hr/wk	0	0%	28	0%	25	0%	328	0%	0	0%	79	1%	40	1%	928	1%
		30+ hr/wk	1	1%	91	1%	57	1%	704	1%	5	4%	141	1%	130	2%	2,024	2%
		<b>Total</b>		<b>171</b>	<b>100%</b>	<b>11798</b>	<b>100%</b>	<b>9,185</b>	<b>100%</b>	<b>132,396</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>10275</b>	<b>100%</b>	<b>8,049</b>	<b>100%</b>	<b>137,981</b>
c. Working for pay off campus	WORKOF01	0 hr/wk	121	70%	8505	68%	5,716	57%	90,160	65%	75	62%	4721	44%	3,185	36%	59,045	41%
		1-5 hr/wk	6	3%	604	5%	474	5%	6,328	4%	5	5%	610	5%	495	5%	7,260	5%
		6-10 hr/wk	11	7%	535	4%	519	5%	6,659	5%	5	3%	706	7%	549	6%	9,040	6%
		11-15 hr/wk	15	9%	448	4%	437	5%	6,595	5%	8	7%	612	6%	556	6%	9,384	7%
		16-20 hr/wk	11	7%	498	5%	501	6%	7,440	6%	10	9%	750	7%	722	9%	12,925	10%
		21-25 hr/wk	5	3%	292	3%	381	5%	5,223	5%	5	4%	557	6%	583	8%	10,170	8%
		26-30 hr/wk	0	0%	197	2%	262	4%	3,187	3%	4	4%	398	4%	382	5%	7,017	6%
		30+ hr/wk	2	1%	721	9%	894	13%	6,787	7%	6	5%	1919	22%	1,572	24%	23,127	19%
		<b>Total</b>		<b>171</b>	<b>100%</b>	<b>11800</b>	<b>100%</b>	<b>9,184</b>	<b>100%</b>	<b>132,379</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>10273</b>	<b>100%</b>	<b>8,044</b>	<b>100%</b>	<b>137,968</b>
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hr/wk	57	31%	3552	34%	3,528	45%	46,899	39%	37	31%	3951	41%	3,407	46%	59,916	47%
		1-5 hr/wk	81	48%	4313	33%	2,925	28%	44,615	32%	68	58%	3216	29%	2,465	29%	41,397	29%
		6-10 hr/wk	23	15%	1745	14%	1,129	11%	18,676	13%	8	7%	1376	13%	868	10%	16,400	11%
		11-15 hr/wk	5	3%	930	7%	719	7%	9,772	7%	2	2%	674	6%	492	6%	8,158	5%
		16-20 hr/wk	2	1%	573	5%	434	4%	5,867	4%	1	1%	466	5%	356	4%	5,278	3%
		21-25 hr/wk	0	0%	321	3%	218	2%	2,926	2%	1	1%	212	2%	174	2%	2,731	2%
		26-30 hr/wk	2	2%	140	1%	107	1%	1,315	1%	0	0%	128	1%	101	1%	1,368	1%
		30+ hr/wk	0	0%	230	2%	129	1%	2,344	2%	1	1%	252	3%	185	2%	2,742	2%
		<b>Total</b>		<b>170</b>	<b>100%</b>	<b>11804</b>	<b>100%</b>	<b>9,189</b>	<b>100%</b>	<b>132,414</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>10275</b>	<b>100%</b>	<b>8,048</b>	<b>100%</b>	<b>137,990</b>

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

		First-Year Students								Seniors									
e.	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	4	2%	163	2%	112	1%	1,352	1%	5	4%	152	2%	132	2%	1,678	1%
			1-5 hr/wk	75	43%	3250	27%	2,353	26%	30,486	23%	43	37%	3337	32%	2,547	33%	39,852	29%
			6-10 hr/wk	45	27%	3598	30%	2,660	28%	39,006	29%	37	32%	3208	31%	2,478	31%	42,908	31%
			11-15 hr/wk	20	11%	2200	19%	1,754	19%	26,633	20%	20	16%	1754	17%	1,352	16%	25,163	18%
			16-20 hr/wk	18	11%	1221	11%	1,069	12%	16,279	13%	5	4%	961	10%	789	9%	14,432	10%
			21-25 hr/wk	4	2%	573	5%	533	6%	7,873	6%	4	3%	380	4%	328	4%	5,981	4%
			26-30 hr/wk	2	1%	273	2%	226	3%	3,638	3%	0	0%	184	2%	152	2%	2,803	2%
			30+ hr/wk	3	1%	495	5%	472	6%	6,888	6%	4	3%	285	3%	270	3%	4,975	4%
	Total		171	100%	11773	100%	9,179	100%	132,155	100%	118	100%	10261	100%	8,048	100%	137,792	100%	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	154	89%	9213	74%	6,516	64%	100,067	72%	89	75%	6573	62%	4,833	55%	86,988	61%
			1-5 hr/wk	10	6%	1166	11%	1,109	14%	15,812	13%	10	8%	1064	10%	917	12%	16,600	13%
			6-10 hr/wk	5	3%	424	4%	408	6%	5,939	5%	9	7%	542	6%	497	7%	8,210	7%
			11-15 hr/wk	0	0%	216	2%	234	3%	3,026	3%	5	6%	308	4%	265	4%	4,713	4%
			16-20 hr/wk	0	0%	158	2%	134	2%	1,780	2%	2	2%	282	3%	225	3%	3,679	3%
			21-25 hr/wk	1	1%	67	1%	83	1%	801	1%	0	0%	143	2%	109	2%	1,852	2%
			26-30 hr/wk	1	0%	60	1%	67	1%	539	0%	1	1%	134	1%	84	1%	1,438	1%
			30+ hr/wk	0	0%	468	6%	623	9%	4,154	4%	2	2%	1210	13%	1,108	16%	14,289	11%
	Total		171	100%	11772	100%	9,174	100%	132,118	100%	118	100%	10256	100%	8,038	100%	137,769	100%	
g.	Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	27	15%	2587	22%	2,275	21%	22,390	13%	17	15%	1466	14%	1,320	15%	14,088	8%
			1-5 hr/wk	127	75%	7518	62%	5,575	60%	85,273	64%	92	76%	6617	63%	4,910	60%	89,341	64%
			6-10 hr/wk	12	7%	1050	10%	821	11%	15,816	14%	8	8%	1386	14%	1,179	16%	23,102	19%
			11-15 hr/wk	4	2%	317	3%	236	3%	4,692	4%	0	0%	440	4%	365	5%	6,590	5%
			16-20 hr/wk	0	0%	124	1%	135	3%	1,923	2%	1	1%	153	2%	130	2%	2,253	2%
			21-25 hr/wk	0	0%	58	1%	51	1%	782	1%	0	0%	57	1%	46	1%	770	1%
			26-30 hr/wk	0	0%	35	0%	30	1%	364	0%	0	0%	40	0%	27	0%	405	0%
			30+ hr/wk	0	0%	84	1%	55	1%	945	1%	0	0%	103	1%	70	1%	1,269	1%
	Total		170	100%	11773	100%	9,178	100%	132,185	100%	118	100%	10262	100%	8,047	100%	137,818	100%	
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	4	2%	166	2%	176	3%	2,237	2%	0	0%	180	2%	180	2%	3,017	3%
			Some	20	12%	1538	15%	1,639	19%	22,307	19%	14	11%	1366	14%	1,553	20%	24,418	19%
			Quite a bit	70	43%	5252	45%	4,339	46%	62,128	48%	52	44%	4483	44%	3,756	46%	63,119	46%
			Very much	75	43%	4706	39%	2,925	32%	44,212	32%	51	45%	4179	40%	2,493	32%	46,336	32%
			Total	169	100%	11662	100%	9,079	100%	130,884	100%	117	100%	10208	100%	7,982	100%	136,890	100%
b.	Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	6	4%	208	2%	232	4%	3,512	3%	1	1%	343	4%	329	5%	6,539	6%
			Some	30	18%	1733	16%	1,616	20%	25,674	22%	22	18%	1818	19%	1,768	23%	33,174	26%
			Quite a bit	80	48%	4905	42%	4,120	44%	58,985	45%	55	47%	4286	42%	3,539	44%	60,289	44%
			Very much	53	31%	4817	40%	3,111	33%	42,695	30%	39	34%	3766	36%	2,344	29%	36,888	24%
			Total	169	100%	11663	100%	9,079	100%	130,866	100%	117	100%	10213	100%	7,980	100%	136,890	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	20	12%	1327	12%	1,203	15%	16,224	13%	10	10%	1593	16%	1,477	19%	25,147	19%
		Some	63	37%	3430	30%	2,979	33%	41,848	33%	47	39%	3317	32%	2,913	36%	48,634	35%
		Quite a bit	46	28%	3748	32%	2,947	32%	42,994	32%	40	34%	2968	29%	2,165	27%	38,962	28%
		Very much	40	24%	3148	26%	1,951	21%	29,734	22%	20	17%	2328	23%	1,417	18%	24,027	17%
	Total	169	100%	11653	100%	9,080	100%	130,800	100%	117	100%	10206	100%	7,972	100%	136,770	100%	
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	38	23%	2342	22%	2,040	26%	32,465	27%	31	28%	2994	31%	2,654	35%	50,733	40%
		Some	75	44%	4404	38%	3,587	38%	52,304	40%	52	43%	3772	37%	3,098	37%	51,822	37%
		Quite a bit	39	23%	3276	27%	2,397	24%	32,231	23%	26	22%	2239	21%	1,522	19%	24,000	17%
		Very much	17	10%	1632	13%	1,044	12%	13,767	10%	8	7%	1190	11%	699	9%	10,199	7%
	Total	169	100%	11654	100%	9,068	100%	130,767	100%	117	100%	10195	100%	7,973	100%	136,754	100%	
e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	26	15%	1564	15%	1,411	18%	20,621	17%	14	14%	2042	21%	1,833	25%	33,395	26%
		Some	64	37%	3998	34%	3,387	38%	48,898	38%	47	39%	3751	37%	3,185	39%	55,232	40%
		Quite a bit	58	36%	4081	34%	3,013	31%	43,121	32%	45	38%	2985	28%	2,107	25%	35,139	25%
		Very much	21	12%	2013	17%	1,252	13%	18,113	13%	11	9%	1411	14%	836	11%	12,922	9%
	Total	169	100%	11656	100%	9,063	100%	130,753	100%	117	100%	10189	100%	7,961	100%	136,688	100%	
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	4	2%	685	8%	883	11%	10,455	10%	3	4%	1235	14%	1,030	15%	18,188	14%
		Some	21	12%	2090	20%	2,021	25%	32,654	27%	25	22%	2344	24%	2,348	31%	42,202	32%
		Quite a bit	62	37%	4324	36%	3,579	38%	51,549	38%	43	35%	3609	34%	2,864	35%	49,015	35%
		Very much	82	49%	4560	36%	2,589	26%	36,155	25%	46	39%	3007	28%	1,728	20%	27,344	19%
	Total	169	100%	11659	100%	9,072	100%	130,813	100%	117	100%	10195	100%	7,970	100%	136,749	100%	
g. Using computers in academic work	ENVCOMPT	Very little	1	0%	228	2%	168	2%	2,614	2%	0	0%	186	2%	163	2%	2,322	2%
		Some	22	14%	1627	15%	1,269	15%	17,354	13%	15	14%	1058	11%	796	10%	12,834	10%
		Quite a bit	59	33%	4122	35%	3,216	35%	45,961	35%	37	31%	3051	30%	2,473	31%	40,137	29%
		Very much	87	52%	5686	48%	4,429	48%	64,925	50%	65	55%	5912	58%	4,548	57%	81,584	59%
	Total	169	100%	11663	100%	9,082	100%	130,854	100%	117	100%	10207	100%	7,980	100%	136,877	100%	
11a. Acquiring a broad general education	GNGENLED	Very little	3	2%	280	3%	250	3%	2,910	3%	0	0%	244	3%	192	3%	3,342	3%
		Some	22	14%	1509	14%	1,489	18%	20,717	17%	21	18%	1046	11%	1,054	13%	18,438	15%
		Quite a bit	77	47%	4640	40%	4,152	46%	57,609	45%	44	37%	3284	33%	3,066	39%	51,711	39%
		Very much	63	37%	5097	43%	3,088	33%	47,825	35%	51	45%	5546	53%	3,605	45%	62,130	44%
	Total	165	100%	11526	100%	8,979	100%	129,061	100%	116	100%	10120	100%	7,917	100%	135,621	100%	
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	14	8%	868	8%	725	10%	12,301	10%	2	2%	534	6%	399	5%	8,651	7%
		Some	41	25%	3034	27%	2,422	28%	37,912	30%	27	23%	1797	18%	1,393	18%	27,864	21%
		Quite a bit	71	43%	4163	36%	3,368	37%	46,654	36%	39	32%	3408	33%	2,771	34%	46,066	34%
		Very much	39	24%	3461	30%	2,463	25%	32,143	24%	48	43%	4381	43%	3,354	42%	53,012	38%
	Total	165	100%	11526	100%	8,978	100%	129,010	100%	116	100%	10120	100%	7,917	100%	135,593	100%	

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup> Southern Adventist University

### First-Year Students

### Seniors

	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Writing clearly and effectively	GNWRITE	Very little	8	5%	410	4%	361	5%	6,152	5%	5	5%	370	4%	292	4%	5,555	5%
		Some	30	19%	2057	19%	1,911	22%	28,602	24%	27	24%	1550	16%	1,530	19%	26,841	21%
		Quite a bit	67	40%	4457	39%	3,757	41%	53,320	41%	44	37%	3577	35%	3,090	39%	51,837	38%
		Very much	60	36%	4604	38%	2,948	32%	40,966	30%	40	33%	4625	45%	3,006	38%	51,375	36%
		Total	165	100%	11528	100%	8,977	100%	129,040	100%	116	100%	10122	100%	7,918	100%	135,608	100%
d. Speaking clearly and effectively	GNSPEAK	Very little	10	6%	757	7%	633	8%	11,059	9%	2	2%	412	4%	416	5%	7,946	7%
		Some	34	22%	2808	25%	2,444	27%	36,829	29%	35	31%	1784	18%	1,694	21%	30,822	24%
		Quite a bit	75	45%	4307	37%	3,538	39%	48,812	37%	45	36%	3700	36%	3,088	38%	51,065	37%
		Very much	46	27%	3655	31%	2,361	27%	32,326	24%	34	31%	4225	42%	2,720	35%	45,763	32%
		Total	165	100%	11527	100%	8,976	100%	129,026	100%	116	100%	10121	100%	7,918	100%	135,596	100%
e. Thinking critically and analytically	GNANALY	Very little	4	3%	218	2%	216	3%	2,925	3%	3	2%	156	2%	156	2%	2,522	2%
		Some	35	22%	1555	14%	1,483	17%	19,989	16%	13	12%	880	9%	910	11%	15,096	12%
		Quite a bit	72	44%	4333	38%	3,834	43%	54,139	42%	46	39%	3360	33%	3,040	38%	49,381	37%
		Very much	54	32%	5422	46%	3,443	37%	51,988	39%	54	47%	5725	56%	3,810	48%	68,608	49%
		Total	165	100%	11528	100%	8,976	100%	129,041	100%	116	100%	10121	100%	7,916	100%	135,607	100%
f. Analyzing quantitative problems	GNQUANT	Very little	17	11%	706	6%	515	6%	7,799	6%	5	5%	501	5%	423	5%	7,036	5%
		Some	46	30%	2903	26%	2,512	28%	33,306	26%	30	24%	2134	21%	1,908	24%	30,227	22%
		Quite a bit	64	37%	4370	37%	3,697	40%	52,048	41%	42	35%	3590	35%	3,023	38%	49,543	36%
		Very much	37	22%	3542	31%	2,248	25%	35,803	28%	39	36%	3893	39%	2,556	34%	48,724	36%
		Total	164	100%	11521	100%	8,972	100%	128,956	100%	116	100%	10118	100%	7,910	100%	135,530	100%
g. Using computing and information technology	GNCMPTS	Very little	12	8%	636	5%	489	6%	7,480	6%	5	5%	409	4%	320	4%	5,390	4%
		Some	34	20%	2670	23%	1,994	23%	29,235	22%	34	29%	1781	17%	1,433	18%	23,560	17%
		Quite a bit	65	39%	4309	37%	3,402	37%	48,633	38%	35	28%	3463	33%	2,792	34%	46,950	34%
		Very much	53	33%	3914	35%	3,094	35%	43,683	34%	41	38%	4465	45%	3,374	44%	59,700	45%
		Total	164	100%	11529	100%	8,979	100%	129,031	100%	115	100%	10118	100%	7,919	100%	135,600	100%
h. Working effectively with others	GNOTHERS	Very little	12	6%	461	5%	445	6%	6,522	6%	2	2%	259	3%	274	4%	4,853	4%
		Some	33	22%	2426	22%	2,124	25%	31,269	25%	33	31%	1426	15%	1,337	18%	24,232	19%
		Quite a bit	76	47%	4427	38%	3,496	37%	50,922	39%	43	35%	3567	35%	3,064	38%	49,541	36%
		Very much	43	25%	4208	36%	2,914	31%	40,311	30%	38	33%	4869	47%	3,239	41%	56,947	40%
		Total	164	100%	11522	100%	8,979	100%	129,024	100%	116	100%	10121	100%	7,914	100%	135,573	100%
i. Voting in local, state, or national elections	GNCITIZN	Very little	76	44%	4640	42%	3,717	42%	47,841	37%	47	41%	3745	38%	3,071	39%	49,665	37%
		Some	50	33%	3607	31%	2,868	32%	41,633	32%	35	32%	3053	29%	2,528	32%	43,430	32%
		Quite a bit	25	17%	1994	16%	1,520	17%	24,599	20%	20	16%	1873	18%	1,382	18%	25,035	19%
		Very much	9	6%	1178	11%	774	9%	13,562	11%	11	11%	1384	14%	877	12%	16,511	12%
		Total	160	100%	11419	100%	8,879	100%	127,635	100%	113	100%	10055	100%	7,858	100%	134,641	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Item	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
j. Learning effectively on your own	GNINQ	Very little	10	5%	565	5%	470	6%	6,789	6%	6	6%	418	4%	408	6%	7,588	6%
		Some	40	25%	2,690	24%	2,296	26%	32,047	25%	29	26%	1,738	17%	1,615	20%	27,109	20%
		Quite a bit	77	49%	4,983	43%	3,921	43%	56,444	43%	48	41%	4,027	39%	3,242	40%	54,668	40%
		Very much	33	21%	3,187	28%	2,200	25%	32,396	25%	30	28%	3,883	39%	2,595	34%	45,333	33%
		Total	160	100%	11,425	100%	8,887	100%	127,676	100%	113	100%	10,066	100%	7,860	100%	134,698	100%
k. Understanding yourself	GNSELF	Very little	21	12%	1,070	10%	955	12%	14,018	12%	16	15%	858	9%	805	11%	15,269	13%
		Some	49	29%	2,750	24%	2,383	27%	34,683	27%	28	25%	2,145	22%	1,956	26%	33,448	26%
		Quite a bit	57	36%	4,182	36%	3,252	34%	46,660	36%	39	33%	3,427	33%	2,728	34%	45,272	33%
		Very much	33	23%	3,417	30%	2,295	26%	32,289	25%	30	28%	3,633	36%	2,370	30%	40,685	29%
		Total	160	100%	11,419	100%	8,885	100%	127,650	100%	113	100%	10,063	100%	7,859	100%	134,674	100%
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	24	14%	1,518	14%	1,426	17%	17,193	14%	21	19%	1,354	14%	1,359	17%	20,154	15%
		Some	64	40%	3,507	30%	3,074	33%	41,689	32%	34	30%	3,063	30%	2,539	31%	44,094	33%
		Quite a bit	46	30%	3,715	33%	2,733	30%	42,600	33%	36	31%	3,174	31%	2,371	30%	41,367	31%
		Very much	26	16%	2,683	23%	1,645	20%	26,149	21%	22	20%	2,471	25%	1,586	22%	29,019	22%
		Total	160	100%	11,423	100%	8,878	100%	127,631	100%	113	100%	10,062	100%	7,855	100%	134,634	100%
m. Solving complex real-world problems	GNPROBSV	Very little	26	16%	1,195	11%	1,008	13%	14,249	12%	11	9%	977	10%	841	11%	14,017	11%
		Some	60	38%	3,538	31%	3,037	33%	43,183	34%	44	38%	2,634	26%	2,376	30%	39,094	29%
		Quite a bit	55	34%	4,169	36%	3,206	35%	45,861	35%	34	29%	3,680	36%	2,865	36%	48,232	35%
		Very much	19	12%	2,521	22%	1,632	19%	24,342	19%	24	23%	2,773	28%	1,776	23%	33,336	25%
		Total	160	100%	11,423	100%	8,883	100%	127,635	100%	113	100%	10,064	100%	7,858	100%	134,679	100%
n. Developing a personal code of values and ethics	GNETHICS	Very little	17	10%	1,198	12%	1,108	15%	17,236	15%	9	9%	1,002	11%	977	14%	19,554	16%
		Some	32	19%	2,773	25%	2,532	29%	37,725	30%	27	25%	2,251	23%	2,069	27%	36,404	28%
		Quite a bit	67	43%	3,819	33%	3,038	33%	42,746	33%	37	31%	3,168	31%	2,523	31%	41,475	30%
		Very much	44	28%	3,631	31%	2,208	23%	29,938	22%	40	35%	3,645	35%	2,289	28%	37,235	26%
		Total	160	100%	11,421	100%	8,886	100%	127,645	100%	113	100%	10,066	100%	7,858	100%	134,668	100%
o. Contributing to the welfare of your community	GNCOMMUN	Very little	19	11%	1,492	15%	1,617	21%	23,102	20%	8	7%	1,340	14%	1,397	18%	25,507	21%
		Some	45	29%	3,413	30%	3,087	35%	44,615	36%	31	31%	2,795	28%	2,573	33%	44,316	34%
		Quite a bit	64	40%	3,704	32%	2,616	28%	38,314	29%	45	37%	3,130	30%	2,332	29%	37,864	27%
		Very much	32	20%	2,807	23%	1,559	16%	21,583	15%	29	26%	2,798	27%	1,557	20%	26,966	19%
		Total	160	100%	11,416	100%	8,879	100%	127,614	100%	113	100%	10,063	100%	7,859	100%	134,653	100%
p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	5	3%	2,844	27%	2,772	35%	46,206	39%	3	2%	2,860	30%	3,038	41%	60,540	49%
		Some	25	16%	3,020	27%	2,404	27%	35,413	28%	24	20%	2,646	26%	2,019	26%	33,748	24%
		Quite a bit	60	38%	2,744	24%	1,935	21%	25,968	19%	33	31%	2,078	20%	1,420	17%	20,712	14%
		Very much	70	44%	2,811	22%	1,771	17%	20,019	14%	53	47%	2,475	23%	1,377	16%	19,624	13%
		Total	160	100%	11,419	100%	8,882	100%	127,606	100%	113	100%	10,059	100%	7,854	100%	134,624	100%

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
Southern Adventist University**

**First-Year Students**

**Seniors**

	Variable	Response Options	Southern				Selected Peers		Carnegie Peers		NSSE 2007		Seniors							
			Southern		Count	%	Count	%	Count	%	Count	%	Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%									Count	%	Count	%	Count	%	Count	%
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	10	6%	450	4%	353	5%	6,971	6%	4	4%	618	7%	524	7%	13,325	11%	
			Fair	21	14%	1,518	14%	1,399	17%	22,681	19%	22	19%	1,502	16%	1,352	18%	27,916	22%	
			Good	88	56%	5,049	45%	4,141	46%	59,365	46%	46	42%	3,804	38%	3,180	40%	53,511	40%	
			Excellent	41	25%	4,427	37%	3,009	31%	38,851	29%	41	35%	4,153	40%	2,815	35%	40,110	28%	
			Total	160	100%	11,444	100%	8,902	100%	127,868	100%	113	100%	10,077	100%	7,871	100%	134,862	100%	
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	1	1%	196	2%	188	3%	2,274	2%	0	0%	168	2%	167	2%	2,852	2%	
			Fair	14	9%	992	10%	990	13%	13,955	12%	8	8%	858	9%	940	13%	15,167	12%	
			Good	85	53%	4,925	44%	4,481	51%	64,844	52%	55	50%	4,085	41%	3,783	49%	64,035	48%	
			Excellent	60	37%	5,330	45%	3,245	33%	46,827	34%	50	42%	4,965	47%	2,980	36%	52,823	37%	
			Total	160	100%	11,443	100%	8,904	100%	127,900	100%	113	100%	10,076	100%	7,870	100%	134,877	100%	
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	7	4%	536	5%	437	6%	5,392	4%	1	1%	464	5%	495	7%	7,128	5%	
			Probably no	9	6%	1,270	12%	1,134	14%	15,227	12%	7	6%	1,183	12%	1,116	14%	17,339	13%	
			Probably yes	61	38%	4,070	36%	3,451	41%	50,952	40%	41	37%	3,491	35%	3,049	39%	51,674	39%	
			Definitely yes	83	52%	5,571	47%	3,881	39%	56,308	43%	64	57%	4,930	48%	3,204	40%	58,696	43%	
			Total	160	100%	11,447	100%	8,903	100%	127,879	100%	113	100%	10,068	100%	7,864	100%	134,837	100%	

IPEDS: 221661

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions<sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Item	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	149	93%	9876	82%	7,147	75%	112,984	85%	0	0%	48	1%	23	0%	418	0%
		20-23	11	7%	732	7%	700	10%	7,997	8%	85	72%	6962	67%	5,264	60%	90,973	63%
		24-29	0	0%	245	3%	294	5%	2,537	3%	18	19%	1035	12%	949	15%	19,345	18%
		30-39	0	0%	304	4%	400	6%	2,342	2%	6	7%	933	11%	743	12%	11,720	10%
		40-55	0	0%	240	4%	290	4%	1,642	2%	3	2%	824	10%	729	12%	9,612	8%
		Over 55	0	0%	17	0%	14	0%	130	0%	0	0%	57	1%	51	1%	772	1%
		Total	160	100%	11414	100%	8,845	100%	127,632	100%	112	100%	9859	100%	7,759	100%	132,840	100%
16. Sex	SEX	Male	42	38%	3549	39%	3,083	42%	44,418	45%	41	45%	2916	35%	2,482	36%	46,589	43%
		Female	118	62%	7913	61%	5,828	58%	83,603	55%	72	55%	7160	65%	5,388	64%	88,241	57%
		Total	160	100%	11462	100%	8,911	100%	128,021	100%	113	100%	10076	100%	7,870	100%	134,830	100%
17. Are you an international student or foreign national?	INTERNAT	No	141	89%	10771	94%	8,457	94%	121,757	95%	104	92%	9558	95%	7,596	96%	128,924	95%
		Yes	18	11%	676	6%	441	6%	6,114	5%	9	8%	511	5%	266	4%	5,853	5%
		Total	159	100%	11447	100%	8,898	100%	127,871	100%	113	100%	10069	100%	7,862	100%	134,777	100%
18. Racial or ethnic identification	RACE05	American Indian or other Native American	0	0%	83	1%	77	1%	948	1%	0	0%	43	0%	46	1%	1,035	1%
		Asian, Asian American, or Pacific Islander	6	4%	329	3%	183	3%	7,463	7%	4	4%	230	2%	135	2%	6,304	6%
		Black or African American	18	10%	1140	14%	838	15%	7,793	7%	9	8%	1152	15%	681	12%	7,905	6%
		White (non-Hispanic)	107	67%	8346	68%	6,848	69%	91,563	68%	72	64%	7349	69%	6,163	74%	98,296	68%
		Mexican or Mexican American	2	1%	80	1%	94	1%	3,466	3%	1	1%	51	0%	57	1%	3,521	4%
		Puerto Rican	4	2%	73	1%	30	0%	1,062	1%	4	3%	58	1%	28	1%	937	1%
		Other Hispanic or Latino	9	6%	310	3%	119	2%	3,094	3%	11	9%	295	3%	91	1%	3,068	3%
		Multiracial	8	5%	275	3%	158	2%	3,096	3%	6	5%	178	2%	107	1%	2,727	2%
		Other	1	1%	174	2%	108	2%	1,977	2%	1	1%	146	1%	94	2%	1,984	2%
		I prefer not to respond	5	3%	633	5%	447	5%	7,410	6%	5	6%	569	6%	462	6%	8,958	7%
		Total	160	100%	11443	100%	8,902	100%	127,872	100%	113	100%	10071	100%	7,864	100%	134,735	100%
19. What is your current classification in college?	CLASS	Freshman/first year	140	88%	9793	82%	7,262	77%	110,112	82%	0	0%	18	0%	8	0%	126	0%
		Sophomore	18	11%	1267	13%	1,195	17%	14,428	15%	0	0%	45	1%	37	1%	510	0%
		Junior	2	1%	207	2%	222	3%	1,781	2%	2	2%	429	5%	325	5%	6,122	5%
		Senior	0	0%	60	1%	81	1%	575	1%	106	93%	9354	92%	7,324	92%	124,791	92%
		Unclassified	0	0%	116	2%	141	2%	969	1%	5	5%	223	2%	161	2%	3,105	3%
		Total	160	100%	11443	100%	8,901	100%	127,865	100%	113	100%	10069	100%	7,855	100%	134,654	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	149	93%	10235	87%	7,663	85%	116,720	90%	63	53%	6192	58%	4,806	57%	80,138	55%
		Started elsewhere	11	7%	1209	13%	1,240	15%	11,155	10%	50	47%	3887	42%	3,057	43%	54,663	45%
		Total	160	100%	11444	100%	8,903	100%	127,875	100%	113	100%	10079	100%	7,863	100%	134,801	100%

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# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions<sup>a</sup> Southern Adventist University

			First-Year Students								Seniors							
Item	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			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? (Mark all that apply.)	VOTECH05	Vocational or technical school	3	1%	416	5%	530	7%	3,873	3%	8	6%	795	9%	717	10%	9,659	7%
	COMCOL05	Community or junior college	11	5%	980	9%	990	10%	10,456	8%	43	35%	3227	31%	2,484	31%	48,249	36%
	FOURYR05	4-year college other than this one	7	4%	946	9%	881	9%	9,059	7%	36	28%	2618	26%	1,952	25%	33,758	24%
	NONE05	None	139	69%	9279	66%	6,808	63%	105,502	68%	41	30%	4881	41%	3,826	41%	62,419	38%
	OCOL1_05	Other	4	2%	293	3%	312	3%	3,510	3%	8	6%	402	4%	322	4%	5,579	4%
22. Thinking about this current academic term, how would you characterize your enrollment?	ENRLMENT	Less than full-time	4	3%	358	5%	447	8%	4,452	5%	7	8%	884	10%	933	16%	17,895	16%
		Full-time	156	97%	11082	95%	8,452	92%	123,378	95%	106	92%	9185	90%	6,922	84%	116,783	84%
	Total	160	100%	11440	100%	8,899	100%	127,830	100%	113	100%	10069	100%	7,855	100%	134,678	100%	
23. Are you member of a fraternity or sorority?	FRATSORO	No	154	96%	9639	87%	8,363	94%	115,059	90%	109	96%	8103	82%	7,116	90%	118,726	89%
		Yes	6	4%	1788	13%	525	6%	12,700	10%	4	4%	1967	18%	744	10%	15,964	11%
	Total	160	100%	11427	100%	8,888	100%	127,759	100%	113	100%	10070	100%	7,860	100%	134,690	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	144	89%	9460	84%	7,167	83%	113,712	92%	103	92%	8972	90%	6,940	90%	126,566	96%
		Yes	16	11%	1970	16%	1,718	17%	14,018	8%	10	8%	1096	10%	917	10%	8,099	4%
	Total	160	100%	11430	100%	8,885	100%	127,730	100%	113	100%	10068	100%	7,857	100%	134,665	100%	
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	2	1%	205	2%	217	3%	2,370	2%	0	0%	21	0%	12	0%	276	0%
		C	4	2%	516	4%	449	5%	5,380	5%	2	2%	165	2%	162	2%	2,715	2%
		C+	6	4%	708	6%	626	8%	7,633	7%	2	1%	357	4%	323	4%	5,418	5%
		B-	13	8%	955	8%	762	9%	10,892	9%	5	5%	713	7%	551	7%	9,813	8%
		B	39	24%	2384	21%	1,917	22%	26,834	21%	13	12%	1878	19%	1,534	20%	26,812	21%
		B+	29	18%	2190	19%	1,680	18%	24,935	19%	24	22%	1980	20%	1,533	19%	27,837	21%
		A-	29	18%	1999	17%	1,381	14%	22,604	17%	36	32%	1983	19%	1,501	18%	26,435	19%
		A	38	23%	2410	22%	1,804	21%	26,567	21%	31	26%	2918	30%	2,185	29%	34,859	25%
		Total	160	100%	11367	100%	8,836	100%	127,215	100%	113	100%	10015	100%	7,801	100%	134,165	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	144	90%	8856	73%	6,019	60%	88,857	63%	39	34%	3212	30%	2,222	24%	23,427	13%
		Residence, walking distance	3	2%	342	3%	366	5%	7,206	7%	29	26%	1309	13%	1,186	14%	30,270	23%
		Residence, driving distance	12	8%	2060	24%	1,984	35%	28,678	29%	42	39%	5113	56%	4,043	61%	74,049	62%
		Fraternity or sorority house	0	0%	28	0%	23	0%	1,083	1%	1	1%	164	2%	53	1%	2,235	2%
		Total	159	100%	11286	100%	8,392	100%	125,824	100%	111	100%	9798	100%	7,504	100%	129,981	100%

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# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions <sup>a</sup> Southern Adventist University

		First-Year Students								Seniors								
Item	Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
27a. Father's educational attainment	FATHREDU	Did not finish HS	11	7%	759	8%	653	10%	8,594	8%	6	5%	1034	11%	807	12%	12,270	10%
		Graduated from HS	28	18%	2550	24%	2,838	34%	30,636	24%	16	15%	2314	25%	2,490	33%	31,983	23%
		Attended, no degree	17	11%	1568	14%	1,359	16%	18,166	15%	11	9%	1376	14%	1,171	15%	19,143	14%
		Completed Associate's	14	8%	801	7%	832	8%	10,225	8%	11	9%	709	7%	671	8%	10,771	8%
		Completed Bachelor's	40	24%	3090	26%	1,981	20%	32,956	26%	25	22%	2405	23%	1,592	19%	32,910	25%
		Completed Master's	31	20%	1659	13%	817	8%	17,446	13%	22	19%	1367	13%	794	9%	17,582	13%
		Completed Doctorate	18	12%	880	7%	291	3%	8,460	6%	22	20%	782	8%	259	3%	9,080	7%
<b>Total</b>		<b>159</b>	<b>100%</b>	<b>11307</b>	<b>100%</b>	<b>8,771</b>	<b>100%</b>	<b>126,483</b>	<b>100%</b>	<b>113</b>	<b>100%</b>	<b>9987</b>	<b>100%</b>	<b>7,784</b>	<b>100%</b>	<b>133,739</b>	<b>100%</b>	
27b. Mother's educational attainment	MOTHREDU	Did not finish HS	7	4%	508	6%	472	8%	6,501	6%	3	3%	742	8%	555	9%	9,653	8%
		Graduated from HS	18	11%	2186	21%	2,457	30%	27,243	22%	20	21%	2430	25%	2,403	32%	33,253	25%
		Attended, no degree	20	13%	1861	16%	1,552	18%	20,355	16%	15	12%	1518	16%	1,234	16%	20,788	16%
		Completed Associate's	28	17%	1363	12%	1,268	14%	15,605	12%	18	15%	1151	11%	1,058	13%	16,292	12%
		Completed Bachelor's	51	32%	3502	29%	2,127	21%	36,867	28%	32	28%	2636	25%	1,760	20%	33,750	25%
		Completed Master's	33	21%	1647	14%	827	9%	17,246	13%	19	16%	1321	13%	725	9%	17,621	13%
		Completed Doctorate	2	1%	290	3%	106	1%	3,117	2%	6	5%	234	2%	91	1%	2,775	2%
<b>Total</b>		<b>159</b>	<b>100%</b>	<b>11357</b>	<b>100%</b>	<b>8,809</b>	<b>100%</b>	<b>126,934</b>	<b>100%</b>	<b>113</b>	<b>100%</b>	<b>10032</b>	<b>100%</b>	<b>7,826</b>	<b>100%</b>	<b>134,132</b>	<b>100%</b>	
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	30	20%	2441	19%	1,048	10%	17,850	13%	28	26%	2004	19%	1,019	11%	19,902	14%
		Biological science	15	11%	1131	10%	633	7%	10,322	8%	10	10%	781	7%	470	6%	8,898	7%
		Business	17	11%	1581	15%	1,351	18%	18,612	16%	10	8%	1779	18%	1,338	18%	22,647	17%
		Education	6	3%	1051	8%	1,411	14%	11,671	8%	7	6%	974	9%	1,369	17%	13,753	9%
		Engineering	2	2%	207	2%	261	3%	7,228	7%	0	0%	102	1%	184	2%	7,224	7%
		Physical science	4	3%	410	3%	216	2%	4,269	3%	4	3%	303	3%	187	2%	4,326	3%
		Professional	51	30%	1086	10%	1,067	13%	14,805	12%	29	25%	1032	10%	731	10%	12,069	9%
		Social science	13	7%	1402	12%	726	8%	15,211	11%	13	11%	1434	14%	923	12%	19,992	15%
		Other	14	9%	1450	15%	1,782	21%	19,333	17%	12	10%	1588	17%	1,585	21%	24,691	20%
		Undecided	6	4%	514	4%	295	3%	6,616	5%	0	0%	2	0%	5	0%	58	0%
<b>Total</b>		<b>158</b>	<b>100%</b>	<b>11273</b>	<b>100%</b>	<b>8,790</b>	<b>100%</b>	<b>125,917</b>	<b>100%</b>	<b>113</b>	<b>100%</b>	<b>9999</b>	<b>100%</b>	<b>7,811</b>	<b>100%</b>	<b>133,560</b>	<b>100%</b>	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	10	29%	1113	31%	471	21%	9,120	24%	6	26%	559	26%	357	18%	7,048	21%
		Biological science	0	0%	154	4%	67	3%	1,418	4%	2	12%	73	4%	59	3%	1,154	4%
		Business	6	18%	403	13%	324	16%	4,757	15%	1	4%	286	15%	302	18%	4,944	17%
		Education	3	9%	229	7%	283	11%	2,618	7%	2	9%	194	9%	266	13%	2,899	8%
		Engineering	0	0%	29	1%	20	1%	655	3%	0	0%	21	2%	19	1%	426	2%
		Physical science	2	8%	218	7%	97	5%	1,937	6%	1	6%	109	6%	69	4%	1,681	6%
		Professional	6	14%	194	6%	117	7%	2,519	8%	4	22%	94	5%	68	6%	1,446	5%
		Social science	3	11%	546	16%	253	11%	5,575	15%	1	6%	305	15%	243	14%	5,818	19%
		Other	2	5%	367	13%	400	21%	4,692	15%	3	15%	295	16%	333	21%	4,663	16%
		Undecided	2	6%	102	3%	72	4%	1,051	3%	0	0%	38	3%	29	2%	401	2%
<b>Total</b>		<b>34</b>	<b>100%</b>	<b>3355</b>	<b>100%</b>	<b>2,104</b>	<b>100%</b>	<b>34,342</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>1974</b>	<b>100%</b>	<b>1,745</b>	<b>100%</b>	<b>30,480</b>	<b>100%</b>	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions <sup>a</sup> Southern Adventist University

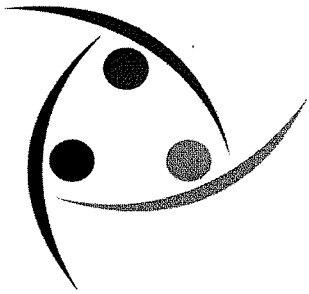
### First-Year Students

### Seniors

Variable	Response Options	Southern		Selected Peers		Carnegie Peers		NSSE 2007		Southern		Selected Peers		Carnegie Peers		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Institution reported gender	GENDER	Male	61	43%	4182	41%	3,600	43%	52,194	45%	50	49%	3198	35%	2,733	37%	52,090	43%
		Female	136	57%	8937	59%	6,578	57%	96,224	55%	79	51%	7733	65%	5,788	63%	96,294	57%
	Total	197	100%	13119	100%	10,178	100%	148,418	100%	129	100%	10931	100%	8,521	100%	148,384	100%	
Institution reported race or ethnicity	ETHNICIT	African American/Black	24	11%	1319	16%	827	15%	10,011	9%	15	12%	1321	16%	656	12%	9,265	7%
		Am. Indian/Native Amer.	0	0%	41	0%	56	1%	902	1%	1	1%	33	0%	38	1%	1,015	1%
		Asian/Pacific Islander	11	5%	216	2%	157	2%	7,662	6%	5	4%	190	2%	130	2%	6,425	6%
		Caucasian/White	141	72%	8429	68%	6,959	69%	100,449	69%	92	72%	7198	68%	6,279	77%	105,641	71%
		Hispanic/Latino	21	11%	367	4%	252	3%	8,717	8%	16	11%	388	4%	170	3%	8,381	8%
		Other	0	0%	83	1%	77	1%	1,338	1%	0	0%	60	1%	49	1%	1,341	1%
		Foreign	0	0%	378	3%	106	1%	2,778	2%	0	0%	280	3%	80	1%	2,482	2%
		Multi-racial	0	0%	43	0%	40	0%	436	0%	0	0%	24	0%	20	0%	315	0%
		Unknown	0	0%	675	6%	611	7%	6,582	5%	0	0%	447	5%	271	4%	6,601	5%
Total	197	100%	11551	100%	9,085	100%	138,875	100%	129	100%	9941	100%	7,693	100%	141,466	100%		
Institution reported enrollment	ENROLLMT	Part-time	5	3%	398	5%	553	10%	6,192	6%	13	16%	1024	11%	1,052	17%	21,425	19%
		Full-time	192	97%	12721	95%	9,625	90%	142,226	94%	116	84%	9907	89%	7,469	83%	126,959	81%
	Total	197	100%	13119	100%	10,178	100%	148,418	100%	129	100%	10931	100%	8,521	100%	148,384	100%	
Mode of completion	MODECOMP	Paper	8	4%	803	9%	652	12%	5,406	6%	5	4%	878	10%	978	17%	6,107	6%
		Web	189	96%	12316	91%	9,526	88%	143,012	94%	124	96%	10053	90%	7,543	83%	142,277	94%
	Total	197	100%	13119	100%	10,178	100%	148,418	100%	129	100%	10931	100%	8,521	100%	148,384	100%	
Thinking about this current academic term, are you taking all courses entirely online? (item asked with the online version only)	DISTED	No	151	99%	10518	98%	7,764	94%	120,667	98%	107	99%	8964	96%	6,556	94%	124,234	97%
		Yes	1	1%	125	2%	483	6%	1,768	2%	1	1%	233	4%	333	6%	4,421	3%
	Total	152	100%	10643	100%	8,247	100%	122,435	100%	108	100%	9197	100%	6,889	100%	128,655	100%	

IPEDS: 221661

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey  
of Student Engagement**

**Southern Adventist University**

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**Mean Comparisons**

August 2007



# 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 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

## 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/2007\\_Institutional\\_Report/NSSE\\_2007\\_Weighting.cfm](http://www.nsse.iub.edu/2007_Institutional_Report/NSSE_2007_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 standard deviation of the group with which the institution is being compared. 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

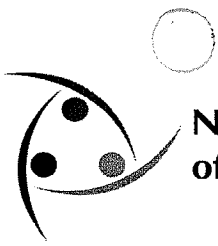
**National Survey of Student Engagement**

**NSSE 2007 Mean Comparisons  
NSSEville State University**

*NSSEville State compared with:*

Variable	Benchmark	Class	NSSEville State		NSSEville State compared with:				NSSE 2007			
			Mean <sup>a</sup>	Class Rank	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>
<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	2.94	2.76	***	.22	2.88	.07	2.78	***	.19
			SR	3.28	3.08	***	.24	3.20	.10	3.06	***	.26
b. Made a class presentation	CLPRESEN	ACL	FY	2.27	2.24	.04		2.34	-.09	2.23	.05	
			SR	2.82	2.77	.07		2.87	-.06	2.80	.03	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	SFI	FY	2.85	2.61	***	.25	2.77	.09	2.65	***	.21
			SR	2.45	2.43	.02		2.58	*	-0.14	2.49	-.04
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	SFI	FY	3.13	3.01	**	.15	3.05	.11	3.03	*	.13
			SR	3.26	3.31	-.07		3.32	-.08	3.30	-.05	
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	SFI	FY	2.76	2.75	.01		2.71	.06	2.76	.00	
			SR	2.88	2.83	.06		2.78	.12	2.78	.11	
f. Come to class without completing readings or assignments	CLUNPREP	SCE	FY	1.86	2.07	***	-.28	1.93	-.10	2.03	***	-.23
			SR	1.89	2.14	***	-.32	1.98	-.12	2.12	***	-.30

lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).



# National Survey of Student Engagement

## NSSE 2007 Mean Comparisons Southern Adventist University

Southern compared with:

Variable	Benchmark	Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007		
			Mean <sup>a</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>													
<b>1. Academic and Intellectual Experiences</b>													
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.57	3.02	***	-.54	2.87	***	-.35	2.74	**	-.20
			SR	3.11	3.30	**	-.23	3.21		-.12	3.03		.09
b. Made a class presentation	CLPRESEN	ACL	FY	2.36	2.45		-.11	2.34		.03	2.21	**	.19
			SR	2.80	3.05	***	-.29	2.89		-.11	2.77		.04
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	3.27	2.71	***	.58	2.73	***	.56	2.64	***	.65
			SR	2.59	2.58		.01	2.56		.02	2.47		.12
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.11	3.14		-.04	3.08		.04	3.03		.10
			SR	3.22	3.43	**	-.30	3.35		-.17	3.29		-.09
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.72	2.85	*	-.15	2.72		.00	2.76		-.04
			SR	2.82	2.98	*	-.18	2.85		-.03	2.80		.03
f. Come to class without completing readings or assignments	CLUNPREP		FY	1.97	1.93		.06	1.92		.07	2.02		-.06
			SR	2.20	1.97	***	.30	1.97	***	.30	2.11		.11
g. Worked with other students on projects during class	CLASSGRP	ACL	FY	2.23	2.39	**	-.20	2.40	**	-.21	2.40	**	-.21
			SR	2.43	2.54		-.12	2.55		-.14	2.52		-.09
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.31	2.50	**	-.21	2.34		-.03	2.38		-.08
			SR	2.70	2.80		-.11	2.67		.03	2.75		-.05
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.53	2.63		-.12	2.52		.02	2.57		-.04
			SR	2.91	2.97		-.08	2.88		.03	2.90		.01
j. Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.79	1.72		.08	1.65	*	.17	1.69		.12
			SR	2.28	1.96	***	.33	1.94	***	.35	1.88	***	.41
k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.80	1.69		.12	1.59	***	.25	1.52	***	.35
			SR	2.28	1.89	***	.41	1.82	***	.49	1.69	***	.66

<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 comparison group standard deviation.



# National Survey of Student Engagement

## NSSE 2007 Mean Comparisons Southern Adventist University

				Southern compared with:									
				Southern	Selected Peers			Carnegie Peers			NSSE 2007		
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>
1. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.41	2.55		-.13	2.57		-.15	2.61	*	-.19
			SR	2.84	2.80		.04	2.84		.00	2.83		.01
m. Used e-mail to communicate with an instructor	EMAIL		FY	3.01	3.14	*	-.16	3.03		-.03	3.06		-.07
			SR	3.31	3.41		-.14	3.34		-.04	3.33		-.03
n. Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.71	2.75		-.05	2.65		.06	2.57	*	.16
			SR	2.95	2.97		-.02	2.94		.01	2.79	*	.19
o. Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.24	2.26		-.02	2.23		.01	2.14		.11
			SR	2.59	2.62		-.03	2.60		-.01	2.39	*	.21
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.81	1.96	*	-.17	1.88		-.08	1.84		-.03
			SR	2.29	2.28		.02	2.22		.08	2.08	**	.24
q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.53	2.75	***	-.27	2.64		-.13	2.59		-.07
			SR	2.68	2.93	***	-.31	2.87	**	-.24	2.75		-.09
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.48	2.74	***	-.30	2.65	**	-.20	2.60		-.13
			SR	2.66	2.87	*	-.25	2.78		-.15	2.69		-.04
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.64	1.76		-.14	1.67		-.03	1.59		.06
			SR	2.01	2.01		-.01	1.98		.03	1.81	*	.21
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.75	2.76		-.02	2.64		.12	2.66		.10
			SR	2.91	2.94		-.05	2.83		.09	2.83		.09
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.74	2.64		.10	2.44	***	.30	2.56	*	.18
			SR	3.01	2.72	***	.30	2.53	***	.49	2.66	***	.36
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	2.50	2.76	***	-.26	2.55		-.05	2.68	*	-.18
			SR	2.57	2.79	**	-.23	2.63		-.07	2.71		-.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 comparison group standard deviation.



Southern compared with:

Variable	Bench- mark	Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007		
			Mean <sup>a</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>
2. <b>Mental Activities</b>													
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													
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.95	2.85	.11	2.86	.11	2.88	.08			
			SR	2.83	2.77	.07	2.76	.08	2.75	.09			
b.	Analyzing 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	2.96	3.14	**	-0.22	3.01	-0.06	3.07	-0.14		
			SR	3.25	3.30		-0.07	3.20	.06	3.23	.03		
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.85	2.92		-0.09	2.79	.08	2.85	.00		
			SR	3.07	3.13		-0.08	3.03	.05	3.03	.05		
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	2.72	2.94	***	-0.26	2.85	*	-0.15	2.84	-0.15	
			SR	3.06	3.06		-0.01	3.01	.06	2.96	.10		
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	2.98	3.06		-0.10	2.95	.04	3.01	-0.03		
			SR	3.24	3.26		-0.03	3.21	.03	3.18	.07		
3. <b>Reading and Writing</b>													
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													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.30	3.30	.00	3.14	*	.16	3.20	.11		
			SR	3.27	3.26	.01	3.11	.16	3.13	.14			
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.18	2.09	.10	2.07	.11	2.02	*	.18		
			SR	2.34	2.20	.15	2.19	.16	2.17	.18			
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	1.18	1.27	-0.13	1.30	*	-0.15	1.24	-0.09		
			SR	1.58	1.68	-0.12	1.63	-0.06	1.62	-0.05			
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	1.92	2.33	***	-0.50	2.23	***	-0.38	2.25	***	
			SR	2.45	2.67	**	-0.24	2.56	-0.12	2.55	-0.11		
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	3.34	3.12	**	.21	3.12	**	.20	3.02	***	
			SR	3.52	2.97	***	.48	3.02	***	.42	2.96	***	

<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 comparison group standard deviation.

**NSSE 2007 Mean Comparisons  
Southern Adventist University**

*Southern compared with:*

Variable	Bench- mark	Class	Southern			Selected Peers			Carnegie Peers			NSSE 2007			
			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 more than an hour to complete	PROBSETA	FY	2.84	2.66	*	.17	2.63	*	.19	2.64	*	.18		
				SR	2.48	2.58		-.08	2.60		-.11	2.58		-.08	
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.71	2.69		.01	2.76		-.05	2.72		-.01		
				SR	2.38	2.35		.03	2.48		-.08	2.32		.05	
<b>5. Examinations</b>													<i>1=very little to 7=very much</i>		
	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.56	5.53		.03	5.40	*	.13	5.42		.12		
				SR	5.42	5.58		-.14	5.45		-.02	5.40		.02	
<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	2.50	2.40		.10	2.18	***	.35	2.19	***	.34		
				SR	2.35	2.26		.10	2.07	***	.31	2.07	***	.32	
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	3.14	2.83	***	.29	2.72	***	.39	2.77	***	.35		
				SR	2.89	2.71	*	.17	2.63	**	.25	2.66	**	.22	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	3.31	2.39	***	.81	2.19	***	.99	2.06	***	1.13		
				SR	3.37	2.47	***	.79	2.30	***	.94	2.14	***	1.09	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.72	2.69		.03	2.55	**	.19	2.56	**	.18		
				SR	2.89	2.83		.07	2.70	*	.22	2.68	**	.24	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.72	2.82		-.13	2.69		.04	2.72		.00		
				SR	2.89	2.92		-.04	2.81		.09	2.82		.08	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.92	2.89		.04	2.75	**	.20	2.79	*	.15		
				SR	2.91	2.96		-.06	2.84		.09	2.86		.06	
<b>7. Enriching Educational Experiences</b>													<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)</i>		
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.05	.09	*	-.13	.09		-.12	.07		-.08	
					SR	.70	.58	*	.22	.60	*	.20	.53	***	.34

<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 comparison group standard deviation.



National Survey  
of Student Engagement

NSSE 2007 Mean Comparisons  
Southern Adventist University

				Southern compared with:									
				Southern		Selected Peers		Carnegie Peers			NSSE 2007		
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	.57	.49	*	.15	.39	***	.36	.38	***	.40
			SR	.82	.67	***	.31	.62	***	.41	.59	***	.46
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.08	.15	***	-.21	.13	*	-.14	.17	***	-.24
			SR	.34	.29		.11	.27		.17	.25	*	.21
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.02	.06	**	-.15	.06	**	-.15	.05	*	-.13
			SR	.12	.21	**	-.22	.18	*	-.16	.19	*	-.18
e. Foreign language coursework	FORLNG04	EEE	FY	.18	.27	**	-.18	.16		.06	.22		-.09
			SR	.48	.44		.07	.36	*	.25	.41		.14
f. Study abroad	STDABR04	EEE	FY	.05	.04		.10	.04		.10	.03		.16
			SR	.24	.20		.09	.11	**	.43	.14	*	.28
g. Independent study or self-designed major	INDSTD04	EEE	FY	.04	.04		-.01	.04		-.02	.03		.03
			SR	.12	.23	***	-.26	.23	***	-.27	.17		-.14
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.02	.02		.04	.02		.05	.02		.07
			SR	.25	.42	***	-.36	.37	**	-.26	.32		-.17

8. Quality of Relationships

Mark the box 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

a. Relationships with other students	ENVSTU	SCE	FY	5.59	5.72		-.10	5.57		.02	5.53		.05
			SR	5.89	5.87		.01	5.77		.09	5.62	*	.19
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>													
b. Relationships with faculty members	ENVFAC	SCE	FY	5.32	5.58	**	-.21	5.38		-.04	5.19		.10
			SR	5.76	5.80		-.03	5.70		.05	5.41	**	.26
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>													
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.50	4.97	***	-.30	4.86	***	-.23	4.64		-.09
			SR	4.68	4.84		-.10	4.77		-.05	4.54		.08

<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 comparison group standard deviation.



# National Survey of Student Engagement

## NSSE 2007 Mean Comparisons Southern Adventist University

Southern compared with:

Variable	Bench- mark	Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007			
			Mean <sup>a</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>	
<p><b>9. Time Usage</b></p> <p>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</p>														
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.32	4.14	.11	3.86	***	.30	4.01	*	.20	
SR				4.20	4.15	.03	3.99		.13	4.09		.06		
b.	Working for pay on campus	WORKON01		FY	2.29	1.76	***	.38	1.67	***	.47	1.57	***	.56
SR				2.73	1.85	***	.58	1.83	***	.59	1.84	***	.55	
c.	Working for pay off campus	WORKOF01		FY	1.96	2.35	**	-.17	2.94	***	-.37	2.41	***	-.20
SR				2.51	3.69	***	-.41	4.10	***	-.56	3.79	***	-.46	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.04	2.40	***	-.22	2.17		-.09	2.24	*	-.13
SR				1.90	2.29	***	-.24	2.14	**	-.15	2.07		-.12	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.06	3.57	***	-.31	3.70	***	-.37	3.79	***	-.43
SR				3.05	3.34	*	-.20	3.37	*	-.21	3.49	**	-.28	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.20	1.82	***	-.34	2.17	***	-.45	1.72	***	-.32
SR				1.65	2.52	***	-.35	2.80	***	-.44	2.38	***	-.32	
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	1.96	2.07	*	-.10	2.15	***	-.18	2.25	***	-.28
SR				1.95	2.25	***	-.28	2.30	***	-.32	2.38	***	-.42	
<p><b>10. Institutional Environment</b></p> <p>To what extent does your institution emphasize each of the following?            1=very little, 2=some, 3=quite a bit, 4=very much</p>														
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.26	3.20	.07	3.07	**	.24	3.09	**	.22	
SR				3.34	3.22	.15	3.07	***	.34	3.08	***	.33		
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.06	3.19	*	-.17	3.05		.00	3.02		.05
SR				3.14	3.09	.06	2.97	*	.20	2.87	***	.33		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.63	2.71	-.08	2.59		.04	2.63		.01	
SR				2.59	2.59	.01	2.45		.15	2.44		.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 comparison group standard deviation.



Southern compared with:

	Variable	Bench- mark	Class	Southern			Selected Peers			Carnegie Peers			NSSE 2007		
				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>	Mean <sup>a</sup>	Sig <sup>b</sup>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.21	2.31		-11	2.21		-.01	2.16		.05	
				SR	2.09	2.13		-.04	2.01		.08	1.91	*	.19	
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.46	2.53		-.07	2.39		.07	2.41		.05	
				SR	2.42	2.34		.08	2.22	*	.21	2.17	**	.27	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY		3.33	2.99	***	.36	2.78	***	.57	2.79	***	.57	
				SR	3.10	2.75	***	.34	2.60	***	.51	2.58	***	.55	
g.	Using computers in academic work	ENVCOMPT	FY		3.38	3.29		.11	3.28		.12	3.32		.08	
				SR	3.40	3.43		-.03	3.43		-.03	3.47		-.08	

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

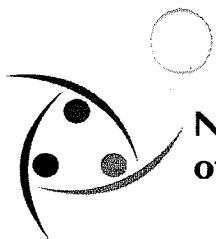
a.	Acquiring a broad general education	GNGENLED	FY		3.20	3.22		-.02	3.08		.15	3.13		.10
				SR	3.28	3.37		-.11	3.25		.03	3.24		.05
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY		2.83	2.88		-.05	2.77		.06	2.73		.11
				SR	3.16	3.14		.02	3.14		.02	3.02		.15
c.	Writing clearly and effectively	GNWRITE	FY		3.07	3.12		-.05	3.01		.07	2.95		.14
				SR	2.98	3.21	**	-.27	3.11		-.16	3.06		-.09
d.	Speaking clearly and effectively	GNSPEAK	FY		2.93	2.92		.01	2.84		.10	2.76	*	.19
				SR	2.96	3.15	*	-.22	3.03		-.08	2.95		.01
e.	Thinking critically and analytically	GNANALY	FY		3.04	3.27	***	-.29	3.14		-.12	3.17	*	-.16
				SR	3.30	3.44		-.18	3.33		-.03	3.33		-.03
f.	Analyzing quantitative problems	GNQUANT	FY		2.71	2.92	**	-.24	2.84		-.15	2.89	*	-.21
				SR	3.02	3.09		-.07	2.99		.03	3.04		-.02
g.	Using computing and information technology	GNCMPTS	FY		2.97	3.01		-.04	3.01		-.04	3.01		-.04
				SR	2.99	3.19	*	-.23	3.19	*	-.23	3.20	*	-.24
h.	Working effectively with others	GNOTHERS	FY		2.90	3.04	*	-.16	2.93		-.03	2.93		-.03
				SR	2.99	3.27	***	-.35	3.16	*	-.20	3.12		-.16

<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 comparison group standard deviation.





# National Survey of Student Engagement

## NSSE 2007 Mean Comparisons Southern Adventist University

Southern compared with:

	Variable	Bench- mark	Class	Southern			Selected Peers			Carnegie Peers			NSSE 2007		
				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>	Mean <sup>a</sup>	Sig <sup>b</sup>
i. Voting in local, state, or national elections	GNCITIZN		FY	1.85	1.97		-12	1.95		-10	2.05	*	-20		
			SR	1.96	2.08		-12	2.03		-07	2.06		-09		
j. Learning effectively on your own	GNINQ		FY	2.86	2.94		-.09	2.87		-.01	2.88		-.03		
			SR	2.91	3.13	**	-.26	3.03		-.14	3.00		-.11		
k. Understanding yourself	GNSELF		FY	2.69	2.86	*	-.18	2.74		-.05	2.73		-.04		
			SR	2.74	2.96	*	-.23	2.82		-.08	2.78		-.04		
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS		FY	2.47	2.65	*	-.18	2.53		-.06	2.61		-.14		
			SR	2.52	2.67		-.15	2.56		-.04	2.59		-.07		
m. Solving complex real-world problems	GNPROBSV		FY	2.43	2.69	***	-.28	2.60	*	-.19	2.62	*	-.21		
			SR	2.66	2.81		-.16	2.71		-.06	2.74		-.08		
n. Developing a personal code of values and ethics	GNETHICS		FY	2.88	2.83		.05	2.64	**	.24	2.62	***	.26		
			SR	2.92	2.91		.02	2.73	*	.19	2.66	**	.26		
o. Contributing to the welfare of your community	GNCOMMUN		FY	2.69	2.63		.06	2.38	***	.32	2.39	***	.31		
			SR	2.82	2.71		.11	2.49	***	.32	2.43	***	.38		
p. Developing a deepened sense of spirituality	GNSPIRIT		FY	3.22	2.42	***	.72	2.19	***	.94	2.08	***	1.08		
			SR	3.22	2.37	***	.74	2.08	***	1.03	1.91	***	1.21		
<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	2.99	3.15	*	-.19	3.04		-.06	2.98		.02		
			SR	3.08	3.10		-.02	3.03		.06	2.84	**	.25		
<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	3.27	3.30		-.05	3.14	*	.17	3.18		.12		
			SR	3.35	3.34		.01	3.19	*	.22	3.20	*	.20		
<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	3.37	3.25		.14	3.14	***	.27	3.22	*	.18		
			SR	3.50	3.26	***	.28	3.13	***	.42	3.19	***	.36		

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<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 comparison group standard deviation.



**National Survey  
of Student Engagement**

**NSSE 2007 Detailed Statistics <sup>a</sup>  
Southern Adventist 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>		
		Southern		NSSE 2007		Southern		NSSE 2007		Southern		NSSE 2007		Southern		NSSE 2007	Southern		NSSE 2007	Southern		NSSE 2007
		Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Selected Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007
CLQUEST	197	2.57	3.02	2.87	2.74	.06	.01	.01	.00	.79	.83	.83	.84	12,145	12,277	234,692	.000	.000	.005	-.54	-.35	-.20
CLPRESEN	197	2.36	2.45	2.34	2.21	.06	.01	.01	.00	.81	.83	.81	.80	12,139	12,270	234,663	.133	.656	.007	-.11	.03	.19
REWROPAP	197	3.27	2.71	2.73	2.64	.06	.01	.01	.00	.87	.97	.97	.98	204	204	196	.000	.000	.000	.58	.56	.65
INTEGRAT	196	3.11	3.14	3.08	3.03	.06	.01	.01	.00	.79	.78	.78	.80	12,132	12,261	234,494	.564	.614	.165	-.04	.04	.10
DIVCLASS	196	2.72	2.85	2.72	2.76	.06	.01	.01	.00	.88	.88	.87	.88	12,124	12,257	234,348	.042	.971	.552	-.15	.00	-.04
CLUNPREP	196	1.97	1.93	1.92	2.02	.05	.01	.01	.00	.73	.73	.74	.76	12,128	12,247	234,314	.397	.310	.385	.06	.07	-.06
CLASSGRP	196	2.23	2.39	2.40	2.40	.05	.01	.01	.00	.75	.83	.82	.83	203	202	195	.003	.002	.001	-.20	-.21	-.21
OCCGRP	196	2.31	2.50	2.34	2.38	.06	.01	.01	.00	.90	.88	.88	.87	12,133	12,263	234,524	.003	.702	.291	-.21	-.03	-.08
INTIDEAS	178	2.53	2.63	2.52	2.57	.06	.01	.01	.00	.77	.80	.80	.81	11,533	11,687	221,555	.113	.826	.571	-.12	.02	-.04
TUTOR	178	1.79	1.72	1.65	1.69	.07	.01	.01	.00	.94	.86	.84	.84	11,535	11,688	221,590	.293	.023	.112	.08	.17	.12
COMMPROJ	178	1.80	1.69	1.59	1.52	.07	.01	.01	.00	.88	.87	.83	.80	11,526	11,684	221,493	.109	.001	.000	.12	.25	.35
ITACADEM	178	2.41	2.55	2.57	2.61	.09	.01	.01	.00	1.20	1.06	1.06	1.03	182	182	178	.133	.084	.030	-.13	-.15	-.19
EMAIL	178	3.01	3.14	3.03	3.06	.07	.01	.01	.00	.88	.83	.86	.84	11,526	11,667	221,537	.034	.739	.374	-.16	-.03	-.07
FACGRADE	178	2.71	2.75	2.65	2.57	.07	.01	.01	.00	.89	.85	.87	.87	11,532	11,686	221,529	.504	.401	.030	-.05	.06	.16
FACPLANS	178	2.24	2.26	2.23	2.14	.07	.01	.01	.00	.89	.90	.89	.88	11,528	11,687	221,542	.745	.873	.139	-.02	.01	.11
FACIDEAS	178	1.81	1.96	1.88	1.84	.07	.01	.01	.00	.92	.89	.88	.87	11,526	11,679	221,525	.025	.278	.708	-.17	-.08	-.03
FACFEED	174	2.53	2.75	2.64	2.59	.06	.01	.01	.00	.77	.82	.83	.83	11,321	11,492	217,243	.000	.083	.330	-.27	-.13	-.07
WORKHARD	174	2.48	2.74	2.65	2.60	.06	.01	.01	.00	.80	.85	.84	.84	11,317	11,497	217,206	.000	.008	.079	-.30	-.20	-.13
FACOTHER	174	1.64	1.76	1.67	1.59	.06	.01	.01	.00	.83	.89	.86	.82	11,301	11,492	217,166	.065	.661	.433	-.14	-.03	.06
OOCIDEAS	174	2.75	2.76	2.64	2.66	.06	.01	.01	.00	.82	.87	.87	.87	11,304	11,487	217,104	.791	.118	.168	-.02	.12	.10
DIVRSTUD	174	2.74	2.64	2.44	2.56	.07	.01	.01	.00	.99	1.01	1.01	1.01	11,303	11,479	217,104	.182	.000	.020	.10	.30	.18
DIFFSTU2	174	2.50	2.76	2.55	2.68	.07	.01	.01	.00	.94	.97	.98	.98	11,302	11,485	217,074	.001	.476	.017	-.26	-.05	-.18
MEMORIZE	173	2.95	2.85	2.86	2.88	.06	.01	.01	.00	.83	.87	.86	.86	178	11,386	215,298	.131	.156	.268	.11	.11	.08
ANALYZE	173	2.96	3.14	3.01	3.07	.06	.01	.01	.00	.80	.78	.80	.78	11,227	11,378	215,180	.004	.460	.067	-.22	-.06	-.14
SYNTHEZ	173	2.85	2.92	2.79	2.85	.06	.01	.01	.00	.82	.85	.85	.84	11,220	11,367	215,106	.260	.321	.971	-.09	.08	.00
EVALUATE	173	2.72	2.94	2.85	2.84	.06	.01	.01	.00	.84	.85	.85	.86	11,223	11,379	215,125	.001	.049	.056	-.26	-.15	-.15
APPLYING	173	2.98	3.06	2.95	3.01	.07	.01	.01	.00	.88	.84	.85	.85	11,223	11,377	215,177	.205	.621	.718	-.10	.04	-.03
READASGN	172	3.30	3.30	3.14	3.20	.06	.01	.01	.00	.79	.96	.93	.92	179	179	172	.972	.013	.106	.00	.16	.11

<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 standard deviation of the comparison group.



National Survey  
of Student Engagement

NSSE 2007 Detailed Statistics <sup>a</sup>

Southern Adventist 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>		
	Southern	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Selected Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	Southern compared with:			Southern compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007
READOWN	172	2.18	2.09	2.07	2.02	.07	.01	.01	.00	.87	.90	.96	.90	11,165	11,336	214,471	.203	.149	.021	.10	.11	.18
WRITEMOR	169	1.18	1.27	1.30	1.24	.04	.01	.01	.00	.58	.68	.72	.63	176	176	169	.056	.014	.204	-.13	-.15	-.09
WRITEMID	171	1.92	2.33	2.23	2.25	.06	.01	.01	.00	.76	.84	.83	.83	176	176	170	.000	.000	.000	-.50	-.38	-.41
WRITESML	172	3.34	3.12	3.12	3.02	.08	.01	.01	.00	1.00	1.06	1.10	1.04	11,160	11,325	214,478	.007	.008	.000	.21	.20	.31
PROBSETA	171	2.84	2.66	2.63	2.64	.08	.01	.01	.00	1.05	1.08	1.08	1.10	11,124	11,288	171	.030	.014	.015	.17	.19	.18
PROBSETB	171	2.71	2.69	2.76	2.72	.08	.01	.01	.00	1.11	1.18	1.19	1.19	11,115	11,288	213,762	.893	.553	.908	.01	-.05	-.01
EXAMS	172	5.56	5.53	5.40	5.42	.08	.01	.01	.00	1.01	1.16	1.21	1.17	11,124	179	213,980	.717	.037	.105	.03	.13	.12
ATDART07	171	2.50	2.40	2.18	2.19	.06	.01	.01	.00	.84	.94	.92	.91	177	11,222	212,264	.139	.000	.000	.10	.35	.34
EXRCSE05	171	3.14	2.83	2.72	2.77	.07	.01	.01	.00	.89	1.05	1.08	1.04	178	178	171	.000	.000	.000	.29	.39	.35
WORSHPO5	171	3.31	2.39	2.19	2.06	.06	.01	.01	.00	.82	1.13	1.13	1.10	180	180	170	.000	.000	.000	.81	.99	1.13
OWNVIEW	171	2.72	2.69	2.55	2.56	.06	.01	.01	.00	.78	.88	.89	.88	177	177	171	.671	.005	.008	.03	.19	.18
OTHRVIEW	171	2.72	2.82	2.69	2.72	.06	.01	.01	.00	.81	.85	.85	.86	11,062	11,221	212,194	.100	.645	.957	-.13	.04	.00
CHNGVIEW	171	2.92	2.89	2.75	2.79	.06	.01	.01	.00	.72	.83	.85	.84	178	178	171	.508	.003	.020	.04	.20	.15
INTERN04	169	.05	.09	.09	.07	.02	.00	.00	.00	.22	.28	.28	.26	176	176	168	.042	.053	.228	-.13	-.12	-.08
VOLNTR04	169	.57	.49	.39	.38	.04	.00	.00	.00	.50	.50	.49	.48	173	11,031	168	.047	.000	.000	.15	.36	.40
LRNCOM04	169	.08	.15	.13	.17	.02	.00	.00	.00	.27	.36	.33	.37	177	176	168	.000	.025	.000	-.21	-.14	-.24
RESRCH04	169	.02	.06	.06	.05	.01	.00	.00	.00	.15	.23	.23	.22	181	180	168	.004	.004	.019	-.15	-.15	-.13
FORLNG04	169	.18	.27	.16	.22	.03	.00	.00	.00	.39	.44	.37	.41	174	11,024	168	.008	.466	.231	-.18	.06	-.09
STDABR04	169	.05	.04	.04	.03	.02	.00	.00	.00	.23	.18	.18	.16	171	171	168	.285	.282	.129	.10	.10	.16
INDSTD04	169	.04	.04	.04	.03	.02	.00	.00	.00	.20	.20	.20	.18	10,871	11,007	208,764	.868	.787	.650	-.01	-.02	.03
SNRX04	169	.02	.02	.02	.02	.01	.00	.00	.00	.16	.14	.13	.12	10,885	11,021	208,767	.650	.544	.337	.04	.05	.07
ENVSTU	168	5.59	5.72	5.57	5.53	.11	.01	.01	.00	1.37	1.34	1.36	1.37	10,851	10,979	208,248	.213	.815	.521	-.10	.02	.05
ENVFAC	166	5.32	5.58	5.38	5.19	.09	.01	.01	.00	1.22	1.25	1.34	1.32	10,848	172	208,263	.007	.529	.206	-.21	-.04	.10
ENVADM	166	4.50	4.97	4.86	4.64	.11	.02	.02	.00	1.39	1.55	1.57	1.55	10,849	172	166	.000	.001	.198	-.30	-.23	-.09
ACADPR01	166	4.32	4.14	3.86	4.01	.12	.02	.02	.00	1.58	1.63	1.57	1.61	10,790	10,911	206,984	.142	.000	.011	.11	.30	.20
WORKON01	168	2.29	1.76	1.67	1.57	.12	.01	.01	.00	1.52	1.37	1.32	1.28	171	171	167	.000	.000	.000	.38	.47	.56
WORKOF01	168	1.96	2.35	2.94	2.41	.13	.02	.03	.00	1.64	2.34	2.64	2.26	178	181	167	.003	.000	.000	-.17	-.37	-.20
COCURR01	166	2.04	2.40	2.17	2.24	.08	.02	.01	.00	1.06	1.60	1.54	1.53	177	176	166	.000	.104	.015	-.22	-.09	-.13

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

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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 standard deviation of the comparison group.



**National Survey  
of Student Engagement**

**NSSE 2007 Detailed Statistics <sup>a</sup>**

**Southern Adventist 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>			
		Southern	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Selected Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	Southern compared with:			Southern compared with:		
																		Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007
SOCIAL05	168	3.06	3.57	3.70	3.79	.11	.02	.02	.00	1.36	1.62	1.70	1.67	174	175	167	.000	.000	.000	-.31	-.37	-.43	
CAREDE01	168	1.20	1.82	2.17	1.72	.06	.02	.02	.00	.74	1.84	2.15	1.61	201	214	168	.000	.000	.000	-.34	-.45	-.32	
COMMUTE	167	1.96	2.07	2.15	2.25	.04	.01	.01	.00	.56	1.01	1.10	1.04	183	186	167	.020	.000	.000	-.10	-.18	-.28	
ENVSCHOL	166	3.26	3.20	3.07	3.09	.06	.01	.01	.00	.76	.75	.78	.76	10,653	10,784	204,501	.389	.002	.005	.07	.24	.22	
ENVSUPRT	166	3.06	3.19	3.05	3.02	.06	.01	.01	.00	.79	.78	.82	.80	10,655	10,779	204,490	.029	.974	.522	-.17	.00	.05	
ENVDIVRS	166	2.63	2.71	2.59	2.63	.08	.01	.01	.00	.97	.98	.98	.97	10,642	10,785	204,327	.301	.575	.936	-.08	.04	.01	
ENVNACAD	166	2.21	2.31	2.21	2.16	.07	.01	.01	.00	.91	.96	.96	.94	170	10,771	204,304	.140	.913	.537	-.11	-.01	.05	
ENVSOCAL	166	2.46	2.53	2.39	2.41	.07	.01	.01	.00	.89	.94	.93	.92	10,641	10,749	204,231	.349	.379	.541	-.07	.07	.05	
ENVEVENT	166	3.33	2.99	2.78	2.79	.06	.01	.01	.00	.77	.94	.95	.93	10,645	173	165	.000	.000	.000	.36	.57	.57	
ENVCOMPT	166	3.38	3.29	3.28	3.32	.06	.01	.01	.00	.74	.80	.80	.78	10,656	10,790	204,450	.168	.118	.332	.11	.12	.08	
GNGENLED	162	3.20	3.22	3.08	3.13	.06	.01	.01	.00	.73	.80	.80	.78	10,516	10,661	201,427	.790	.053	.198	-.02	.15	.10	
GNWORK	162	2.83	2.88	2.77	2.73	.07	.01	.01	.00	.88	.93	.94	.94	10,515	166	161	.546	.412	.156	-.05	.06	.11	
GNWRITE	162	3.07	3.12	3.01	2.95	.07	.01	.01	.00	.87	.85	.85	.87	10,516	10,656	201,379	.497	.360	.078	-.05	.07	.14	
GNSPEAK	162	2.93	2.92	2.84	2.76	.07	.01	.01	.00	.86	.91	.91	.92	166	166	161	.876	.173	.010	.01	.10	.19	
GNANALY	162	3.04	3.27	3.14	3.17	.06	.01	.01	.00	.80	.78	.80	.79	10,518	10,658	201,404	.000	.118	.038	-.29	-.12	-.16	
GNQUANT	161	2.71	2.92	2.84	2.89	.07	.01	.01	.00	.93	.90	.87	.88	10,511	164	160	.003	.076	.014	-.24	-.15	-.21	
GNCMPTS	161	2.97	3.01	3.01	3.01	.07	.01	.01	.00	.93	.89	.90	.89	10,521	10,661	201,385	.582	.644	.634	-.04	-.04	-.04	
GNOTHERS	161	2.90	3.04	2.93	2.93	.07	.01	.01	.00	.85	.87	.90	.88	10,510	10,659	201,355	.040	.675	.708	-.16	-.03	-.03	
GNCITIZN	156	1.85	1.97	1.95	2.05	.07	.01	.01	.00	.92	1.01	.98	1.01	10,405	10,530	199,074	.141	.215	.011	-.12	-.10	-.20	
GNINQ	156	2.86	2.94	2.87	2.88	.06	.01	.01	.00	.81	.85	.86	.85	10,406	10,540	199,133	.264	.907	.705	-.09	-.01	-.03	
GNSSELF	156	2.69	2.86	2.74	2.73	.08	.01	.01	.00	.96	.96	.98	.96	10,405	10,537	199,098	.025	.536	.587	-.18	-.05	-.04	
GNDIVERS	156	2.47	2.65	2.53	2.61	.07	.01	.01	.00	.93	.99	.99	.96	10,409	10,528	199,043	.027	.441	.079	-.18	-.06	-.14	
GNPROBSV	156	2.43	2.69	2.60	2.62	.07	.01	.01	.00	.90	.94	.94	.92	10,410	10,537	199,071	.001	.020	.010	-.28	-.19	-.21	
GNETHICS	156	2.88	2.83	2.64	2.62	.07	.01	.01	.00	.93	.99	1.00	.99	160	160	155	.504	.002	.001	.05	.24	.26	
GNCOMMUN	156	2.69	2.63	2.38	2.39	.07	.01	.01	.00	.92	1.00	.99	.97	161	160	199,040	.397	.000	.000	.06	.32	.31	
GNSPIRIT	156	3.22	2.42	2.19	2.08	.06	.01	.01	.00	.81	1.11	1.10	1.07	164	164	155	.000	.000	.000	.72	.94	1.08	
ADVISE	156	2.99	3.15	3.04	2.98	.06	.01	.01	.00	.79	.82	.83	.85	160	160	155	.015	.448	.830	-.19	-.06	.02	
ENTIREXP	156	3.27	3.30	3.14	3.18	.05	.01	.01	.00	.64	.73	.75	.72	161	10,558	199,486	.466	.035	.127	-.05	.17	.12	
SAMECOLL	156	3.37	3.25	3.14	3.22	.06	.01	.01	.00	.79	.85	.87	.82	10,434	10,554	199,459	.077	.001	.023	.14	.27	.18	

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

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<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 standard deviation of the comparison group.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup>

### Southern Adventist 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>			
		Southern	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	<i>Southern compared with:</i>			<i>Southern compared with:</i>		
																		Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007
CLQUEST	129	3.11	3.30	3.21	3.03	.08	.01	.01	.00	.86	.80	.81	.86	12,521	10,997	303,547	.010	.194	.292	-.23	-.12	.09	
CLPRESEN	129	2.80	3.05	2.89	2.77	.08	.01	.01	.00	.86	.83	.85	.87	12,518	11,000	303,480	.001	.224	.622	-.29	-.11	.04	
REWROPAP	129	2.59	2.58	2.56	2.47	.09	.01	.01	.00	1.00	.99	.97	.98	12,519	10,993	303,377	.920	.797	.177	.01	.02	.12	
INTEGRAT	129	3.22	3.43	3.35	3.29	.07	.01	.01	.00	.83	.69	.71	.74	130	130	128	.005	.100	.339	-.30	-.17	-.09	
DIVCLASS	129	2.82	2.98	2.85	2.80	.08	.01	.01	.00	.89	.88	.89	.92	12,509	10,992	303,050	.042	.748	.773	-.18	-.03	.03	
CLUNPREP	128	2.20	1.97	1.97	2.11	.06	.01	.01	.00	.66	.74	.75	.78	12,511	10,990	303,196	.001	.001	.203	.30	.30	.11	
CLASSGRP	129	2.43	2.54	2.55	2.52	.07	.01	.01	.00	.81	.89	.86	.88	131	10,992	303,300	.130	.116	.285	-.12	-.14	-.09	
OCCGRP	129	2.70	2.80	2.67	2.75	.08	.01	.01	.00	.87	.89	.88	.91	12,518	10,994	303,353	.216	.707	.557	-.11	.03	-.05	
INTIDEAS	123	2.91	2.97	2.88	2.90	.07	.01	.01	.00	.79	.81	.80	.81	12,204	10,759	294,025	.369	.727	.948	-.08	.03	.01	
TUTOR	123	2.28	1.96	1.94	1.88	.10	.01	.01	.00	1.06	.97	.97	.95	124	125	122	.001	.000	.000	.33	.35	.41	
COMMPROJ	123	2.28	1.89	1.82	1.69	.09	.01	.01	.00	1.03	.96	.93	.89	125	125	122	.000	.000	.000	.41	.49	.66	
ITACADEM	123	2.84	2.80	2.84	2.83	.10	.01	.01	.00	1.06	1.05	1.03	1.02	12,206	10,766	294,105	.642	.980	.894	.04	.00	.01	
EMAIL	123	3.31	3.41	3.34	3.33	.07	.01	.01	.00	.81	.74	.77	.77	12,209	10,758	294,113	.133	.633	.708	-.14	-.04	-.03	
FACGRADE	123	2.95	2.97	2.94	2.79	.08	.01	.01	.00	.88	.85	.85	.88	12,204	10,763	294,020	.795	.920	.037	-.02	.01	.19	
FACPLANS	123	2.59	2.62	2.60	2.39	.08	.01	.01	.00	.93	.97	.97	.95	12,208	10,762	294,074	.744	.901	.019	-.03	-.01	.21	
FACIDEAS	123	2.29	2.28	2.22	2.08	.09	.01	.01	.00	.97	.94	.93	.92	12,206	10,764	294,061	.835	.393	.009	.02	.08	.24	
FACFEED	123	2.68	2.93	2.87	2.75	.07	.01	.01	.00	.76	.79	.78	.81	12,106	10,708	290,832	.001	.009	.336	-.31	-.24	-.09	
WORKHARD	123	2.66	2.87	2.78	2.69	.08	.01	.01	.00	.89	.84	.84	.86	125	10,700	290,678	.010	.094	.654	-.25	-.15	-.04	
FACOTHER	123	2.01	2.01	1.98	1.81	.08	.01	.01	.00	.89	.99	.98	.94	125	126	122	.931	.719	.015	-.01	.03	.21	
OOCIDEAS	123	2.91	2.94	2.83	2.83	.08	.01	.01	.00	.83	.84	.85	.86	12,098	10,701	290,710	.611	.299	.315	-.05	.09	.09	
DIVRSTUD	123	3.01	2.72	2.53	2.66	.09	.01	.01	.00	.97	.99	.99	.99	12,092	10,685	290,484	.001	.000	.000	.30	.49	.36	
DIFFSTU2	123	2.57	2.79	2.63	2.71	.08	.01	.01	.00	.92	.95	.96	.96	12,099	10,681	290,520	.010	.454	.102	-.23	-.07	-.15	
MEMORIZE	123	2.83	2.77	2.76	2.75	.08	.01	.01	.00	.91	.92	.91	.91	12,035	10,655	288,769	.467	.354	.302	.07	.08	.09	
ANALYZE	123	3.25	3.30	3.20	3.23	.07	.01	.01	.00	.77	.73	.75	.75	12,030	10,653	288,673	.463	.484	.727	-.07	.06	.03	
SYNTHESZ	122	3.07	3.13	3.03	3.03	.07	.01	.01	.00	.82	.82	.83	.83	12,026	10,641	288,515	.378	.608	.607	-.08	.05	.05	
EVALUATE	123	3.06	3.06	3.01	2.96	.08	.01	.01	.00	.87	.85	.86	.87	12,026	10,652	288,597	.903	.525	.250	-.01	.06	.10	
APPLYING	123	3.24	3.26	3.21	3.18	.07	.01	.01	.00	.82	.79	.80	.83	12,033	10,643	288,667	.769	.715	.428	-.03	.03	.07	
READASGN	121	3.27	3.26	3.11	3.13	.08	.01	.01	.00	.92	1.02	1.00	1.00	123	10,599	287,647	.948	.085	.136	.01	.16	.14	

<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 standard deviation of the comparison group.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup>

### Southern Adventist 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>			
		Southern	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	Southern compared with:			Southern compared with:		
																		Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007
READOWN	121	2.34	2.20	2.19	2.17	.09	.01	.01	.00	.94	.93	.98	.97	11,993	10,607	287,761	.101	.078	.053	.15	.16	.18	
WRITEMOR	121	1.58	1.68	1.63	1.62	.07	.01	.01	.00	.75	.78	.76	.77	11,995	10,608	287,669	.172	.510	.567	-.12	-.06	-.05	
WRITEMID	121	2.45	2.67	2.56	2.55	.08	.01	.01	.00	.85	.95	.95	.94	11,988	10,605	287,685	.010	.176	.228	-.24	-.12	-.11	
WRITESML	121	3.52	2.97	3.02	2.96	.10	.01	.01	.00	1.15	1.15	1.18	1.16	11,997	10,609	287,739	.000	.000	.000	.48	.42	.48	
PROBSETA	123	2.48	2.58	2.60	2.58	.10	.01	.01	.00	1.11	1.17	1.17	1.20	11,946	10,558	286,616	.369	.247	.355	-.08	-.11	-.08	
PROBSETB	120	2.38	2.35	2.48	2.32	.10	.01	.01	.00	1.12	1.17	1.20	1.19	11,939	10,550	286,497	.762	.379	.578	.03	-.08	.05	
EXAMS	121	5.42	5.58	5.45	5.40	.11	.01	.01	.00	1.22	1.21	1.25	1.27	11,972	10,576	286,956	.139	.834	.835	-.14	-.02	.02	
ATDART07	120	2.35	2.26	2.07	2.07	.08	.01	.01	.00	.86	.95	.91	.90	11,924	10,538	285,498	.270	.001	.000	.10	.31	.32	
EXRCSE05	121	2.89	2.71	2.63	2.66	.09	.01	.01	.00	.94	1.05	1.05	1.04	123	123	120	.043	.003	.009	.17	.25	.22	
WORSHPO5	121	3.37	2.47	2.30	2.14	.07	.01	.01	.00	.77	1.14	1.14	1.13	125	126	120	.000	.000	.000	.79	.94	1.09	
OWNVIEW	121	2.89	2.83	2.70	2.68	.08	.01	.01	.00	.87	.86	.87	.89	11,919	10,532	285,428	.426	.015	.009	.07	.22	.24	
OTHRVIEW	121	2.89	2.92	2.81	2.82	.08	.01	.01	.00	.88	.83	.83	.85	122	10,538	285,443	.676	.333	.374	-.04	.09	.08	
CHNGVIEW	121	2.91	2.96	2.84	2.86	.08	.01	.01	.00	.86	.80	.82	.82	11,919	10,530	285,443	.488	.345	.541	-.06	.09	.06	
INTERN04	117	.70	.58	.60	.53	.04	.00	.00	.00	.46	.49	.49	.50	118	119	116	.011	.023	.000	.22	.20	.34	
VOLNTR04	117	.82	.67	.62	.59	.04	.00	.00	.00	.39	.47	.49	.49	119	120	116	.000	.000	.000	.31	.41	.46	
LRNCOM04	116	.34	.29	.27	.25	.04	.00	.00	.00	.48	.45	.44	.43	117	117	115	.275	.101	.046	.11	.17	.21	
RESRCH04	117	.12	.21	.18	.19	.03	.00	.00	.00	.33	.41	.39	.39	119	119	116	.004	.046	.024	-.22	-.16	-.18	
FORLNG04	117	.48	.44	.36	.41	.05	.00	.00	.00	.50	.50	.48	.49	11,801	118	282,523	.466	.012	.133	.07	.25	.14	
STDABR04	117	.24	.20	.11	.14	.04	.00	.00	.00	.43	.40	.31	.35	11,791	117	116	.328	.001	.016	.09	.43	.28	
INDSTD04	117	.12	.23	.23	.17	.03	.00	.00	.00	.33	.42	.42	.38	120	120	116	.000	.000	.071	-.26	-.27	-.14	
SNRX04	117	.25	.42	.37	.32	.04	.00	.00	.00	.43	.49	.48	.47	119	119	116	.000	.002	.055	-.36	-.26	-.17	
ENVSTU	117	5.89	5.87	5.77	5.62	.13	.01	.01	.00	1.41	1.27	1.28	1.34	11,787	10,430	281,944	.907	.340	.036	.01	.09	.19	
ENVFAC	117	5.76	5.80	5.70	5.41	.12	.01	.01	.00	1.29	1.24	1.27	1.35	11,786	10,434	282,026	.732	.623	.005	-.03	.05	.26	
ENVADM	117	4.68	4.84	4.77	4.54	.13	.02	.02	.00	1.44	1.68	1.68	1.68	11,783	119	116	.294	.514	.293	-.10	-.05	.08	
ACADPR01	116	4.20	4.15	3.99	4.09	.14	.02	.02	.00	1.55	1.74	1.70	1.74	11,740	10,385	115	.756	.177	.452	.03	.13	.06	
WORKON01	116	2.73	1.85	1.83	1.84	.16	.01	.02	.00	1.77	1.52	1.53	1.61	116	117	115	.000	.000	.000	.58	.59	.55	
WORKOF01	116	2.51	3.69	4.10	3.79	.21	.03	.03	.01	2.26	2.87	2.86	2.80	118	119	115	.000	.000	.000	-.41	-.56	-.46	
COCURR01	116	1.90	2.29	2.14	2.07	.09	.02	.02	.00	.99	1.66	1.60	1.50	121	122	115	.000	.010	.056	-.24	-.15	-.12	

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

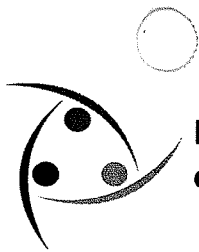
<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<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 standard deviation of the comparison group.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup>

### Southern Adventist 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>			
		Southern	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Southern	Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007	Southern compared with:			Southern compared with:		
																		Selected Peers	Carnegie Peers	NSSE 2007	Selected Peers	Carnegie Peers	NSSE 2007
SOCIAL05	116	3.05	3.34	3.37	3.49	.13	.01	.02	.00	1.42	1.48	1.53	1.55	11,729	118	115	.035	.018	.001	-.20	-.21	-.28	
CAREDE01	116	1.65	2.52	2.80	2.38	.13	.02	.03	.00	1.41	2.48	2.62	2.31	122	124	115	.000	.000	.000	-.35	-.44	-.32	
COMMUTE	116	1.95	2.25	2.30	2.38	.05	.01	.01	.00	.55	1.08	1.11	1.03	124	126	115	.000	.000	.000	-.28	-.32	-.42	
ENVSCHOL	115	3.34	3.22	3.07	3.08	.06	.01	.01	.00	.67	.76	.78	.78	11,666	10,303	278,488	.106	.000	.000	.15	.34	.33	
ENVSUPRT	115	3.14	3.09	2.97	2.87	.07	.01	.01	.00	.74	.83	.84	.85	11,673	10,301	278,466	.499	.031	.000	.06	.20	.33	
ENVDIVRS	115	2.59	2.59	2.45	2.44	.08	.01	.01	.00	.89	1.01	.99	.99	116	117	114	.932	.083	.068	.01	.15	.15	
ENVNACAD	115	2.09	2.13	2.01	1.91	.08	.01	.01	.00	.88	.98	.95	.91	116	10,293	278,180	.601	.404	.038	-.04	.08	.19	
ENVSOCAL	115	2.42	2.34	2.22	2.17	.08	.01	.01	.00	.84	.96	.94	.92	116	10,274	278,044	.343	.023	.004	.08	.21	.27	
ENVEVENT	115	3.10	2.75	2.60	2.58	.08	.01	.01	.00	.88	1.01	.97	.95	117	117	114	.000	.000	.000	.34	.51	.55	
ENVCOMPT	115	3.40	3.43	3.43	3.47	.07	.01	.01	.00	.73	.76	.76	.74	11,666	10,302	278,436	.744	.721	.377	-.03	-.03	-.08	
GNGENLED	113	3.28	3.37	3.25	3.24	.07	.01	.01	.00	.75	.79	.80	.80	11,566	10,215	275,737	.226	.756	.601	-.11	.03	.05	
GNWORK	113	3.16	3.14	3.14	3.02	.08	.01	.01	.00	.85	.91	.89	.94	11,566	10,216	275,693	.791	.792	.121	.02	.02	.15	
GNWRITE	113	2.98	3.21	3.11	3.06	.08	.01	.01	.00	.89	.85	.84	.87	11,568	10,218	275,692	.005	.101	.339	-.27	-.16	-.09	
GNSPEAK	113	2.96	3.15	3.03	2.95	.08	.01	.01	.00	.84	.86	.88	.91	11,567	10,219	275,703	.021	.416	.881	-.22	-.08	.01	
GNANALY	113	3.30	3.44	3.33	3.33	.07	.01	.01	.00	.77	.73	.76	.77	11,567	10,218	275,719	.053	.773	.716	-.18	-.03	-.03	
GNQUANT	113	3.02	3.09	2.99	3.04	.08	.01	.01	.00	.90	.89	.88	.89	11,564	10,205	275,577	.440	.753	.825	-.07	.03	-.02	
GNCMPTS	112	2.99	3.19	3.19	3.20	.09	.01	.01	.00	.94	.87	.86	.86	11,561	10,220	275,701	.015	.016	.012	-.23	-.23	-.24	
GNOTHERS	113	2.99	3.27	3.16	3.12	.08	.01	.01	.00	.84	.81	.84	.86	11,566	10,214	275,634	.000	.032	.091	-.35	-.20	-.16	
GNCITIZN	111	1.96	2.08	2.03	2.06	.10	.01	.01	.00	1.00	1.06	1.02	1.02	11,486	10,144	273,700	.224	.478	.325	-.12	-.07	-.09	
GNINQ	111	2.91	3.13	3.03	3.00	.08	.01	.01	.00	.87	.85	.87	.89	11,496	10,147	273,811	.006	.154	.266	-.26	-.14	-.11	
GNSSELF	111	2.74	2.96	2.82	2.78	.10	.01	.01	.00	1.03	.97	.98	1.00	11,492	10,147	273,790	.016	.378	.656	-.23	-.08	-.04	
GNDIVERS	111	2.52	2.67	2.56	2.59	.10	.01	.01	.00	1.02	.99	1.01	.99	11,494	10,139	273,667	.112	.684	.449	-.15	-.04	-.07	
GNPROBSV	111	2.66	2.81	2.71	2.74	.09	.01	.01	.00	.94	.95	.94	.95	11,495	10,145	273,818	.091	.560	.384	-.16	-.06	-.08	
GNETHICS	111	2.92	2.91	2.73	2.66	.09	.01	.01	.00	.98	1.00	1.01	1.04	11,497	10,141	110	.874	.049	.005	.02	.19	.26	
GNCOMMUN	111	2.82	2.71	2.49	2.43	.08	.01	.01	.00	.90	1.02	1.00	1.02	113	113	110	.199	.000	.000	.11	.32	.38	
GNSPIRIT	111	3.22	2.37	2.08	1.91	.08	.01	.01	.00	.85	1.14	1.11	1.07	114	114	110	.000	.000	.000	.74	1.03	1.21	
ADVISE	111	3.08	3.10	3.03	2.84	.08	.01	.01	.00	.84	.90	.90	.95	11,513	10,163	110	.807	.563	.003	-.02	.06	.25	
ENTIREXP	111	3.35	3.34	3.19	3.20	.06	.01	.01	.00	.62	.73	.74	.74	11,512	10,162	274,284	.933	.023	.032	.01	.22	.20	
SAMECOLL	111	3.50	3.26	3.13	3.19	.06	.01	.01	.00	.64	.85	.89	.86	114	115	110	.000	.000	.000	.28	.42	.36	

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

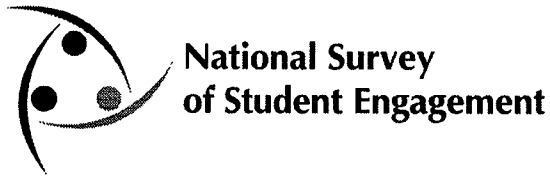
<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<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 standard deviation of the comparison group.



## Important Information for NSSE 2000-2004 Participating Institutions

### Rationale of Key Changes Made to the Benchmark Report in 2005

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#### Summary of Benchmark Report Changes Made in 2005:

- Comparison group scores computed at the student level
  - Statistical tests, effect sizes, and detailed statistics provided for all comparisons
  - Engagement Index and decile charts discontinued
  - Additional comparisons provided against students attending above average (top 50%) and high performing (top 10%) institutions on each benchmark
- 

#### Rationale

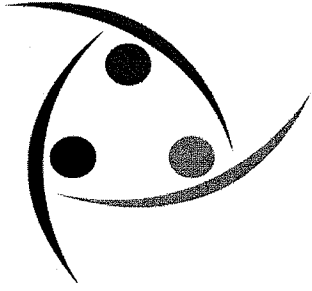
To focus more squarely on students and institutional improvement and to provide more instructive and reliable statistical comparisons with peer institutions, NSSE revised its Benchmark Comparisons report in 2005. Comparison group scores are now calculated and weighted at the student level.

In previous years, comparison group scores were derived by calculating the benchmark scores for each institution and then averaging these scores for all institutions in the comparison group. By taking the average of the institutional scores, our benchmark comparisons were based on between-institution variance only. Over the years, our analysis and other research has shown that the between-institution variance is consistently much smaller than the within-institution variance. In other words, the largest differences in student engagement occur among students, not between institutions. This phenomenon is not unique to student engagement results, but is typical for many measured variables at all educational levels.

Calculating comparison group benchmark scores at the student level is consistent with the Mean Comparisons and Frequency Distributions provided in this *Institutional Report*. A major advantage of this approach is that your scores can be statistically compared to your comparison groups, whereas prior to 2005 they could not. This move from institution-level to student-level comparisons, however, also means that the decile charts and the Engagement Index, both of which relied on the analysis of between-institution variance, were discontinued in 2005. With this in mind, this year's revised report provides comparisons with two new reference groups: (a) students attending above-average institutions with benchmark scores in the top 50% and (b) students attending high-performing institutions with benchmark scores in the top 10% of the entire NSSE 2007 cohort. These comparisons allow institutions to determine if their average student is significantly and meaningfully different from the average student in each of these high-performing, or potential aspirant, reference groups.

As always, we welcome your feedback and invite you to contact our office if you have any questions about these changes.





# National Survey of Student Engagement

## Southern Adventist University



### Benchmark Comparisons

August 2007



To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "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/2007\\_Institutional\\_Report/](http://www.nsse.iub.edu/2007_Institutional_Report/).

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

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

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

**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.

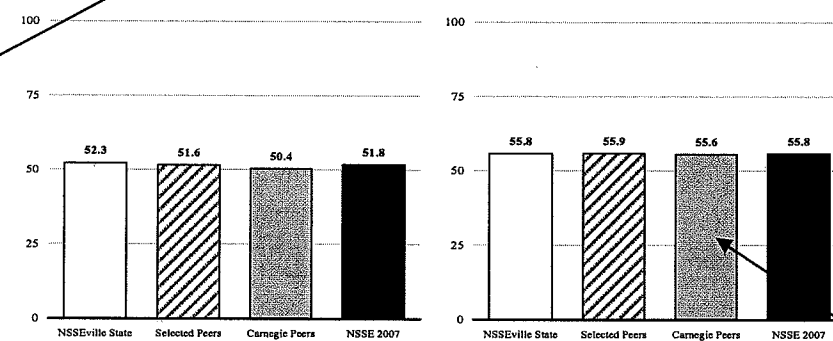
**Effect Size**

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared. 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. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

**Level of Academic Challenge (LAC)**

*Benchmark Comparisons*

Class	NSSEville State Mean <sup>a</sup>	Selected Peers			Carnegie Peers			NSSE 2007		
		Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig. <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	52.3	51.6	.05	.14	50.4	*	.14	51.8	.04	.00
Senior	55.8	55.9	-.01	.02	55.6		.02	55.8		.00



**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, rehearsing, 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 emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of 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 emphasizing time studying and on academic work

**Bar Charts**

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

## Level of Academic Challenge (LAC)

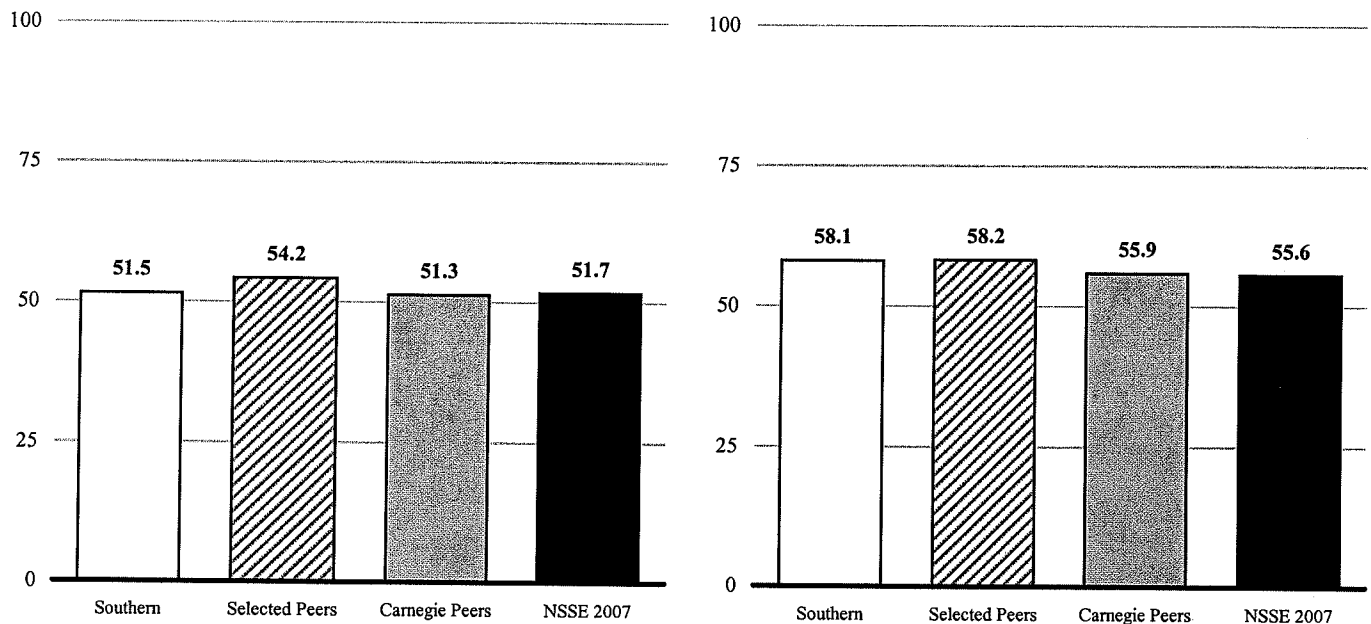
### Benchmark Comparisons

*Southern compared with:*

Class	Southern	Selected Peers			Carnegie Peers			NSSE 2007		
	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	51.5	54.2	**	-.20	51.3	.01	.01	51.7		-.02
Senior	58.1	58.2		-.01	55.9	.15	.15	55.6		.17

#### First-Year

#### Senior



### 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, rehearsing, 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 emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of 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 emphasizing time studying and on academic work

<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 comparison group standard deviation.

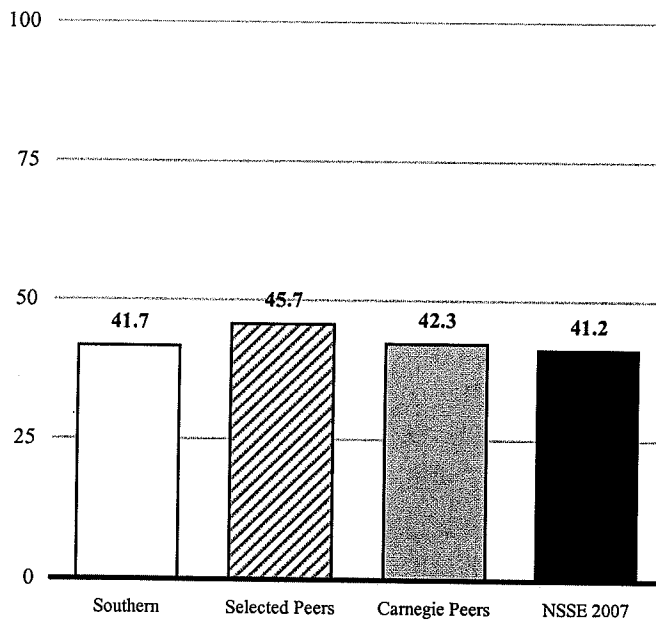
## Active and Collaborative Learning (ACL)

### Benchmark Comparisons

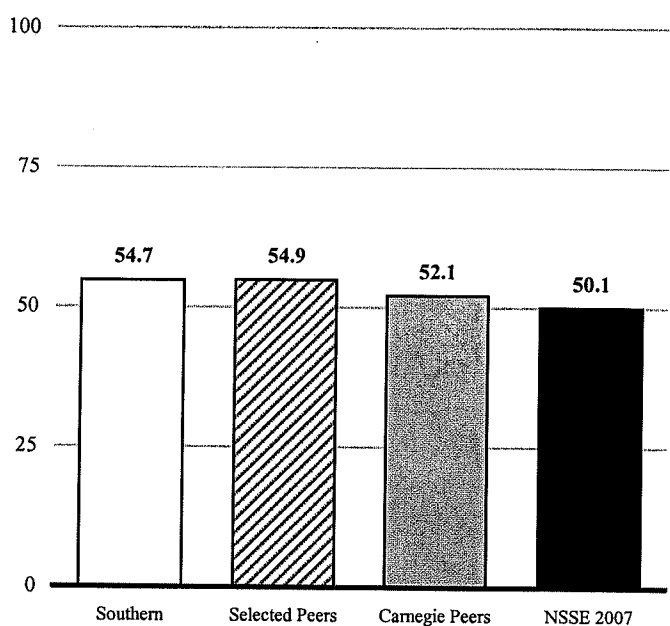
Southern compared with:

Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007		
	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	41.7	45.7	***	-.25	42.3		-.03	41.2		.03	
Senior	54.7	54.9		-.01	52.1		.15	50.1	**	.27	

#### First-Year



#### Senior



### 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
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

<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 comparison group standard deviation.

## Student-Faculty Interaction (SFI)

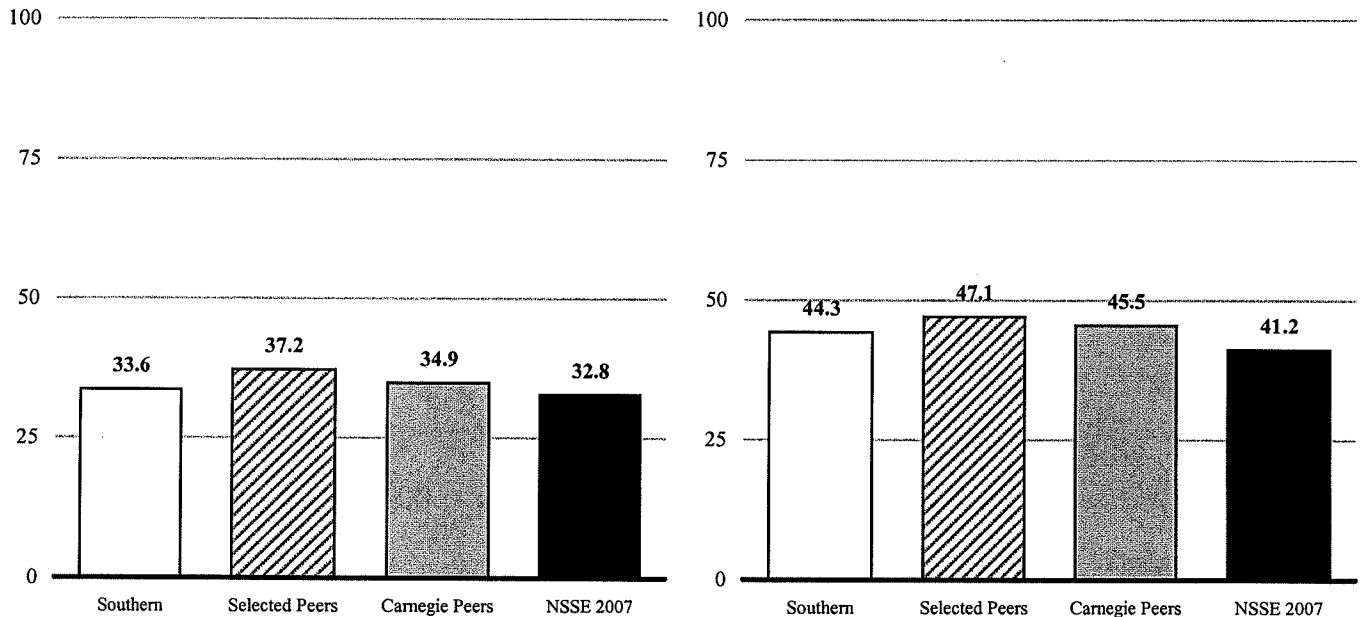
### Benchmark Comparisons

Southern compared with:

Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007		
	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	33.6		37.2	*	-.20	34.9		-.07	32.8		.05
Senior	44.3		47.1		-.13	45.5		-.06	41.2		.15

#### First-Year

#### Senior



### 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 with a faculty member on a research project outside of course or program requirements

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

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

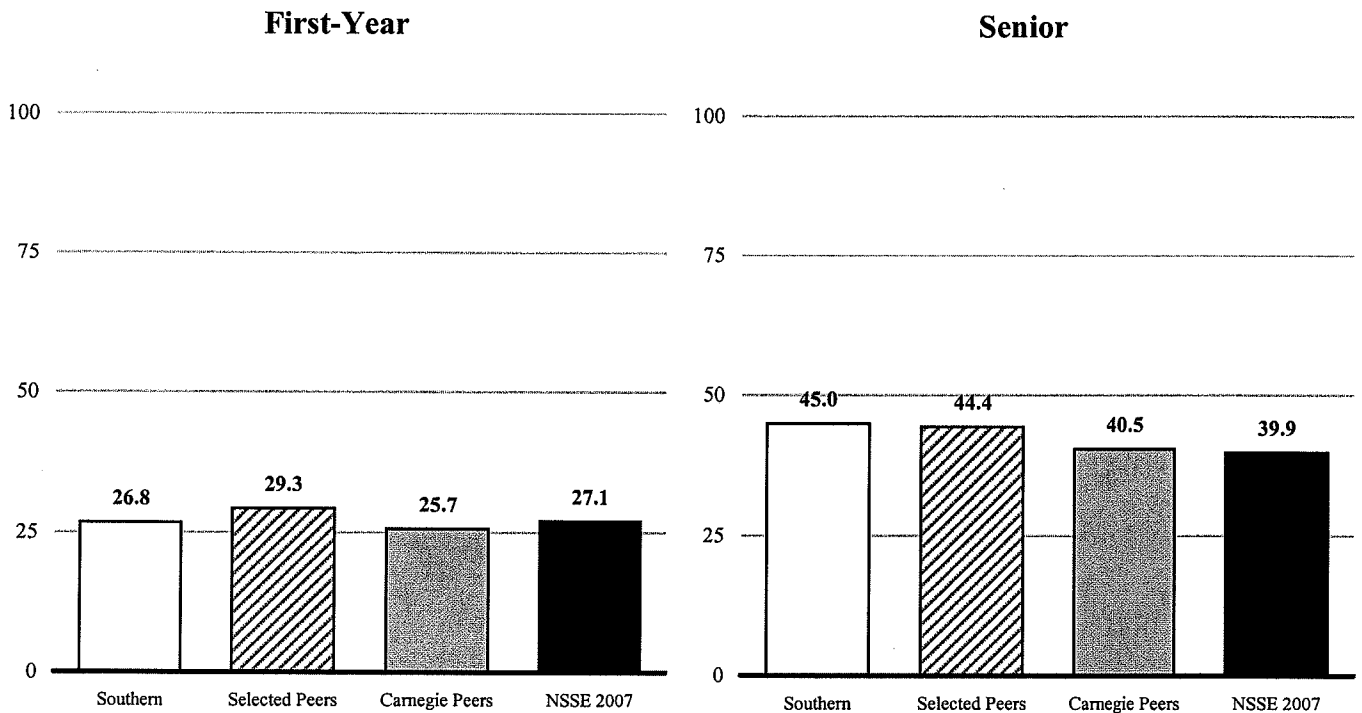
<sup>c</sup> Mean difference divided by comparison group standard deviation.

## Enriching Educational Experiences (EEE)

### Benchmark Comparisons

*Southern compared with:*

Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007		
	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	26.8		29.3	*	-.19	25.7		.08	27.1		-.02
Senior	45.0		44.4		.03	40.5	**	.25	39.9	**	.29



### 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, publications, student government, sports, 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
- Using electronic technology 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

<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 comparison group standard deviation.

## Supportive Campus Environment (SCE)

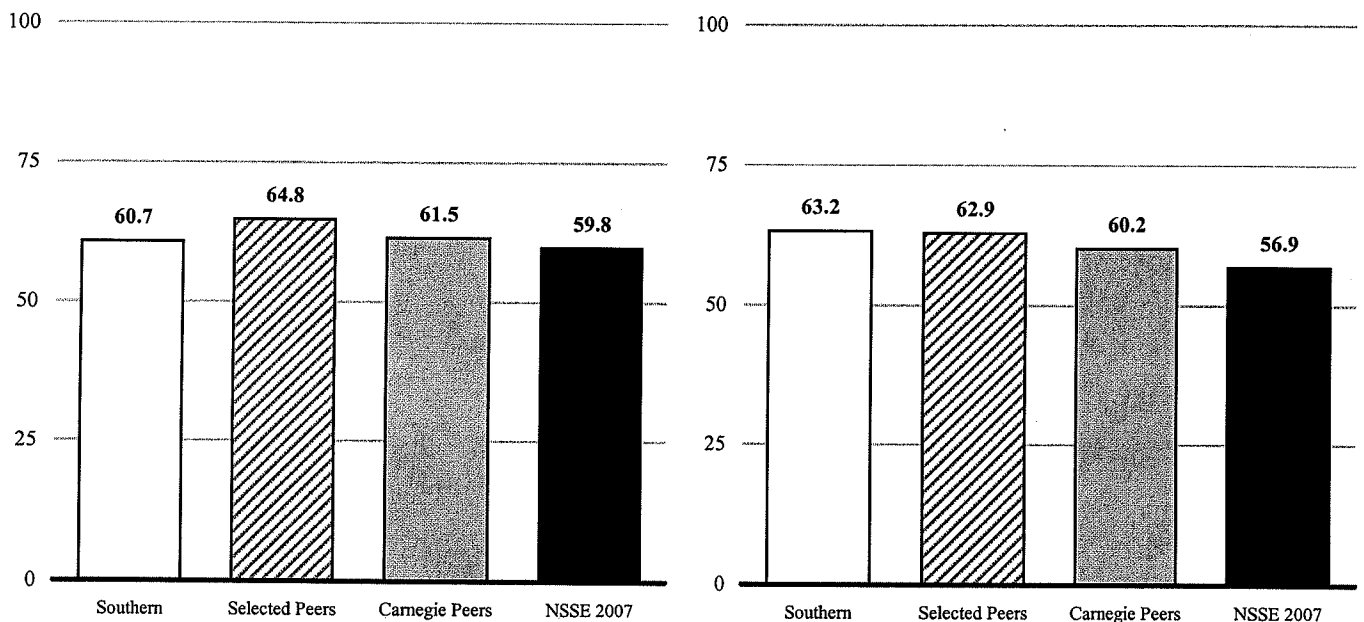
### Benchmark Comparisons

*Southern compared with:*

Class	Southern		Selected Peers			Carnegie Peers			NSSE 2007		
	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	60.7		64.8	**	-.22	61.5		-.04	59.8		.05
Senior	63.2		62.9		.02	60.2		.16	56.9	***	.33

#### First-Year

#### Senior



### 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

<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 comparison group 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 2007 and (b) those with benchmark scores in the top 10% for 2007.<sup>a</sup> 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 2007 Top 50%			NSSE 2007 Top 10%		
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size	
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28	
	ACL	50.3	45.8	***	.28	50.7		-0.02	
	SFI	37.3	37.2		.01	42.0	***	-0.24	
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98	
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49	

#### 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 2007 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 2007 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 2007 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).<sup>a,b</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>b</sup>
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.<sup>b</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/2007\\_Institutional\\_Report/](http://www.nsse.iub.edu/2007_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.

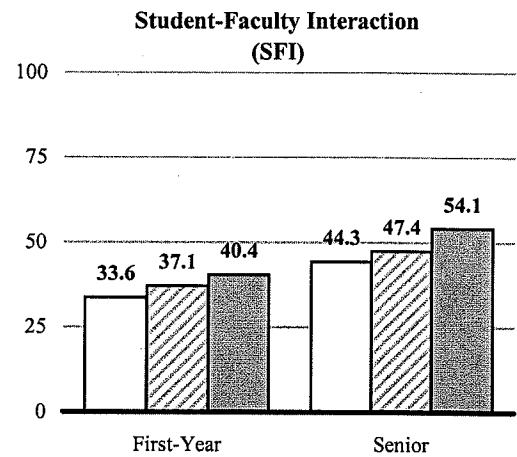
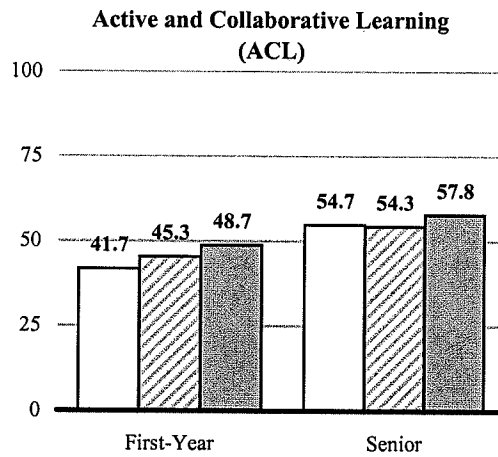
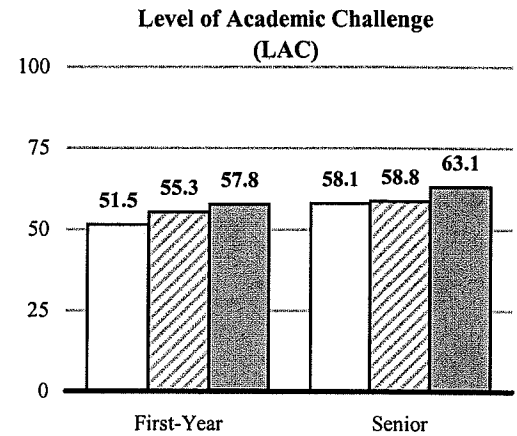
<sup>b</sup> NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and because of issues raised in our policy against the ranking of institutions.





Southern compared with

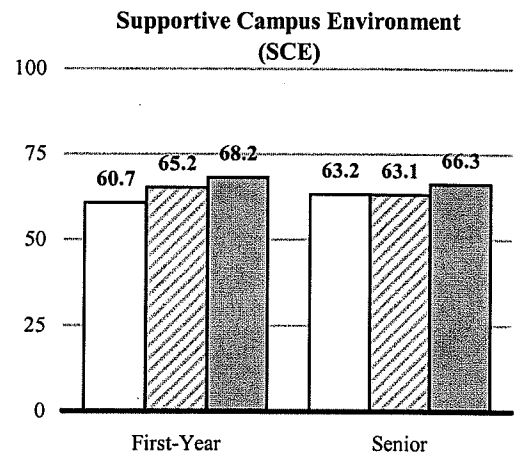
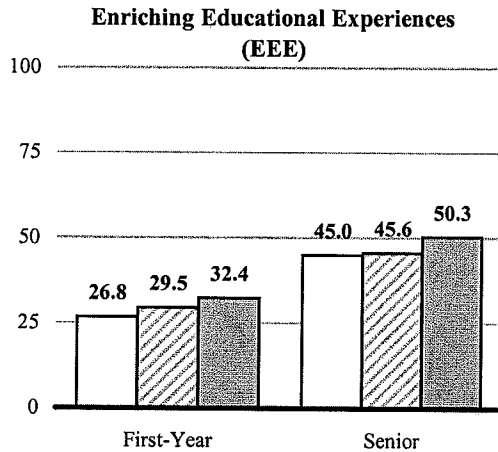
	Southern Mean <sup>a</sup>	NSSE 2007 Top 50%			NSSE 2007 Top 10%			
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	
First-Year	LAC	51.5	55.3	***	-.30	57.8	***	-.49
	ACL	41.7	45.3	**	-.22	48.7	***	-.41
	SFI	33.6	37.1	*	-.19	40.4	***	-.35
	EEE	26.8	29.5	**	-.21	32.4	***	-.42
	SCE	60.7	65.2	**	-.25	68.2	***	-.41
Senior	LAC	58.1	58.8		-.05	63.1	***	-.37
	ACL	54.7	54.3		.02	57.8		-.17
	SFI	44.3	47.4		-.15	54.1	***	-.45
	EEE	45.0	45.6		-.04	50.3	**	-.30
	SCE	63.2	63.1		.01	66.3		-.16



**Legend**

- Southern
- ▨ 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 2007 institutions on the benchmark.



<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 comparison group 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>												
Southern (N = 172)	51.5	12.4	.9	32	44	52	59	71				
Selected Peers	54.2	13.4	.1	32	45	54	64	76	11,158	-2.7	.008	-.20
Carnegie Peers	51.3	13.7	.1	29	42	51	61	73	178	.2	.873	.01
NSSE 2007	51.7	13.3	.0	30	43	52	61	74	214,290	-.2	.809	-.02
Top 50%	55.3	12.7	.0	34	47	55	64	76	73,815	-3.8	.000	-.30
Top 10%	57.8	12.7	.1	37	49	58	67	78	17,287	-6.3	.000	-.49
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
Southern (N = 196)	41.7	15.8	1.1	17	29	38	52	71				
Selected Peers	45.7	16.4	.2	19	33	43	57	75	12,129	-4.0	.001	-.25
Carnegie Peers	42.3	16.3	.1	19	33	43	52	71	12,259	-.6	.639	-.03
NSSE 2007	41.2	16.2	.0	19	29	38	52	71	234,490	.5	.677	.03
Top 50%	45.3	16.0	.1	24	33	43	57	75	72,231	-3.6	.002	-.22
Top 10%	48.7	17.2	.2	24	38	48	58	81	12,830	-7.0	.000	-.41
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
Southern (N = 174)	33.6	17.2	1.3	11	22	33	44	67				
Selected Peers	37.2	18.2	.2	11	22	33	50	72	11,316	-3.6	.010	-.20
Carnegie Peers	34.9	18.1	.2	11	22	33	44	67	11,492	-1.2	.371	-.07
NSSE 2007	32.8	17.8	.0	11	22	28	44	67	217,070	.8	.539	.05
Top 50%	37.1	18.5	.1	11	22	33	50	72	63,683	-3.4	.015	-.19
Top 10%	40.4	19.4	.2	11	28	39	53	78	180	-6.7	.000	-.35
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
Southern (N = 169)	26.8	12.5	1.0	6	18	26	36	49				
Selected Peers	29.3	13.3	.1	10	19	29	37	52	10,887	-2.5	.015	-.19
Carnegie Peers	25.7	13.0	.1	8	17	25	33	48	11,026	1.1	.293	.08
NSSE 2007	27.1	13.1	.0	8	18	26	35	50	208,918	-.3	.765	-.02
Top 50%	29.5	13.1	.0	11	20	29	37	52	104,636	-2.8	.006	-.21
Top 10%	32.4	13.3	.1	12	23	32	41	55	19,443	-5.6	.000	-.42
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
Southern (N = 164)	60.7	17.7	1.4	31	50	61	72	89				
Selected Peers	64.8	18.6	.2	33	53	67	78	94	10,653	-4.0	.006	-.22
Carnegie Peers	61.5	19.0	.2	28	50	61	75	92	10,788	-.8	.596	-.04
NSSE 2007	59.8	18.6	.0	28	47	61	72	92	204,500	.9	.535	.05
Top 50%	65.2	17.9	.1	33	53	67	78	94	59,390	-4.5	.001	-.25
Top 10%	68.2	18.3	.2	36	56	69	81	97	12,640	-7.4	.000	-.41

<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 the product of 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 fall.

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

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

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



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>												
Southern (N = 121)	58.1	13.7	1.2	36	49	58	68	80				
Selected Peers	58.2	13.9	.1	35	49	58	68	80	11,990	-.2	.905	-.01
Carnegie Peers	55.9	14.3	.1	32	46	56	66	79	10,615	2.2	.097	.15
NSSE 2007	55.6	14.2	.0	32	46	56	65	78	287,711	2.5	.055	.17
Top 50%	58.8	13.8	.0	36	50	59	69	81	82,288	-.7	.574	-.05
Top 10%	63.1	13.4	.1	40	54	64	73	84	12,147	-5.0	.000	-.37
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
Southern (N = 129)	54.7	19.0	1.7	29	38	52	67	90				
Selected Peers	54.9	17.3	.2	29	43	52	67	86	130	-.1	.935	-.01
Carnegie Peers	52.1	17.2	.2	24	38	52	62	81	131	2.6	.121	.15
NSSE 2007	50.1	17.3	.0	24	38	48	62	81	128	4.7	.006	.27
Top 50%	54.3	16.9	.1	29	43	52	67	86	128	.4	.804	.02
Top 10%	57.8	17.5	.1	29	48	57	71	90	130	-3.0	.071	-.17
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
Southern (N = 123)	44.3	21.0	1.9	17	28	39	56	83				
Selected Peers	47.1	21.3	.2	17	33	44	61	83	12,094	-2.8	.147	-.13
Carnegie Peers	45.5	20.7	.2	17	28	44	61	83	10,696	-1.2	.514	-.06
NSSE 2007	41.2	20.7	.0	11	28	39	56	80	290,700	3.1	.097	.15
Top 50%	47.4	21.2	.1	17	33	44	61	83	68,695	-3.1	.101	-.15
Top 10%	54.1	21.7	.2	22	39	56	72	94	8,668	-9.8	.000	-.45
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
Southern (N = 117)	45.0	16.6	1.5	19	35	44	54	72				
Selected Peers	44.4	18.8	.2	14	31	44	58	76	119	.6	.714	.03
Carnegie Peers	40.5	17.7	.2	13	28	40	53	71	10,443	4.5	.007	.25
NSSE 2007	39.9	17.8	.0	11	26	39	52	71	282,637	5.1	.002	.29
Top 50%	45.6	17.5	.1	17	33	46	58	75	109,839	-.6	.694	-.04
Top 10%	50.3	17.5	.1	21	39	51	63	79	22,043	-5.3	.001	-.30
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
Southern (N = 115)	63.2	16.8	1.6	39	53	64	72	89				
Selected Peers	62.9	19.3	.2	31	50	64	78	94	117	.3	.840	.02
Carnegie Peers	60.2	19.1	.2	28	47	61	72	92	10,297	3.1	.087	.16
NSSE 2007	56.9	19.1	.0	25	44	58	69	89	278,401	6.4	.000	.33
Top 50%	63.1	18.5	.1	31	50	64	75	94	71,931	.1	.941	.01
Top 10%	66.3	18.6	.1	33	53	67	81	94	18,015	-3.0	.083	-.16

<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 the product of 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 fall.

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

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

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

## Psychometric Properties of NSSE

### How and why was the survey developed?

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). The NSSE survey reports student behaviors that are highly correlated with many desirable learning and personal development outcomes of college education.

### 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 or ethnicity, living situation, educational status, and major.

### Can we trust student self-reported data?

The validity and credibility of self-reports have been examined extensively. Self-reported data are likely to be valid under five general conditions: (1) when 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 (See NSSE Conceptual Framework at [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm) for references and more details). NSSE was intentionally designed to satisfy all these conditions.

### Does the instrument yield valid information?

The NSSE design team worked diligently to ensure that survey items were clearly worded, well-defined, and had high content and construct validity. Logical relationships exist between the items that are consistent with the results of objective measures and other research. The responses to survey items are approximately normally distributed and the patterns of responses to different clusters of items discriminate among students both within and across major fields and institutions.

Overall, the pattern of responses from first-year students and seniors suggests the items are measuring what they are supposed to measure. For example, as one would expect, seniors are, on average, more engaged in their educational pursuits compared with first-year students. They also report that their coursework places more emphasis on higher order intellectual skills, such as analysis and synthesis as contrasted with memorization. Using NSSE 2005 data, we found only two activities that first-year students reported doing more often than seniors. The first is preparing two or more drafts of a paper or assignment before turning it in. A possible explanation is that first-year students are more likely to take classes that require multiple drafts of papers, or because seniors have become better writers during college and need fewer drafts to produce acceptable written work. The second item is related to interactions with peers of different religious beliefs, political opinions, or personal values. A possible explanation is that first-year students are more likely than seniors to live in campus housing which puts them in close proximity to peers from different backgrounds. Overall, the items on the survey appear to measure what they are intended to measure and discriminate among students in expected ways.


### Are students' responses to the survey reliable?

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 institution level.

### **Test-retest analysis**

Assuming little variation in student behavior between the test and retest, we would 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 interaction with faculty members 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 (enriching educational experiences). The following table shows the test-retest analysis results from 2002 and 2005 NSSE survey administration. These findings suggest little variation in student responses from one testing period to the next.

Benchmarks	Test-retest Correlations	
	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	1226	1536



### **Stability analysis**

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. In 2003, we conducted a stability analysis to measure the strength of the associations between benchmark scores for 214 institutions that participated in the 2002 and 2003 administrations of the survey. The benchmark scores were calculated using unweighted student responses to survey items that were similar for the two years. Values of the Spearman's rho 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 the 2004 and 2005 NSSE survey data from 236 institutions that participated in both the 2004 and 2005 NSSE survey administrations. The results of the study showed the Spearman's rho 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. Our study also showed that NSSE benchmarks were highly stable for both Predominantly White Institutions and Minority-Serving Institutions. These findings suggest that institution-level NSSE data are relatively stable from year to year. At the same time, it is possible that results for a given institution may vary substantially from one administration to another; this is more likely to occur for schools that have a small number of respondents.

### **Do non-respondents differ from respondents?**

To determine whether respondents and non-respondents differed in their engagement in selected effective educational practices, the Indiana University Center for Survey Research conducted telephone interviews with 553 non-respondents from 21 different colleges and universities that participated in the NSSE 2001 survey administration. A similar study was conducted again in the NSSE 2005 survey administration with 1,400 non-respondents from 24 different colleges and universities. In addition, we also conducted a non-response study by comparing NSSE 2005 benchmark scores of early and late respondents. Although some differences were found between respondents and non-respondents, no consistent trend was found to support the existence of non-response 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 non-respondents have a less educationally productive experience and, as a result, do not respond to surveys. The findings suggest that the opposite may be true, that non-respondents are busier in many dimensions of their lives and do not take time to complete surveys. The results of the non-response and early-late respondent study show no significant sign of non-response bias in NSSE.

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

Using ordinary least squares (OLS) 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 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 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 chose to complete it using the Web option, 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).

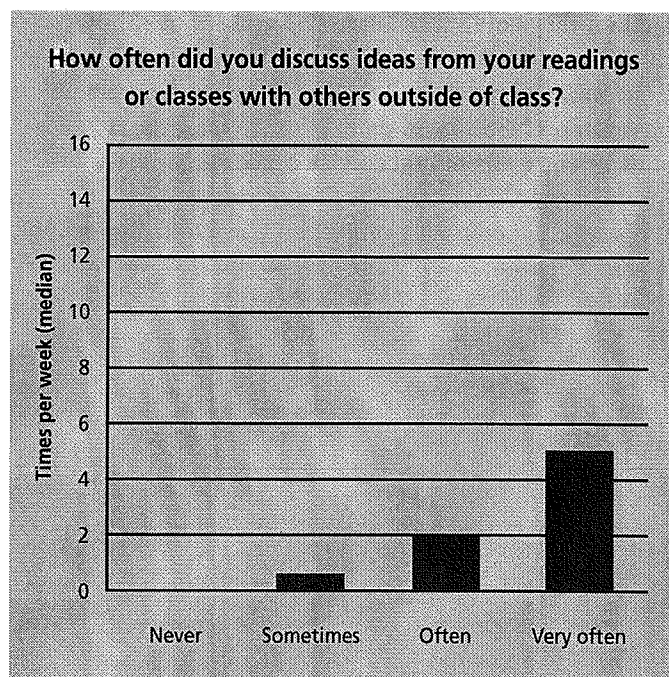
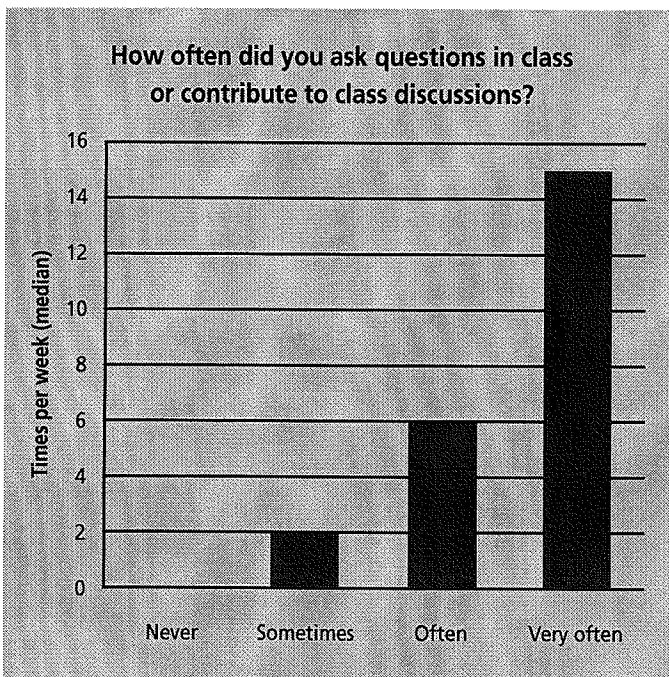
The percentage of students who respond to NSSE using the Web version has increased dramatically over the years. In 2000, less than 40% of the respondents completed the Web version. By 2007, more than 95% of the respondents completed the survey via the Web. Because the vast majority of NSSE respondents use the Web version, the two forms of the survey have even less of an effect on most institution's results.

### 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. For example, NSSE asks students to indicate how often they participated in various educational activities by choosing one of four response options: never, sometimes, often, or very often. 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 than "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)?
- Do response options change their meaning from item to item (e.g., "often" asking questions in class meant doing so six times per week whereas "often" discussing ideas outside of class mean doing so twice per week)?

In 2006, we conducted a study in which 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 0 to 1 times per week, "sometimes" meant 2 times per week, "often" meant 6 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 below). Additionally, we found that students adapted the meaning of the vague response options from item to item. In the figures below, for example, "very often" means 15 times per week for one item and only 5 times per week for the other.



	<i>Practical Competence</i>		<i>General Education</i>		<i>Personal Social</i>		<i>Grades</i>		<i>Satisfaction</i>	
	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
<u><i>Level of Academic Challenge</i></u>	.47	.43	.50	.47	.42	.40	.17	.13	.28	.26
<u><i>Active &amp; Collaborative Learning</i></u>	.40	.39	.35	.33	.37	.35	.15	.15	.24	.22
<u><i>Student Faculty Interaction</i></u>	.40	.35	.36	.35	.41	.38	.08	.15	.24	.27
<u><i>Enriching Educational Experiences</i></u>	.33	.27	.30	.29	.36	.34	.11	.13	.21	.21
<u><i>Supportive Campus Environment</i></u>	.56	.55	.52	.51	.56	.57	.11	.12	.56	.58



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

**How does student engagement relate to self-reported student outcomes?**

The NSSE survey includes a number of self-reported student outcome measures such as educational and personal growth, grade point average, 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 12 that asked students to evaluate their entire educational experience and question 13 that asks whether students would attend the same institution again if they could start over. The table above shows the correlations between NSSE Benchmarks of Effective Educational Practice and these self-reported outcomes based upon NSSE 2006 data. More details about student engagement and college outcome can be found at the *Connecting the Dots* report at [www.nsse.iub.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://www.nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf).

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

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



**National Survey of Student Engagement**

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# National Survey of Student Engagement 2007

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3 During the current school year, about how much reading and writing have you done?**

- a. Number of assigned textbooks, books, or book-length packs of course readings
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- c. Number of written papers or reports of **20 pages or more**
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- d. Number of written papers or reports **between 5 and 19 pages**
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- e. Number of written papers or reports of **fewer than 5 pages**
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |

**4 In a typical week, how many homework problem sets do you complete?**

- |  |      |     |     |     |             |
|--|------|-----|-----|-----|-------------|
|  | None | 1-2 | 3-4 | 5-6 | More than 6 |
|  | ▼    | ▼   | ▼   | ▼   | ▼           |
- a. Number of problem sets that take you **more** than an hour to complete
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Number of problem sets that take you **less** than an hour to complete
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

**5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.**

- |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very little              |                          |                          |                          |                          |                          |                          | Very much                |
| ▼                        |                          |                          |                          |                          |                          |                          | ▼                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |                          |

**6 During the current school year, about how often have you done each of the following?**

- |  |            |       |                |       |
|--|------------|-------|----------------|-------|
|  | Very often | Often | Some-<br>times | Never |
|  | ▼          | ▼     | ▼              | ▼     |
- a. Attended an art exhibit, play, dance, music, theater, or other performance
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Exercised or participated in physical fitness activities
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- f. Learned something that changed the way you understand an issue or concept
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

**7 Which of the following have you done or do you plan to do before you graduate from your institution?**

- |  |      |            |                   |                  |
|--|------|------------|-------------------|------------------|
|  | Done | Plan to do | Do not plan to do | Have not decided |
|  | ▼    | ▼          | ▼                 | ▼                |
- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Community service or volunteer work
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- d. Work on a research project with a faculty member outside of course or program requirements
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- e. Foreign language coursework
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- f. Study abroad
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- g. Independent study or self-designed major
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

**8 Mark the box that best represents the quality of your relationships with people at your institution.**

- a. Relationships with **other students**
- |                                                     |                          |                          |                          |                          |                          |                          |                                                |
|-----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------------------|
| Unfriendly,<br>Unsupportive,<br>Sense of alienation |                          |                          |                          |                          |                          |                          | Friendly,<br>Supportive,<br>Sense of belonging |
| ▼                                                   |                          |                          |                          |                          |                          |                          | ▼                                              |
| <input type="checkbox"/>                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                       |
| 1                                                   | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |                                                |
- b. Relationships with **faculty members**
- |                                             |                          |                          |                          |                          |                          |                          |                                       |
|---------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------|
| Unavailable,<br>Unhelpful,<br>Unsympathetic |                          |                          |                          |                          |                          |                          | Available,<br>Helpful,<br>Sympathetic |
| ▼                                           |                          |                          |                          |                          |                          |                          | ▼                                     |
| <input type="checkbox"/>                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>              |
| 1                                           | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |                                       |
- c. Relationships with **administrative personnel and offices**
- |                                       |                          |                          |                          |                          |                          |                          |                                      |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| Unhelpful,<br>Inconsiderate,<br>Rigid |                          |                          |                          |                          |                          |                          | Helpful,<br>Considerate,<br>Flexible |
| ▼                                     |                          |                          |                          |                          |                          |                          | ▼                                    |
| <input type="checkbox"/>              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>             |
| 1                                     | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |                                      |

**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week
- 
- b. Working for pay **on campus**
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week
- 
- c. Working for pay **off campus**
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week
- 
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week
- 
- e. Relaxing and socializing (watching TV, partying, etc.)
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week
- 
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week
- 
- g. Commuting to class (driving, walking, etc.)
- 0    1-5    6-10    11-15    16-20    21-25    26-30    More than 30
- Hours per week

**10 To what extent does your institution emphasize each of the following?**

- |                                                                                                            | Very much                | Quite a bit              | Some                     | Very little              |
|------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Spending significant amounts of time studying and on academic work                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Providing the support you need to help you succeed academically                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Providing the support you need to thrive socially                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computers in academic work                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

- |                                                                | Very much                | Quite a bit              | Some                     | Very little              |
|----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Acquiring a broad general education                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Acquiring job or work-related knowledge and skills          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Writing clearly and effectively                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Speaking clearly and effectively                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Thinking critically and analytically                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Analyzing quantitative problems                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computing and information technology                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Working effectively with others                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Voting in local, state, or national elections               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Learning effectively on your own                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Understanding yourself                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Understanding people of other racial and ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Solving complex real-world problems                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Developing a personal code of values and ethics             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Contributing to the welfare of your community               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Developing a deepened sense of spirituality                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

- Excellent
- Good
- Fair
- Poor

**13 How would you evaluate your entire educational experience at this institution?**

- Excellent
- Good
- Fair
- Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth: 

1	9		
---	---	--	--

16 Your sex:  
 Male  Female

17 Are you an international student or foreign national?  
 Yes  No

18 What is your racial or ethnic identification? (Mark only one.)  
 American Indian or other Native American  
 Asian, Asian American, or Pacific Islander  
 Black or African American  
 White (non-Hispanic)  
 Mexican or Mexican American  
 Puerto Rican  
 Other Hispanic or Latino  
 Multiracial  
 Other  
 I prefer not to respond

19 What is your current classification in college?  
 Freshman/first-year  Senior  
 Sophomore  Unclassified  
 Junior

20 Did you begin college at your current institution or elsewhere?  
 Started here  Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)  
 Vocational or technical school  
 Community or junior college  
 4-year college other than this one  
 None  
 Other

22 Thinking about this current academic term, how would you characterize your enrollment?  
 Full-time  Less than full-time

23 Are you a member of a social fraternity or sorority?  
 Yes  No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?  
 Yes  No (Go to question 25.)

↓  
On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?  
 A  B+  C+  
 A-  B  C  
 B-  C- or lower

26 Which of the following best describes where you are living now while attending college?  
 Dormitory or other campus housing (not fraternity/sorority house)  
 Residence (house, apartment, etc.) within walking distance of the institution  
 Residence (house, apartment, etc.) within driving distance of the institution  
 Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

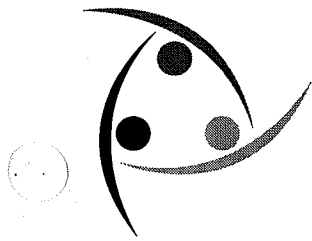
Father	Mother	
▼	▼	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

**THANKS FOR SHARING YOUR VIEWS!**



# Faculty Survey of Student Engagement

## Inside

- 1 FSSE 2007 Institutions and Respondents
- 4 Using FSSE Results

## FSSE 2007 OVERVIEW

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University Bloomington. FSSE (pronounced 'fessie') measures faculty members' expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time related to professorial activities and the kinds of learning experiences their institution emphasizes.

FSSE results can be used to identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention. The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students' educational experiences.

This *Overview* provides some general information about the institutions and faculty members that participated in the 2007 administration of FSSE and highlights ways institutions can and should use their results. The *Overview* is divided into two sections. First, we compare the characteristics of participating institutions and faculty members with national profiles as well as provide general information about overall response rates. In the second section we provide guidelines for using and interpreting FSSE 2007 results in addition to highlighting resources available for analyzing and presenting FSSE findings. Resources intended to help with the use and interpretation of FSSE data are also available on the FSSE Web site: [www.fsse.iub.edu](http://www.fsse.iub.edu).

## FSSE 2007 Institutions and Respondents

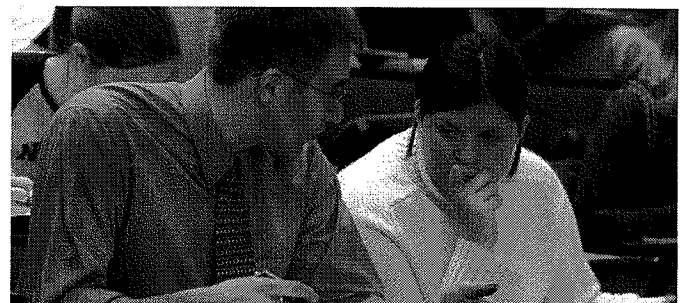
In 2007, 24,450 faculty members at 162 baccalaureate degree-granting colleges and universities responded to FSSE. Faculty members at participating institutions were sent an invitation e-mail and asked to respond to the online survey. In 2007, institutions chose between two survey options ("course-based" or "typical student" questions). Of the 2007 participating institutions, 62% (101) administered course-based questions to their faculties and 38% (61) administered typical student questions.

Nearly all (150) of these institutions also administered NSSE to their students in 2007; 12 used NSSE in 2006. Having recent data from NSSE allows participating schools to examine how faculty members and students respond to similar questions. Campuses receive a list of participating institutions along with the electronic copies of their reports and data files. The list is also publicly available through the FSSE Web site: [www.fsse.iub.edu](http://www.fsse.iub.edu).

Tables 1 and 2 on the following pages provide more information about the participating institutions and faculty members who responded to the survey. While included here and in the *Respondent Characteristics Report*, certain demographic information (e.g., gender, rank, and employment status) is withheld from individual school data files in order to ensure that responses remain anonymous.

## Profile of FSSE 2007 Institutions

The FSSE 2007 schools are similar in many ways to the national profile of baccalaureate degree-granting colleges and universities (Table 1). Based on the 2005 Basic Carnegie Classification, the distribution of FSSE institutions mirrors that of all U.S. baccalaureate degree-granting institutions. In addition, FSSE institutions mirror the national distribution in terms of location in cities, towns, and rural areas. Like NSSE 2007, there are a few places where the FSSE 2007 profile differs slightly from the national profile. For example, public institutions are overrepresented in FSSE compared to the national pool of institutions. Also, FSSE schools were somewhat overrepresented in the Plains region. With a few modest exceptions, the distribution of FSSE 2007 institutions reflects that of all U.S. institutions, which means that FSSE results reflect a broad cross-section of faculty members from across the nation.



Drake University

**Table 1**  
**Profile of U.S. FSSE and NSSE 2007 Institutions against all U.S. Baccalaureate Degree-Granting Colleges and Universities**

	FSSE 2007	NSSE 2007	National
<b>Carnegie Classification – Basic 2005<sup>a</sup></b>			
DRU-VH	4%	6%	6%
DRU-H	7%	9%	7%
DRU	7%	6%	5%
Master's-L	28%	20%	22%
Master's-M	12%	11%	12%
Master's-S	8%	6%	8%
Bac-AS	18%	21%	18%
Bac-DIV	16%	15%	23%
<b>Sector</b>			
Public 4-year	50%	41%	35%
Private 4-year	50%	59%	65%
<b>Region</b>			
New England	8%	10%	8%
Mideast	16%	17%	18%
Great Lakes	12%	16%	15%
Plains	18%	11%	11%
Southeast	22%	27%	24%
Southwest	11%	8%	8%
Rocky Mountains	3%	2%	3%
Far West	9%	8%	10%
Outlying Areas	0%	1%	2%
<b>Location</b>			
City	42%	47%	46%
Suburban	20%	21%	23%
Town (~5,000)	27%	24%	22%
Rural	10%	8%	8%

Note: Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees and that are classified into one of eight Carnegie classes in the table. NSSE and FSSE-participating or other U.S. institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.

Source: National percentages are based on data from the 2005 IPEDS Institutional Characteristics File.

<sup>a</sup> For information on the 2005 Carnegie Classifications, see: [www.carnegiefoundation.org/classifications](http://www.carnegiefoundation.org/classifications).



## Profile of FSSE 2007 Respondents

Table 2 shows selected characteristics of faculty members who completed FSSE in 2007. The first column represents faculty members who responded to the FSSE survey and the second column represents the national profile of instructional faculty and staff at all baccalaureate degree-granting institutions based on National Center for Education Statistics (NCES) data.



William Woods University

**Table 2**  
Characteristics of FSSE 2007 Respondents

	FSSE Respondents	National
<b>Gender</b>		
Male	54%	60%
Female	46%	40%
<b>Race/Ethnicity</b>		
American Indian or other Native American	1%	<1%
Asian American or Pacific Islander	6%	8%
Black or African American	5%	5%
White (non-Hispanic)	82%	82%
Hispanic or Latino	4%	3%
Multiracial	1%	2%
Other	2%	-
<b>Employment Status</b>		
Full-time	84%	66%
Part-time	16%	34%
<b>Rank</b>		
Professor	25%	22%
Associate Professor	23%	18%
Assistant Professor	26%	20%
Instructor or Lecturer	21%	19%
Other	5%	21%

Note: National percentages are based on faculty at U.S. postsecondary institutions that award baccalaureate degrees.  
Source: National percentages are based on the 2004 National Study of Postsecondary Faculty.



### *Gender*

Nationally, women comprise 40% of faculty members at baccalaureate degree-granting institutions. As with NSSE respondents and most other surveys, women are overrepresented among FSSE respondents, 46% of whom are women.

### *Race and Ethnicity*

Respondents' race and ethnicity closely matched national faculty percentages. The NCES data used for the "National" column in Table 2 do not contain comparable information for the "Other" category.

### *Employment Status*

Eighty-four percent of FSSE respondents were full-time faculty members, whereas 16% were employed on a part-time basis. This departs significantly from the national figures for all public and private baccalaureate degree-granting colleges and universities, which indicate that only two-thirds of faculty members are employed full-time. This reflects the decision of some institutions to survey only full-time faculty.

### Academic Rank

Assistant and associate professors as well as instructors and lecturers are slightly overrepresented in FSSE 2007 while instructional staff and faculty that fit the “other” category are considerably underrepresented.

### Discipline

Table 3 shows the percentage of faculty respondents in disciplinary areas by gender. The percentages indicate that faculty members in the arts and humanities are overrepresented, while faculty members in professional fields are underrepresented. Males outnumber females in all disciplinary areas except education and professional fields where faculty members are predominantly women.

**Table 3**  
Percentage of Faculty by Disciplinary Area and Gender

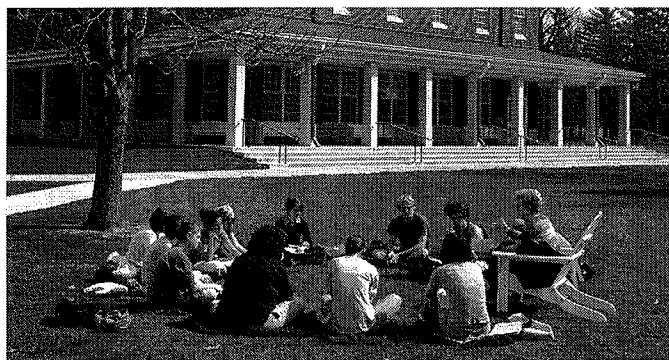
Disciplinary Area	Male		Female		Total	
	FSSE	National	FSSE	National	FSSE	National
Arts and Humanities	26%	20%	30%	24%	28%	22%
Biological Science	8%	9%	5%	6%	6%	7%
Business	10%	9%	6%	5%	8%	8%
Education	5%	7%	11%	17%	8%	11%
Engineering	5%	7%	1%	1%	3%	5%
Physical Science	14%	11%	7%	6%	11%	9%
Professional	4%	14%	13%	20%	8%	16%
Social Science	15%	11%	15%	11%	15%	11%
Other	15%	12%	12%	11%	13%	12%

Note: National percentages are based on faculty at U.S. postsecondary institutions that award baccalaureate degrees.  
Source: National percentages are based on the 2004 National Study of Postsecondary Faculty.



## Response Rates

After adjusting for faculty members who could not be reached (usually because of incorrect e-mail addresses), a response rate (total number of responses divided by the total number of faculty members contacted) is calculated for each FSSE institution. In 2007, 47% of the faculty contacted responded to the survey. Response rates at individual institutions varied from 22% to 93%. The average institutional response rate was 53%.



Earlham College

## Using FSSE Results

Before sharing FSSE results on campus, individuals should become familiar with the nature of the data, the reports, and “story line” of their institution’s performance.

### Becoming Familiar with FSSE Reports and Resources

Each institution receives several reports and a data file that will help individuals better understand the institution’s FSSE results. The reports are delivered in hard copy in the *Institutional Report* binder and are available electronically through the Institution Interface (each campus has up to three representatives that can access the Interface from the NSSE or FSSE Web sites; each representative has a username and password to access the institution’s files). The data file, codebook, list of participating institutions, and this *Overview* are also available through the Interface.

- This *Overview* provides a profile of the FSSE institutions and respondents nationally. It also highlights how to use FSSE information and resources.
- The *Respondent Characteristics Report* summarizes some background information from faculty members who responded. Much of this data is not contained in the institutional data file in order to protect respondents' identities. See the Protecting Respondent Anonymity section.
- The *Frequency Distributions Report* provides the response percentages for each item broken down by the level of the students taught by faculty members.
- The *FSSE-NSSE Combined Report* is a template for identifying instructive ways to identify gaps in perceptions between faculty responses and student responses.
- An institution's data file allows for additional analyses to be conducted and the *Codebook* provides details of each question, variable name, and response set while protecting the identity of individual respondents.

In addition, the FSSE Web site, [www.fsse.iub.edu](http://www.fsse.iub.edu), includes several important documents and resources:

- Copies of the FSSE survey instrument in multiple formats (.html and .pdf).
- Grand frequency reports by Carnegie Classification based on faculty responses from all participating institutions.
- Selected analyses that can be used for comparison purposes and as examples of different ways to use FSSE data. For instance, examining the proportion of class time devoted to lecturing, small group work, and experiential activities by disciplinary area or by combining FSSE and NSSE, comparing faculty expectations to faculty estimates and student self-reports of time spent studying.
- Examples displaying FSSE results in tables and graphs.

## Check the Representativeness of a Campus's Respondents

An essential early step in reviewing a campus's results is to compare faculty respondents' demographic characteristics, summarized in the *Respondent Characteristics Report*, with institutional data on faculty.

Another way to gauge representativeness is through sampling error, an estimate of the margin by which the "true" score for an institution on a given item could differ from the reported score for one or more reasons,

such as differences in one or more important characteristics between the sample and the populations. For example, if 60% reply "very often" to a particular item and the sampling error is +/- 4%, there is a 95% chance that the population value is between 56% and 64%.

## Communicating FSSE Results

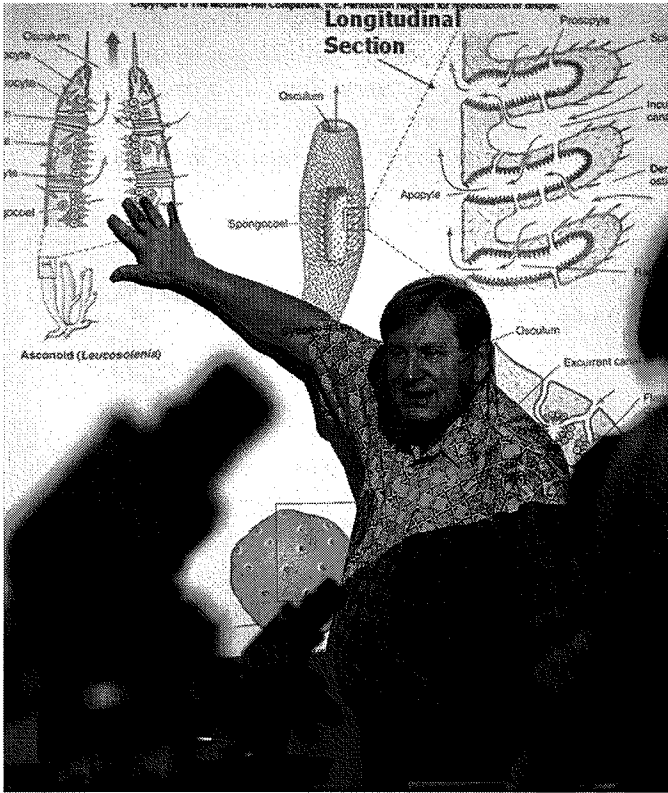
We offer the following suggestions for interpreting and communicating FSSE results to interested parties.

- In addition to examining representativeness as described above, check the sample strategy and size because questions often arise as to whether a small sample size actually represents the population from which it is drawn.
- Faculty and student items and responses may not match exactly and institutional context should be considered to help interpret any differences that may exist.
- Consider using student and faculty matched items as a way to begin discussions about which engagement activities might become a greater priority on campus, and about student engagement and its relationship to learning.
- Meet with others on campus responsible for faculty development and undergraduate improvement initiatives to begin sharing results and discussing ways in which FSSE can be used to enhance teaching and learning.
- Consult *Using NSSE Data* (found in the User Tools section of the *Institutional Report* binder) for examples of how other institutions are using FSSE and NSSE in professional development and assessment initiatives.
- Contact the NSSE Institute for Effective Educational Practice ([www.nsse.iub.edu/institute](http://www.nsse.iub.edu/institute)) for additional consultation on maximizing the use of FSSE and NSSE results on campus.



University of Akron





Eastern Kentucky University

## Protecting Respondent Anonymity

As noted previously, the FSSE project takes several measures to ensure the anonymity of those who responded to the survey. For example:

- Institution data files *do not* include faculty members' responses to demographic questions such as race/ethnicity, gender, age, number of years as a faculty member, appointment status, rank, and tenure status.
- To mask faculty members' particular disciplines, more than 80 disciplines have been collapsed into nine categories (see codebook) designed to parallel major organizational units on campus.

*Protecting respondent anonymity is critical to ensure that faculty members answer the survey as honestly as possible.*

**We want to hear from our users. Please send us descriptions of how FSSE results are being used on campus. We also invite suggestions for improving the FSSE project and the quality and utility of the information it provides. Please direct correspondence to the project staff at [fsse@indiana.edu](mailto:fsse@indiana.edu).**



## Faculty Survey of Student Engagement

Center for Postsecondary Research  
 Indiana University Bloomington  
 School of Education  
 1900 East Tenth Street  
 Eigenmann Hall, suite 419  
 Bloomington, IN 47406-7512

Phone: 812-856-5824  
 Fax: 812-856-5150  
 E-mail: [fsse@indiana.edu](mailto:fsse@indiana.edu)

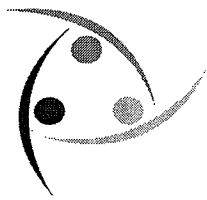
[www.fsse.iub.edu](http://www.fsse.iub.edu)



# Faculty Survey of Student Engagement

# FSSE 2007 Respondent Characteristics Southern Adventist University

<b>Response rate</b>	57%			
<b>Number-of-invited faculty members</b>	124			
<b>Total number of respondents</b>	71 (43 teach mostly first-year students, 23 teach mostly seniors, and 4 teach other students, and 1 missing class rank of students taught.)			
	<b>Faculty who teach First-year students</b>	<b>Faculty who teach Seniors</b>	<b>Faculty who teach Other students</b>	<b>Total</b>
<b>Discipline of appointment</b>				
Arts and humanities	50%	18%	0%	38%
Biological science	8%	6%	0%	7%
Business	8%	12%	33%	10%
Education	0%	18%	0%	5%
Engineering	0%	0%	0%	0%
Physical science	8%	6%	0%	7%
Professional	11%	12%	67%	14%
Social science	8%	12%	0%	9%
Other	8%	18%	0%	10%
<b>Rank</b>				
Professor	46%	57%	50%	50%
Associate Professor	32%	24%	50%	30%
Assistant Professor	20%	19%	0%	18%
Instructor	2%	0%	0%	2%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	0%	0%	0%
<b>Tenure status</b>				
Tenured	10%	0%	0%	6%
On tenure track but not tenured	7%	20%	0%	11%
Not on tenure track	2%	5%	0%	3%
No tenure system	80%	75%	100%	80%
<b>Highest degree earned</b>				
First professional degree	5%	0%	0%	3%
Doctoral degree	53%	71%	50%	58%
Master's degree	40%	29%	50%	37%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	3%	0%	0%	2%
<b>Full-time/Part Time</b>				
Full-time	95%	100%	100%	97%
Part-time	5%	0%	0%	3%



	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
<b>Number of courses taught 06-07<sup>1</sup></b>				
None	0%	0%	0%	0%
1-3	0%	13%	0%	4%
4-6	43%	38%	100%	44%
7 or more	57%	50%	0%	52%
<b>Years of teaching experience</b>				
4 or less	13%	18%	0%	14%
5-9	29%	24%	0%	25%
10-14	13%	6%	0%	10%
15 or more	45%	53%	100%	51%
<b>Age</b>				
34 or younger	13%	18%	0%	14%
35-44	16%	18%	0%	15%
45-54	45%	24%	50%	39%
Older than 54	26%	41%	50%	32%
<b>Gender</b>				
Male	71%	50%	25%	62%
Female	29%	50%	75%	38%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	2%	0%	0%	2%
Black or African American	0%	0%	0%	0%
White (non-Hispanic)	83%	86%	100%	85%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	2%	5%	0%	3%
Other Hispanic or Latino	0%	0%	0%	0%
Multiracial	2%	0%	0%	2%
Other	2%	0%	0%	2%
Prefer not to respond	7%	10%	0%	8%
<b>Citizenship status</b>				
U.S. citizen, native	90%	86%	100%	89%
U.S. citizen, naturalized	8%	0%	0%	5%
Permanent resident of the U.S.	3%	14%	0%	6%
Temporary resident of the U.S.	0%	0%	0%	0%

1: Includes 2006-2007 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



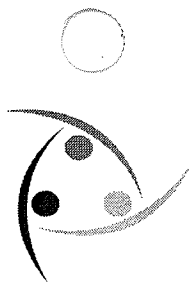
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
------------------------------------------	------------------------------	------------------

How important is it to you that undergraduates at your institution do the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	0	0%	0	0%	0	0%
		Somewhat important	3	7%	1	4%	4	6%
		Important	10	23%	4	17%	14	21%
		Very important	30	70%	18	78%	48	73%
		Total	43	100%	23	100%	66	100%
b. Community service or volunteer work	FVOLUNTR	Not important	2	5%	1	4%	3	5%
		Somewhat important	13	30%	2	9%	15	23%
		Important	13	30%	9	39%	22	33%
		Very important	15	35%	11	48%	26	39%
		Total	43	100%	23	100%	66	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	13	30%	2	9%	15	23%
		Somewhat important	15	35%	11	48%	26	39%
		Important	11	26%	5	22%	16	24%
		Very important	4	9%	5	22%	9	14%
		Total	43	100%	23	100%	66	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	6	14%	2	9%	8	12%
		Somewhat important	16	37%	9	39%	25	38%
		Important	17	40%	10	43%	27	41%
		Very important	4	9%	2	9%	6	9%
		Total	43	100%	23	100%	66	100%
e. Foreign language coursework	FFORLANG	Not important	6	14%	1	4%	7	11%
		Somewhat important	13	30%	8	35%	21	32%
		Important	16	37%	9	39%	25	38%
		Very important	8	19%	5	22%	13	20%
		Total	43	100%	23	100%	66	100%
f. Study abroad	FSTUDYAB	Not important	10	23%	3	13%	13	20%
		Somewhat important	18	42%	13	57%	31	47%
		Important	10	23%	5	22%	15	23%
		Very important	5	12%	2	9%	7	11%
		Total	43	100%	23	100%	66	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

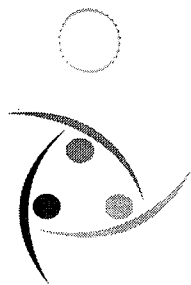
Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	17	40%	7	30%	24	36%
		Somewhat important	22	51%	11	48%	33	50%
		Important	4	9%	4	17%	8	12%
		Very important	0	0%	1	4%	1	2%
		Total	43	100%	23	100%	66	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	5%	0	0%	2	3%
		Somewhat important	6	14%	4	17%	10	15%
		Important	19	44%	7	30%	26	39%
		Very important	16	37%	12	52%	28	42%
		Total	43	100%	23	100%	66	100%

Select the response that you believe best represents the quality of student relationships with people at your institution.

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total			
			Count	Col %	Count	Col %	Count	Col %		
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%		
		2	0	0%	0	0%	0	0%		
		3	0	0%	0	0%	0	0%		
		4	2	5%	0	0%	2	3%		
		5	13	30%	4	17%	17	26%		
		6	22	51%	15	65%	37	56%		
		Friendly, Supportive, Sense of Belonging	6	14%	4	17%	10	15%		
		Total	43	100%	23	100%	66	100%		
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
				2	1	2%	0	0%	1	2%
3	1			2%	0	0%	1	2%		
4	4			9%	0	0%	4	6%		
5	9			21%	5	22%	14	21%		
6	22			51%	13	57%	35	53%		
Available, Helpful, Sympathetic	6			14%	5	22%	11	17%		
Total	43			100%	23	100%	66	100%		



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

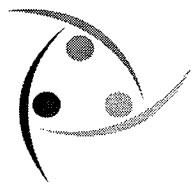
Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
Student relationships with administrative personnel and offices	FENVADM						
	Unhelpful, Inconsiderate, Rigid	1	2%	0	0%	1	2%
	2	2	5%	0	0%	2	3%
	3	6	14%	2	9%	8	12%
	4	12	28%	9	41%	21	32%
	5	15	35%	6	27%	21	32%
	6	5	12%	5	23%	10	15%
	Helpful, Considerate, Flexible	2	5%	0	0%	2	3%
	Total	43	100%	22	100%	65	100%

To what extent does your institution emphasize each of the following?

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
a. Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO						
	Very little	1	2%	0	0%	1	2%
	Some	11	26%	4	17%	15	23%
	Quite a bit	20	47%	9	39%	29	44%
	Very much	11	26%	10	43%	21	32%
	Total	43	100%	23	100%	66	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR						
	Very little	1	2%	1	4%	2	3%
	Some	3	7%	1	4%	4	6%
	Quite a bit	24	56%	11	48%	35	53%
	Very much	15	35%	10	43%	25	38%
	Total	43	100%	23	100%	66	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR						
	Very little	4	9%	0	0%	4	6%
	Some	16	37%	6	26%	22	33%
	Quite a bit	16	37%	13	57%	29	44%
	Very much	7	16%	4	17%	11	17%
	Total	43	100%	23	100%	66	100%



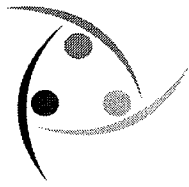
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent does your institution emphasize each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	5	12%	2	9%	7	11%
		Some	24	56%	8	35%	32	48%
		Quite a bit	11	26%	9	39%	20	30%
		Very much	3	7%	4	17%	7	11%
		Total	43	100%	23	100%	66	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	1	2%	0	0%	1	2%
		Some	16	37%	7	30%	23	35%
		Quite a bit	20	47%	11	48%	31	47%
		Very much	6	14%	5	22%	11	17%
		Total	43	100%	23	100%	66	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	0	0%	0	0%	0	0%
		Some	8	19%	4	17%	12	18%
		Quite a bit	29	67%	11	48%	40	61%
		Very much	6	14%	8	35%	14	21%
		Total	43	100%	23	100%	66	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	0	0%	0	0%	0	0%
		Some	3	7%	1	4%	4	6%
		Quite a bit	21	49%	11	48%	32	48%
		Very much	19	44%	11	48%	30	45%
		Total	43	100%	23	100%	66	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	0	0%	0	0%
		Some	1	2%	0	0%	1	2%
		Quite a bit	14	33%	11	48%	25	38%
		Very much	28	65%	12	52%	40	61%
		Total	43	100%	23	100%	66	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	1	2%	0	0%	1	2%
		1-4	0	0%	3	14%	3	5%
		5-8	5	12%	7	32%	12	18%
		9-12	19	44%	8	36%	27	42%
		13-16	14	33%	3	14%	17	26%
		17-20	2	5%	1	5%	3	5%
		21-30	2	5%	0	0%	2	3%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	22	100%	65	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	1	5%	1	2%
		1-4	18	42%	6	27%	24	37%
		5-8	16	37%	9	41%	25	38%
		9-12	3	7%	5	23%	8	12%
		13-16	2	5%	1	5%	3	5%
		17-20	4	9%	0	0%	4	6%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	22	100%	65	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	24	56%	11	52%	35	55%
		5-8	11	26%	7	33%	18	28%
		9-12	6	14%	2	10%	8	13%
		13-16	0	0%	1	5%	1	2%
		17-20	2	5%	0	0%	2	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	21	100%	64	100%





# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

d. Preparing for class

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
CLASSPRP	0	0	0%	0	0%	0	0%
	1-4	8	19%	3	14%	11	17%
	5-8	19	44%	8	36%	27	42%
	9-12	11	26%	8	36%	19	29%
	13-16	2	5%	1	5%	3	5%
	17-20	1	2%	2	9%	3	5%
	21-30	1	2%	0	0%	1	2%
	More than 30	1	2%	0	0%	1	2%
	Total	43	100%	22	100%	65	100%

e. Reflecting on ways to improve my teaching

REFLECT	0	2	5%	1	5%	3	5%
	1-4	31	72%	17	77%	48	74%
	5-8	8	19%	3	14%	11	17%
	9-12	1	2%	1	5%	2	3%
	13-16	0	0%	0	0%	0	0%
	17-20	0	0%	0	0%	0	0%
	21-30	1	2%	0	0%	1	2%
	More than 30	0	0%	0	0%	0	0%
	Total	43	100%	22	100%	65	100%

f. Research and scholarly activities

SCHOLAR	0	8	19%	0	0%	8	12%
	1-4	20	47%	14	64%	34	52%
	5-8	9	21%	4	18%	13	20%
	9-12	5	12%	4	18%	9	14%
	13-16	1	2%	0	0%	1	2%
	17-20	0	0%	0	0%	0	0%
	21-30	0	0%	0	0%	0	0%
	More than 30	0	0%	0	0%	0	0%
	Total	43	100%	22	100%	65	100%



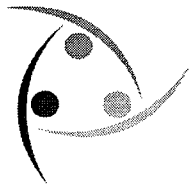
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	29	69%	14	64%	43	67%
		1-4	8	19%	7	32%	15	23%
		5-8	3	7%	1	5%	4	6%
		9-12	1	2%	0	0%	1	2%
		13-16	1	2%	0	0%	1	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		42	100%	22	100%	64
h. Advising undergraduate students	ADVISE	0	4	10%	1	5%	5	8%
		1-4	31	74%	16	73%	47	73%
		5-8	6	14%	5	23%	11	17%
		9-12	0	0%	0	0%	0	0%
		13-16	1	2%	0	0%	1	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		42	100%	22	100%	64
i. Supervising internships or other field experiences	FIELDEXP	0	30	70%	10	43%	40	61%
		1-4	9	21%	8	35%	17	26%
		5-8	4	9%	3	13%	7	11%
		9-12	0	0%	1	4%	1	2%
		13-16	0	0%	1	4%	1	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		43	100%	23	100%	66



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	16	37%	5	22%	21	32%
		1-4	26	60%	15	65%	41	62%
		5-8	1	2%	3	13%	4	6%
		9-12	0	0%	0	0%	0	0%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		43	100%	23	100%	66
k. Other interactions with students outside of the classroom	FINTERAC	0	4	9%	1	4%	5	8%
		1-4	34	79%	12	52%	46	70%
		5-8	5	12%	7	30%	12	18%
		9-12	0	0%	1	4%	1	2%
		13-16	0	0%	1	4%	1	2%
		17-20	0	0%	1	4%	1	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		43	100%	23	100%	66
l. Conducting service activities	SERVICE	0	26	60%	8	36%	34	52%
		1-4	16	37%	11	50%	27	42%
		5-8	1	2%	3	14%	4	6%
		9-12	0	0%	0	0%	0	0%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		43	100%	22	100%	65



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
In what format do you most often teach? TTEACFOR	Classroom, on-campus	42	98%	23	100%	65	98%
	Classroom, auxiliary location	0	0%	0	0%	0	0%
	Distance education	1	2%	0	0%	1	2%
	Total	43	100%	23	100%	66	100%

Please respond to the following two questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

What is the general area of your selected course?

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
TCSDISCL	Arts and Humanities	19	50%	3	18%	22	40%
	Biological science	3	8%	1	6%	4	7%
	Business	3	8%	1	6%	4	7%
	Education	0	0%	3	18%	3	5%
	Engineering	0	0%	0	0%	0	0%
	Physical science	3	8%	1	6%	4	7%
	Professional	3	8%	3	18%	6	11%
	Social science	3	8%	2	12%	5	9%
	Other	4	11%	3	18%	7	13%
	Total	38	100%	17	100%	55	100%

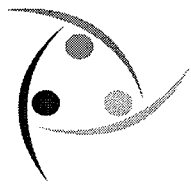
In your selected course section, on average, what percent of class time is spent on the following?

a. Lecture

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
LECTURE	0%	1	2%	0	0%	1	2%
	1-9%	5	12%	2	9%	7	11%
	10-19%	5	12%	5	22%	10	15%
	20-29%	7	17%	5	22%	12	18%
	30-39%	5	12%	2	9%	7	11%
	40-49%	5	12%	4	17%	9	14%
	50-74%	8	19%	5	22%	13	20%
	75% or more	6	14%	0	0%	6	9%
	Total	42	100%	23	100%	65	100%

b. Teacher-led discussion

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
TEACHLED	0%	2	5%	0	0%	2	3%
	1-9%	12	29%	4	17%	16	25%
	10-19%	12	29%	6	26%	18	28%
	20-29%	9	21%	4	17%	13	20%
	30-39%	3	7%	5	22%	8	12%
	40-49%	1	2%	3	13%	4	6%
	50-74%	2	5%	0	0%	2	3%
	75% or more	1	2%	1	4%	2	3%
	Total	42	100%	23	100%	65	100%



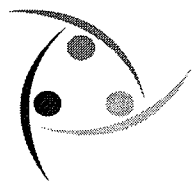
**Faculty Survey  
of Student Engagement**

**FSSE 2007 Frequency Distributions  
Southern Adventist University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	13	33%	6	30%	19	32%
		1-9%	13	33%	5	25%	18	30%
		10-19%	4	10%	3	15%	7	12%
		20-29%	4	10%	1	5%	5	8%
		30-39%	1	3%	3	15%	4	7%
		40-49%	2	5%	1	5%	3	5%
		50-74%	1	3%	1	5%	2	3%
		75% or more	2	5%	0	0%	2	3%
	Total	40	100%	20	100%	60	100%	
d. Student computer use	COMPMD	0%	25	61%	9	41%	34	54%
		1-9%	7	17%	12	55%	19	30%
		10-19%	1	2%	0	0%	1	2%
		20-29%	0	0%	1	5%	1	2%
		30-39%	3	7%	0	0%	3	5%
		40-49%	1	2%	0	0%	1	2%
		50-74%	1	2%	0	0%	1	2%
		75% or more	3	7%	0	0%	3	5%
	Total	41	100%	22	100%	63	100%	
e. Small group activities	GROUPSML	0%	14	33%	4	17%	18	27%
		1-9%	17	40%	8	35%	25	38%
		10-19%	3	7%	4	17%	7	11%
		20-29%	4	9%	4	17%	8	12%
		30-39%	3	7%	1	4%	4	6%
		40-49%	0	0%	1	4%	1	2%
		50-74%	2	5%	0	0%	2	3%
		75% or more	0	0%	1	4%	1	2%
	Total	43	100%	23	100%	66	100%	



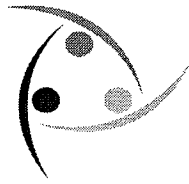
**Faculty Survey  
of Student Engagement**

**FSSE 2007 Frequency Distributions  
Southern Adventist University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0%	15	35%	8	36%	23	35%
		1-9%	12	28%	4	18%	16	25%
		10-19%	10	23%	4	18%	14	22%
		20-29%	3	7%	6	27%	9	14%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	0	0%	0	0%
		50-74%	3	7%	0	0%	3	5%
		75% or more	0	0%	0	0%	0	0%
			Total	43	100%	22	100%	65
g. In-class writing	CLSWRITE	0%	26	62%	9	41%	35	55%
		1-9%	13	31%	11	50%	24	38%
		10-19%	2	5%	2	9%	4	6%
		20-29%	0	0%	0	0%	0	0%
		30-39%	1	2%	0	0%	1	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	0	0%	0	0%
			Total	42	100%	22	100%	64
h. Testing and evaluation	TESTEVAL	0%	1	2%	0	0%	1	2%
		1-9%	22	52%	12	52%	34	52%
		10-19%	13	31%	9	39%	22	34%
		20-29%	5	12%	1	4%	6	9%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	2%	1	4%	2	3%
			Total	42	100%	23	100%	65



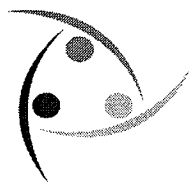
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total		
		Count	Col %	Count	Col %	Count	Col %	
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	33	79%	20	95%	53	84%
		1-9%	4	10%	0	0%	4	6%
		10-19%	0	0%	0	0%	0	0%
		20-29%	1	2%	0	0%	1	2%
		30-39%	1	2%	0	0%	1	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	3	7%	1	5%	4	6%
	Total	42	100%	21	100%	63	100%	
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	23	53%	6	26%	29	44%
		1-9%	5	12%	5	22%	10	15%
		10-19%	0	0%	4	17%	4	6%
		20-29%	5	12%	5	22%	10	15%
		30-39%	2	5%	1	4%	3	5%
		40-49%	3	7%	2	9%	5	8%
		50-74%	2	5%	0	0%	2	3%
		75% or more	3	7%	0	0%	3	5%
	Total	43	100%	23	100%	66	100%	
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	0	0%	1	6%	1	2%
		10-19	2	5%	4	25%	6	11%
		20-29	5	13%	1	6%	6	11%
		30-49	4	10%	4	25%	8	15%
		50-99	10	26%	5	31%	15	27%
		100 or more	18	46%	1	6%	19	35%
	Total	39	100%	16	100%	55	100%	



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

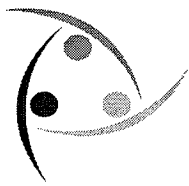
Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following questions based on the typical students you have taught during this academic year.

About how often has the typical student done each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Asked questions in class or contributed to class discussions	TCLQUEST	Never	3	7%	0	0%	3	5%
		Sometimes	24	56%	3	13%	27	41%
		Often	11	26%	7	30%	18	27%
		Very Often	5	12%	13	57%	18	27%
		Total	43	100%	23	100%	66	100%
b. Made a class presentation	TCLPRSNT	Never	17	40%	2	9%	19	29%
		Sometimes	17	40%	5	22%	22	33%
		Often	3	7%	11	48%	14	21%
		Very Often	6	14%	5	22%	11	17%
		Total	43	100%	23	100%	66	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	24	56%	6	26%	30	45%
		Sometimes	10	23%	5	22%	15	23%
		Often	4	9%	8	35%	12	18%
		Very Often	5	12%	4	17%	9	14%
		Total	43	100%	23	100%	66	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	13	30%	1	4%	14	21%
		Sometimes	15	35%	6	26%	21	32%
		Often	5	12%	10	43%	15	23%
		Very Often	10	23%	6	26%	16	24%
		Total	43	100%	23	100%	66	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	13	30%	2	9%	15	23%
		Sometimes	17	40%	8	35%	25	38%
		Often	9	21%	8	35%	17	26%
		Very Often	4	9%	5	22%	9	14%
		Total	43	100%	23	100%	66	100%





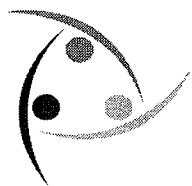
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
f. Come to class without completing readings or assignments	TCLUNPRE	Never	1	2%	0	0%	1	2%
		Sometimes	18	42%	14	61%	32	48%
		Often	20	47%	6	26%	26	39%
		Very Often	4	9%	3	13%	7	11%
		Total	43	100%	23	100%	66	100%
g. Worked with other students on projects during class	TCLASSGR	Never	9	21%	1	4%	10	15%
		Sometimes	15	35%	10	43%	25	38%
		Often	14	33%	10	43%	24	36%
		Very Often	5	12%	2	9%	7	11%
		Total	43	100%	23	100%	66	100%
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	4	9%	1	4%	5	8%
		Sometimes	21	49%	6	26%	27	41%
		Often	12	28%	14	61%	26	39%
		Very Often	6	14%	2	9%	8	12%
		Total	43	100%	23	100%	66	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	7	17%	0	0%	7	11%
		Sometimes	26	63%	11	48%	37	58%
		Often	7	17%	9	39%	16	25%
		Very Often	1	2%	3	13%	4	6%
		Total	41	100%	23	100%	64	100%
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	12	29%	3	13%	15	23%
		Sometimes	23	56%	14	61%	37	58%
		Often	4	10%	5	22%	9	14%
		Very Often	2	5%	1	4%	3	5%
		Total	41	100%	23	100%	64	100%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	20	49%	6	26%	26	41%
		Sometimes	15	37%	10	43%	25	39%
		Often	4	10%	5	22%	9	14%
		Very Often	2	5%	2	9%	4	6%
		Total	41	100%	23	100%	64	100%



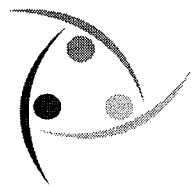
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
i. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	11	27%	2	9%	13	20%
		Sometimes	15	37%	7	30%	22	34%
		Often	4	10%	7	30%	11	17%
		Very Often	11	27%	7	30%	18	28%
		Total	41	100%	23	100%	64	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	0	0%	0	0%	0	0%
		Sometimes	15	37%	4	17%	19	30%
		Often	13	32%	10	43%	23	36%
		Very Often	13	32%	9	39%	22	34%
		Total	41	100%	23	100%	64	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	0	0%	0	0%	0	0%
		Sometimes	17	41%	9	39%	26	41%
		Often	16	39%	7	30%	23	36%
		Very Often	8	20%	7	30%	15	23%
		Total	41	100%	23	100%	64	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	2	5%	0	0%	2	3%
		Sometimes	21	51%	10	43%	31	48%
		Often	17	41%	8	35%	25	39%
		Very Often	1	2%	5	22%	6	9%
		Total	41	100%	23	100%	64	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	5	12%	2	9%	7	11%
		Sometimes	29	71%	14	64%	43	68%
		Often	6	15%	3	14%	9	14%
		Very Often	1	2%	3	14%	4	6%
		Total	41	100%	22	100%	63	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	0	0%	0	0%
		Sometimes	9	21%	2	9%	11	17%
		Often	21	49%	11	48%	32	48%
		Very Often	13	30%	10	43%	23	35%
		Total	43	100%	23	100%	66	100%



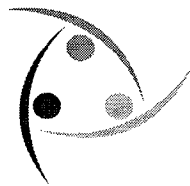
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	2	5%	0	0%	2	3%
		Sometimes	24	56%	11	48%	35	53%
		Often	12	28%	9	39%	21	32%
		Very Often	5	12%	3	13%	8	12%
		Total	43	100%	23	100%	66	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	16	37%	0	0%	16	24%
		Sometimes	26	60%	18	78%	44	67%
		Often	1	2%	3	13%	4	6%
		Very Often	0	0%	2	9%	2	3%
		Total	43	100%	23	100%	66	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	6	14%	1	4%	7	11%
		Sometimes	30	70%	16	70%	46	70%
		Often	6	14%	2	9%	8	12%
		Very Often	1	2%	4	17%	5	8%
		Total	43	100%	23	100%	66	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	4	9%	0	0%	4	6%
		Sometimes	23	53%	11	48%	34	52%
		Often	12	28%	5	22%	17	26%
		Very Often	4	9%	7	30%	11	17%
		Total	43	100%	23	100%	66	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	9	21%	1	4%	10	15%
		Sometimes	27	64%	19	83%	46	71%
		Often	6	14%	2	9%	8	12%
		Very Often	0	0%	1	4%	1	2%
		Total	42	100%	23	100%	65	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	6	14%	0	0%	6	9%
		Sometimes	25	58%	15	65%	40	61%
		Often	11	26%	7	30%	18	27%
		Very Often	1	2%	1	4%	2	3%
		Total	43	100%	23	100%	66	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHVW	Never	5	12%	1	4%	6	9%
		Sometimes	26	62%	15	65%	41	63%
		Often	9	21%	6	26%	15	23%
		Very Often	2	5%	1	4%	3	5%
		Total	42	100%	23	100%	65	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHGVW	Never	3	7%	0	0%	3	5%
		Sometimes	13	31%	11	48%	24	37%
		Often	22	52%	11	48%	33	51%
		Very Often	4	10%	1	4%	5	8%
		Total	42	100%	23	100%	65	100%

During the current school year, about how much reading and writing do you estimate the typical student has done?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	TREADASG	None	0	0%	0	0%	0	0%
		Between 1 and 4	18	42%	8	35%	26	39%
		Between 5 and 10	19	44%	8	35%	27	41%
		Between 11 and 20	6	14%	7	30%	13	20%
		More than 20	0	0%	0	0%	0	0%
Total	43	100%	23	100%	66	100%		
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	17	40%	2	9%	19	29%
		Between 1 and 4	24	56%	17	77%	41	63%
		Between 5 and 10	2	5%	2	9%	4	6%
		Between 11 and 20	0	0%	1	5%	1	2%
		More than 20	0	0%	0	0%	0	0%
Total	43	100%	22	100%	65	100%		
c. Number of written papers or reports of 20 pages or more	TWRMR05	None	32	74%	6	26%	38	58%
		Between 1 and 4	10	23%	13	57%	23	35%
		Between 5 and 10	1	2%	3	13%	4	6%
		Between 11 and 20	0	0%	1	4%	1	2%
		More than 20	0	0%	0	0%	0	0%
Total	43	100%	23	100%	66	100%		



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, about how much reading and writing do you estimate the typical student has done? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Number of written papers or reports between 5 and 19 pages	TWRTMD05	None	4	9%	0	0%	4	6%
		Between 1 and 4	28	65%	12	52%	40	61%
		Between 5 and 10	10	23%	9	39%	19	29%
		Between 11 and 20	0	0%	2	9%	2	3%
		More than 20	1	2%	0	0%	1	2%
		Total		43	100%	23	100%	66
e. Number of written papers or reports of fewer than 5 pages	TWRITSM5	None	1	2%	0	0%	1	2%
		Between 1 and 4	13	30%	9	39%	22	33%
		Between 5 and 10	11	26%	9	39%	20	30%
		Between 11 and 20	13	30%	3	13%	16	24%
		More than 20	5	12%	2	9%	7	11%
		Total		43	100%	23	100%	66

In a typical week, how many homework problem sets does the typical student complete?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take the typical student more than one hour to complete	TPROBSTA	None	1	2%	0	0%	1	2%
		1-2	21	50%	8	42%	29	48%
		3-4	14	33%	8	42%	22	36%
		5-6	1	2%	3	16%	4	7%
		More than 6	5	12%	0	0%	5	8%
		Total		42	100%	19	100%	61
b. Number of problem sets that take the typical student less than one hour to complete	TPROBSTB	None	6	14%	0	0%	6	10%
		1-2	8	19%	9	50%	17	28%
		3-4	16	38%	5	28%	21	35%
		5-6	7	17%	3	17%	10	17%
		More than 6	5	12%	1	6%	6	10%
		Total		42	100%	18	100%	60



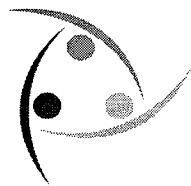
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	0	0%	0	0%
		1-5	4	9%	1	5%	5	8%
		6-10	3	7%	1	5%	4	6%
		11-15	3	7%	1	5%	4	6%
		16-20	5	12%	9	43%	14	22%
		21-25	8	19%	4	19%	12	19%
		26-30	14	33%	4	19%	18	28%
		More than 30	6	14%	1	5%	7	11%
		Total	43	100%	21	100%	64	100%
b. Working for pay on campus	TEXWRKON	0	2	5%	1	5%	3	5%
		1-5	4	9%	3	16%	7	11%
		6-10	15	35%	3	16%	18	29%
		11-15	13	30%	11	58%	24	39%
		16-20	9	21%	1	5%	10	16%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	19	100%	62	100%
c. Working for pay off campus	TEXWRKOF	0	6	14%	4	20%	10	16%
		1-5	5	12%	3	15%	8	13%
		6-10	14	33%	5	25%	19	30%
		11-15	11	26%	5	25%	16	25%
		16-20	7	16%	3	15%	10	16%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	20	100%	63	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	0	0%	0	0%	0	0%
		1-5	25	58%	12	57%	37	58%
		6-10	17	40%	8	38%	25	39%
		11-15	1	2%	1	5%	2	3%
		16-20	0	0%	0	0%	0	0%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total	43	100%	21	100%	64	100%	
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	0	0%	0	0%	0	0%
		1-5	18	43%	9	45%	27	44%
		6-10	18	43%	8	40%	26	42%
		11-15	5	12%	1	5%	6	10%
		16-20	1	2%	2	10%	3	5%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total	42	100%	20	100%	62	100%	
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	11	28%	5	25%	16	27%
		1-5	18	45%	5	25%	23	38%
		6-10	9	23%	7	35%	16	27%
		11-15	2	5%	2	10%	4	7%
		16-20	0	0%	1	5%	1	2%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total	40	100%	20	100%	60	100%	
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	2	5%	0	0%	2	3%
		1-5	37	90%	21	100%	58	94%
		6-10	2	5%	0	0%	2	3%
		11-15	0	0%	0	0%	0	0%
		16-20	0	0%	0	0%	0	0%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total	41	100%	21	100%	62	100%	



# Faculty Survey of Student Engagement

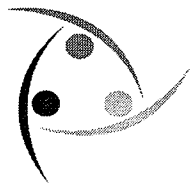
## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	0	0%	0	0%	0	0%
		1-5	7	16%	5	24%	12	19%
		6-10	15	35%	9	43%	24	38%
		11-15	10	23%	3	14%	13	20%
		16-20	10	23%	3	14%	13	20%
		21-25	1	2%	0	0%	1	2%
		26-30	0	0%	1	5%	1	2%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	21	100%	64	100%
b. Working for pay on campus	TACTWKON	0	0	0%	1	5%	1	2%
		1-5	3	7%	2	10%	5	8%
		6-10	20	47%	7	35%	27	43%
		11-15	11	26%	7	35%	18	29%
		16-20	7	16%	3	15%	10	16%
		21-25	2	5%	0	0%	2	3%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	20	100%	63	100%
c. Working for pay off campus	TACTWKOF	0	1	2%	3	15%	4	6%
		1-5	1	2%	1	5%	2	3%
		6-10	13	30%	5	25%	18	29%
		11-15	17	40%	4	20%	21	33%
		16-20	8	19%	6	30%	14	22%
		21-25	3	7%	1	5%	4	6%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	20	100%	63	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	1	2%	0	0%	1	2%
		1-5	15	35%	6	29%	21	33%
		6-10	18	42%	10	48%	28	44%
		11-15	7	16%	5	24%	12	19%
		16-20	2	5%	0	0%	2	3%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	43	100%	21	100%	64	100%





# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following? (continued)

e. Relaxing and socializing (watching TV, partying, etc.)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
TACTSOCI	0	0	0%	0	0%	0	0%
	1-5	3	7%	2	10%	5	8%
	6-10	5	12%	9	43%	14	22%
	11-15	19	44%	6	29%	25	39%
	16-20	10	23%	3	14%	13	20%
	21-25	4	9%	1	5%	5	8%
	26-30	1	2%	0	0%	1	2%
	More than 30	1	2%	0	0%	1	2%
	Total	43	100%	21	100%	64	100%

f. Providing care for dependents living with him or her (parents, children, spouse, etc.)

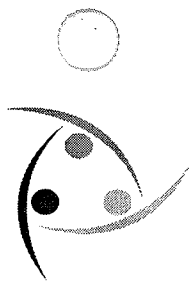
TACTCARE	0	12	29%	8	40%	20	33%
	1-5	25	61%	5	25%	30	49%
	6-10	3	7%	6	30%	9	15%
	11-15	0	0%	0	0%	0	0%
	16-20	1	2%	1	5%	2	3%
	21-25	0	0%	0	0%	0	0%
	26-30	0	0%	0	0%	0	0%
	More than 30	0	0%	0	0%	0	0%
	Total	41	100%	20	100%	61	100%

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

TACTCOMM	0	5	12%	1	5%	6	9%
	1-5	35	81%	19	90%	54	84%
	6-10	2	5%	1	5%	3	5%
	11-15	1	2%	0	0%	1	2%
	16-20	0	0%	0	0%	0	0%
	21-25	0	0%	0	0%	0	0%
	26-30	0	0%	0	0%	0	0%
	More than 30	0	0%	0	0%	0	0%
	Total	43	100%	21	100%	64	100%

Select the box that represents the extent to which the typical student's *examinations* have challenged that student to do his or her best work.

TEXAMS	Very Little	0	0%	2	9%	2	3%
	2	0	0%	0	0%	0	0%
	3	5	12%	1	5%	6	9%
	4	8	19%	4	18%	12	18%
	5	17	40%	8	36%	25	38%
	6	11	26%	6	27%	17	26%
	Very much	2	5%	1	5%	3	5%
		Total	43	100%	22	100%	65



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	2	5%	1	5%	3	5%
		Some	9	21%	13	62%	22	35%
		Quite a bit	18	43%	5	24%	23	37%
		Very much	13	31%	2	10%	15	24%
		Total	42	100%	21	100%	63	100%
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	TANALYZE	Very little	3	7%	0	0%	3	5%
		Some	16	38%	3	14%	19	30%
		Quite a bit	21	50%	14	67%	35	56%
		Very much	2	5%	4	19%	6	10%
		Total	42	100%	21	100%	63	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	5	12%	0	0%	5	8%
		Some	22	52%	4	19%	26	41%
		Quite a bit	9	21%	12	57%	21	33%
		Very much	6	14%	5	24%	11	17%
		Total	42	100%	21	100%	63	100%
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 conclusions	TEVALUAT	Very little	5	12%	1	5%	6	10%
		Some	24	57%	3	14%	27	43%
		Quite a bit	8	19%	10	48%	18	29%
		Very much	5	12%	7	33%	12	19%
		Total	42	100%	21	100%	63	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	8	19%	1	5%	9	14%
		Some	21	50%	3	14%	24	38%
		Quite a bit	9	21%	9	43%	18	29%
		Very much	4	10%	8	38%	12	19%
		Total	42	100%	21	100%	63	100%

To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Writing clearly and effectively	TGNWRITE	Very little	1	2%	0	0%	1	2%
		Some	11	26%	2	10%	13	21%
		Quite a bit	23	55%	17	81%	40	63%
		Very much	7	17%	2	10%	9	14%
		Total	42	100%	21	100%	63	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Speaking clearly and effectively	TGNSPEAK	Very little	1	2%	1	5%	2	3%
		Some	10	24%	2	10%	12	19%
		Quite a bit	26	62%	17	81%	43	68%
		Very much	5	12%	1	5%	6	10%
		Total	42	100%	21	100%	63	100%
c. Thinking critically and analytically	TGNANALY	Very little	4	10%	0	0%	4	6%
		Some	21	50%	3	14%	24	38%
		Quite a bit	11	26%	12	57%	23	37%
		Very much	6	14%	6	29%	12	19%
		Total	42	100%	21	100%	63	100%
d. Analyzing quantitative problems	TGNQUANT	Very little	2	5%	0	0%	2	3%
		Some	27	66%	6	29%	33	53%
		Quite a bit	10	24%	13	62%	23	37%
		Very much	2	5%	2	10%	4	6%
		Total	41	100%	21	100%	62	100%
e. Using computing and information technology	TGNCMPTS	Very little	2	5%	0	0%	2	3%
		Some	6	15%	5	24%	11	18%
		Quite a bit	24	59%	10	48%	34	55%
		Very much	9	22%	6	29%	15	24%
		Total	41	100%	21	100%	62	100%
f. Working effectively with others	TGNOTHER	Very little	0	0%	0	0%	0	0%
		Some	19	45%	1	5%	20	32%
		Quite a bit	19	45%	17	81%	36	57%
		Very much	4	10%	3	14%	7	11%
		Total	42	100%	21	100%	63	100%
g. Learning effectively on his or her own	TGNINQ	Very little	3	7%	0	0%	3	5%
		Some	13	31%	1	5%	14	22%
		Quite a bit	22	52%	17	81%	39	62%
		Very much	4	10%	3	14%	7	11%
		Total	42	100%	21	100%	63	100%



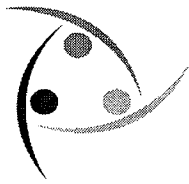
# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Understanding himself or herself	TGNSSELF	Very little	0	0%	0	0%	0	0%
		Some	19	45%	5	24%	24	38%
		Quite a bit	20	48%	14	67%	34	54%
		Very much	3	7%	2	10%	5	8%
		Total	42	100%	21	100%	63	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	3	7%	0	0%	3	5%
		Some	23	56%	6	30%	29	48%
		Quite a bit	12	29%	13	65%	25	41%
		Very much	3	7%	1	5%	4	7%
		Total	41	100%	20	100%	61	100%
j. Solving complex real-world problems	TGNPROBS	Very little	7	17%	1	5%	8	13%
		Some	24	59%	5	25%	29	48%
		Quite a bit	10	24%	11	55%	21	34%
		Very much	0	0%	3	15%	3	5%
		Total	41	100%	20	100%	61	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	1	2%	1	5%	2	3%
		Some	12	29%	2	10%	14	23%
		Quite a bit	23	56%	12	60%	35	57%
		Very much	5	12%	5	25%	10	16%
		Total	41	100%	20	100%	61	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	1	2%	0	0%	1	2%
		Some	4	10%	1	5%	5	8%
		Quite a bit	27	66%	11	55%	38	62%
		Very much	9	22%	8	40%	17	28%
		Total	41	100%	20	100%	61	100%
m. Acquiring a broad general education	TGNGENLE	Very little	1	2%	0	0%	1	2%
		Some	5	12%	0	0%	5	8%
		Quite a bit	28	68%	18	90%	46	75%
		Very much	7	17%	2	10%	9	15%
		Total	41	100%	20	100%	61	100%



# Faculty Survey of Student Engagement

## FSSE 2007 Frequency Distributions Southern Adventist University

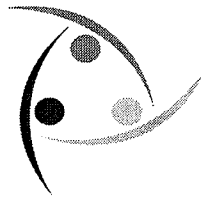
Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count Col %</i>		<i>Count Col %</i>		<i>Count Col %</i>	
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	5	12%	0	0%	5	8%
		Some	18	44%	2	10%	20	33%
		Quite a bit	14	34%	15	75%	29	48%
		Very much	4	10%	3	15%	7	11%
		Total	41	100%	20	100%	61	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	21	51%	6	30%	27	44%
		Some	15	37%	10	50%	25	41%
		Quite a bit	5	12%	4	20%	9	15%
		Very much	0	0%	0	0%	0	0%
		Total	41	100%	20	100%	61	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	4	10%	2	10%	6	10%
		Some	28	68%	7	35%	35	57%
		Quite a bit	8	20%	9	45%	17	28%
		Very much	1	2%	2	10%	3	5%
		Total	41	100%	20	100%	61	100%

What is the general discipline of your academic appointment? (Please specify an academic discipline)

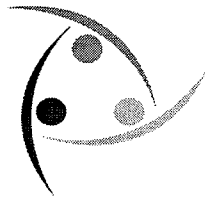
	<i>Variable</i>	<i>Response Options</i>	<i>Count Col %</i>		<i>Count Col %</i>		<i>Count Col %</i>	
APDISCOL		Arts and humanities	19	50%	3	18%	22	40%
		Biological science	3	8%	1	6%	4	7%
		Business	3	8%	2	12%	5	9%
		Education	0	0%	3	18%	3	5%
		Engineering	0	0%	0	0%	0	0%
		Physical science	3	8%	1	6%	4	7%
		Professional	4	11%	2	12%	6	11%
		Social science	3	8%	2	12%	5	9%
		Other	3	8%	3	18%	6	11%
		Total	38	100%	17	100%	55	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

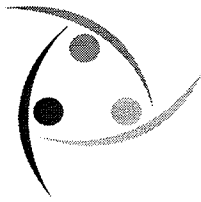
Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Asked questions in class or contributed to class discussions	TCLQUEST/	Never	7%	4%	0%	0%
	CLQUEST	Sometimes	56%	48%	13%	31%
		Often	26%	33%	30%	26%
		Very often	12%	15%	57%	43%
		Total	100%	100%	100%	100%
Made a class presentation	TCLPRSNT/	Never	40%	12%	9%	4%
	CLPRESEN	Sometimes	40%	48%	22%	37%
		Often	7%	31%	48%	34%
		Very often	14%	9%	22%	25%
		Total	100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/	Never	56%	5%	26%	14%
	REWROPAP	Sometimes	23%	12%	22%	36%
		Often	9%	33%	35%	27%
		Very often	12%	50%	17%	23%
		Total	100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/	Never	30%	2%	4%	1%
	INTEGRAT	Sometimes	35%	21%	26%	22%
		Often	12%	42%	43%	30%
		Very often	23%	35%	26%	47%
		Total	100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/	Never	30%	7%	9%	3%
	DIVCLASS	Sometimes	40%	37%	35%	42%
		Often	21%	35%	35%	26%
		Very often	9%	22%	22%	29%
		Total	100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/	Never	2%	24%	0%	7%
	CLUNPREP	Sometimes	42%	59%	61%	73%
		Often	47%	14%	26%	13%
		Very often	9%	4%	13%	7%
		Total	100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/	Never	21%	14%	4%	10%
	CLASSGRP	Sometimes	35%	56%	43%	48%
		Often	33%	25%	43%	31%
		Very often	12%	5%	9%	11%
		Total	100%	100%	100%	100%



# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	9%	16%	4%	3%
		Sometimes	49%	50%	26%	48%
		Often	28%	20%	61%	25%
		Very often	14%	14%	9%	24%
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	17%	5%	0%	3%
		Sometimes	63%	48%	48%	27%
		Often	17%	34%	39%	47%
		Very often	2%	12%	13%	24%
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	29%	48%	13%	26%
		Sometimes	56%	33%	61%	39%
		Often	10%	10%	22%	16%
		Very often	5%	9%	4%	19%
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	49%	44%	26%	25%
		Sometimes	37%	37%	43%	38%
		Often	10%	13%	22%	19%
		Very often	5%	6%	9%	17%
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	27%	32%	9%	13%
		Sometimes	37%	21%	30%	26%
		Often	10%	19%	30%	25%
		Very often	27%	27%	30%	36%
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	3%	0%	1%
		Sometimes	37%	30%	17%	19%
		Often	32%	31%	43%	29%
		Very often	32%	36%	39%	51%
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	0%	4%	0%	2%
		Sometimes	41%	45%	39%	34%
		Often	39%	26%	30%	30%
		Very often	20%	25%	30%	34%
	Total		100%	100%	100%	100%

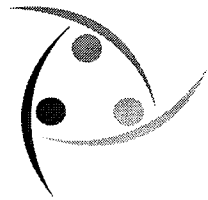


## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	5%	20%	0%	9%
		Sometimes	51%	48%	43%	45%
		Often	41%	22%	35%	24%
		Very often	2%	11%	22%	22%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	12%	45%	9%	19%
		Sometimes	71%	37%	64%	49%
		Often	15%	9%	14%	15%
		Very often	2%	9%	14%	17%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	5%	0%	4%
		Sometimes	21%	49%	9%	37%
		Often	49%	34%	48%	45%
		Very often	30%	12%	43%	14%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	5%	9%	0%	7%
		Sometimes	56%	45%	48%	41%
		Often	28%	35%	39%	31%
		Very often	12%	11%	13%	21%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	37%	54%	0%	30%
		Sometimes	60%	32%	78%	48%
		Often	2%	8%	13%	13%
		Very often	0%	5%	9%	9%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	14%	3%	4%	3%
		Sometimes	70%	39%	70%	31%
		Often	14%	37%	9%	39%
		Very often	2%	21%	17%	27%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	9%	12%	0%	7%
		Sometimes	53%	29%	48%	26%
		Often	28%	32%	22%	27%
		Very often	9%	27%	30%	41%
	Total		100%	100%	100%	100%





## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

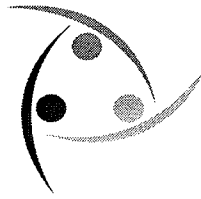
Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	21%	13%	4%	9%
		Sometimes	64%	41%	83%	47%
	Often	14%	28%	9%	24%	
	Very often	0%	18%	4%	21%	
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	14%	3%	0%	3%
		Sometimes	58%	40%	65%	34%
	Often	26%	40%	30%	33%	
	Very often	2%	17%	4%	30%	
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	12%	4%	4%	4%
		Sometimes	62%	40%	65%	35%
	Often	21%	38%	26%	32%	
	Very often	5%	19%	4%	30%	
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	7%	0%	0%	3%
		Sometimes	31%	29%	48%	32%
	Often	52%	49%	48%	36%	
	Very often	10%	22%	4%	29%	
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	0%	0%	0%	0%
		Between 1-4	42%	11%	35%	20%
	Between 5-10	44%	57%	35%	46%	
	Between 11-20	14%	23%	30%	22%	
	More than 20	0%	9%	0%	12%	
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	40%	15%	9%	9%
		Between 1-4	56%	63%	77%	66%
	Between 5-10	5%	13%	9%	15%	
	Between 11-20	0%	5%	5%	4%	
	More than 20	0%	4%	0%	7%	
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

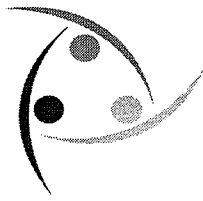
Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of <b>20 pages or more</b>	TWR TMR05/ WRITEMOR	None	74%	88%	26%	52%
		Between 1-4	23%	8%	57%	42%
		Between 5-10	2%	2%	13%	4%
		Between 11-20	0%	1%	4%	0%
		More than 20	0%	0%	0%	2%
		Total	100%	100%	100%	100%
Number of written papers or reports <b>between 5 and 19 pages</b>	TWR TMD05/ WRITEMID	None	9%	27%	0%	6%
		Between 1-4	65%	59%	52%	57%
		Between 5-10	23%	9%	39%	24%
		Between 11-20	0%	4%	9%	10%
		More than 20	2%	0%	0%	2%
		Total	100%	100%	100%	100%
Number of written papers or reports of <b>fewer than 5 pages</b>	TWR TMSML/ WRITESML	None	2%	0%	0%	3%
		Between 1-4	30%	22%	39%	19%
		Between 5-10	26%	39%	39%	29%
		Between 11-20	30%	22%	13%	22%
		More than 20	12%	17%	9%	27%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take <b>more</b> than one hour to complete	TPROBSTA/ PROBSETA	None	2%	10%	0%	20%
		1-2	50%	26%	42%	34%
		3-4	33%	41%	42%	32%
		5-6	2%	15%	16%	8%
		More than 6	12%	8%	0%	7%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take <b>less</b> than one hour to complete	TPROBSTB/ PROBSETB	None	14%	11%	0%	24%
		1-2	19%	39%	50%	36%
		3-4	38%	26%	28%	22%
		5-6	17%	15%	17%	14%
		More than 6	12%	8%	6%	4%
		Total	100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	0%	0%	0%	1%
	ACADPR01	1-5 hr/wk	16%	13%	24%	7%
		6-10 hr/wk	35%	21%	43%	31%
		11-15 hr/wk	23%	22%	14%	26%
		16-20 hr/wk	23%	22%	14%	15%
		21-25 hr/wk	2%	13%	0%	8%
		26-30 hr/wk	0%	5%	5%	6%
		30+ hr/wk	0%	4%	0%	4%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/	0 hr/wk	0%	49%	5%	36%
	WORKON01	1-5 hr/wk	7%	9%	10%	13%
		6-10 hr/wk	47%	18%	35%	21%
		11-15 hr/wk	26%	17%	35%	15%
		16-20 hr/wk	16%	4%	15%	9%
		21-25 hr/wk	5%	2%	0%	2%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	1%	0%	4%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/	0 hr/wk	2%	70%	15%	62%
	WORKOF01	1-5 hr/wk	2%	3%	5%	5%
		6-10 hr/wk	30%	7%	25%	3%
		11-15 hr/wk	40%	9%	20%	7%
		16-20 hr/wk	19%	7%	30%	9%
		21-25 hr/wk	7%	3%	5%	4%
		26-30 hr/wk	0%	0%	0%	4%
		30+ hr/wk	0%	1%	0%	5%
		Total		100%	100%	100%



# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	2%	31%	0%	31%
		1-5 hr/wk	35%	48%	29%	58%
		6-10 hr/wk	42%	15%	48%	7%
		11-15 hr/wk	16%	3%	24%	2%
		16-20 hr/wk	5%	1%	0%	1%
		21-25 hr/wk	0%	0%	0%	1%
		26-30 hr/wk	0%	2%	0%	0%
		30+ hr/wk	0%	0%	0%	1%
		Total		100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCI/ SOCIAL05	0 hr/wk	0%	2%	0%	4%
		1-5 hr/wk	7%	43%	10%	37%
		6-10 hr/wk	12%	27%	43%	32%
		11-15 hr/wk	44%	11%	29%	16%
		16-20 hr/wk	23%	11%	14%	4%
		21-25 hr/wk	9%	2%	5%	3%
		26-30 hr/wk	2%	1%	0%	0%
		30+ hr/wk	2%	1%	0%	3%
Total		100%	100%	100%	100%	
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	29%	89%	40%	75%
		1-5 hr/wk	61%	6%	25%	8%
		6-10 hr/wk	7%	3%	30%	7%
		11-15 hr/wk	0%	0%	0%	6%
		16-20 hr/wk	2%	0%	5%	2%
		21-25 hr/wk	0%	1%	0%	0%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	0%	0%	2%
Total		100%	100%	100%	100%	



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	12%	15%	5%	15%
		1-5 hr/wk	81%	75%	90%	76%
		6-10 hr/wk	5%	7%	5%	8%
		11-15 hr/wk	2%	2%	0%	0%
		16-20 hr/wk	0%	0%	0%	1%
		21-25 hr/wk	0%	0%	0%	0%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	0%	0%	0%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	0%	0%	9%	0%
		2	0%	0%	0%	1%
		3	12%	3%	5%	7%
		4	19%	12%	18%	14%
		5	40%	30%	36%	25%
		6	26%	37%	27%	34%
		Very much	5%	18%	5%	20%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	5%	5%	5%	7%
		Some	21%	23%	62%	30%
		Quite a bit	43%	45%	24%	36%
		Very much	31%	27%	10%	27%
		Total	100%	100%	100%	100%
Coursework emphasis: <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	TANALYZE/ ANALYZE	Very little	7%	4%	0%	3%
		Some	38%	21%	14%	12%
		Quite a bit	50%	49%	67%	43%
		Very much	5%	26%	19%	43%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHEZ	Very little	12%	5%	0%	3%
		Some	52%	26%	19%	22%
		Quite a bit	21%	48%	57%	41%
		Very much	14%	21%	24%	34%
		Total	100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

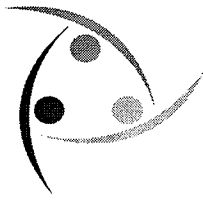
Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Coursework emphasis: <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	12%	6%	5%	3%
		Some	57%	35%	14%	26%
		Quite a bit	19%	40%	48%	33%
		Very much	12%	19%	33%	38%
	Total		100%	100%	100%	100%
Coursework emphasis: <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	19%	5%	5%	1%
		Some	50%	24%	14%	20%
		Quite a bit	21%	38%	43%	32%
		Very much	10%	33%	38%	47%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	2%	5%	0%	5%
		Some	26%	19%	10%	24%
		Quite a bit	55%	40%	81%	37%
		Very much	17%	36%	10%	33%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	2%	6%	5%	2%
		Some	24%	22%	10%	31%
		Quite a bit	62%	45%	81%	36%
		Very much	12%	27%	5%	31%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	10%	3%	0%	2%
		Some	50%	22%	14%	12%
		Quite a bit	26%	44%	57%	39%
		Very much	14%	32%	29%	47%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	5%	11%	0%	5%
		Some	66%	30%	29%	24%
		Quite a bit	24%	37%	62%	35%
		Very much	5%	22%	10%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	5%	8%	0%	5%
		Some	15%	20%	24%	29%
		Quite a bit	59%	39%	48%	28%
		Very much	22%	33%	29%	38%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	0%	6%	0%	2%
		Some	45%	22%	5%	31%
		Quite a bit	45%	47%	81%	35%
		Very much	10%	25%	14%	33%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	7%	5%	0%	6%
		Some	31%	25%	5%	26%
		Quite a bit	52%	49%	81%	41%
		Very much	10%	21%	14%	28%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSSELF	Very little	0%	12%	0%	15%
		Some	45%	29%	24%	25%
		Quite a bit	48%	36%	67%	33%
		Very much	7%	23%	10%	28%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	7%	14%	0%	19%
		Some	56%	40%	30%	30%
		Quite a bit	29%	30%	65%	31%
		Very much	7%	16%	5%	20%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	17%	16%	5%	9%
		Some	59%	38%	25%	38%
		Quite a bit	24%	34%	55%	29%
		Very much	0%	12%	15%	23%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	2%	10%	5%	9%
		Some	29%	19%	10%	25%
		Quite a bit	56%	43%	60%	31%
		Very much	12%	28%	25%	35%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	2%	3%	0%	2%
		Some	10%	16%	5%	20%
		Quite a bit	66%	38%	55%	31%
		Very much	22%	44%	40%	47%
		Total	100%	100%	100%	100%

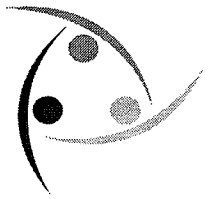


## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	2%	2%	0%	0%
		Some	12%	14%	0%	18%
		Quite a bit	68%	47%	90%	37%
		Very much	17%	37%	10%	45%
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	12%	8%	0%	2%
		Some	44%	25%	10%	23%
		Quite a bit	34%	43%	75%	32%
		Very much	10%	24%	15%	43%
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	51%	44%	30%	41%
		Some	37%	33%	50%	32%
		Quite a bit	12%	17%	20%	16%
		Very much	0%	6%	0%	11%
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	10%	11%	10%	7%
		Some	68%	29%	35%	31%
		Quite a bit	20%	40%	45%	37%
		Very much	2%	20%	10%	26%
	Total		100%	100%	100%	100%





# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

### Importance faculty place on campus-facilitated activities and student participation:

#### Faculty Responses

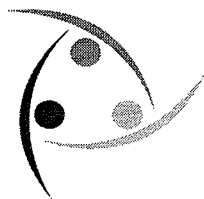
Percentage of faculty who reported that it is important or very important that students at their institution do the following

FSSE Item	Variable	Students Taught	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	93%
		SR	96%
Community service or volunteer work	FVOLUNTR	FY	65%
		SR	87%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	35%
		SR	43%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	49%
		SR	52%
Foreign language coursework	FFORLANG	FY	56%
		SR	61%
Study abroad	FSTUDYAB	FY	35%
		SR	30%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	81%
		SR	83%

#### Student Responses

Distribution of student responses to whether they had done or plan to do the following before graduating

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	78%	4%	13%
		SR	70%	19%	7%	5%
Community service or volunteer work	VOLNTR04	FY	57%	25%	5%	13%
		SR	82%	9%	4%	5%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	8%	22%	25%	45%
		SR	34%	9%	44%	13%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	2%	20%	41%	37%
		SR	12%	18%	57%	13%
Foreign language coursework	FORLNG04	FY	18%	47%	17%	18%
		SR	48%	15%	33%	4%
Study abroad	STDABR04	FY	5%	42%	16%	36%
		SR	24%	10%	52%	14%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	45%	11%	42%
		SR	25%	49%	16%	10%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

### Faculty and student perceptions of the campus environment:

#### Faculty Responses

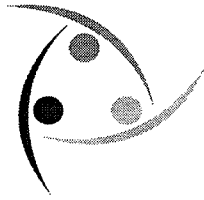
Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	<b>72%</b>
		SR	<b>83%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	FY	<b>91%</b>
		SR	<b>91%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	<b>53%</b>
		SR	<b>74%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	<b>33%</b>
		SR	<b>57%</b>
Providing students the support they need to thrive socially	FENVSOCA	FY	<b>60%</b>
		SR	<b>70%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	FY	<b>93%</b>
		SR	<b>96%</b>
Encouraging students to use computers in their academic work	FENVCOMP	FY	<b>98%</b>
		SR	<b>100%</b>

#### Student Responses

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	43%	43%	12%	2%
		SR	45%	44%	11%	0%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	31%	48%	18%	4%
		SR	34%	47%	18%	1%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	24%	28%	37%	12%
		SR	17%	34%	39%	10%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	23%	44%	23%
		SR	7%	22%	43%	28%
Providing the support you need to thrive socially	ENVSOCAL	FY	12%	36%	37%	15%
		SR	9%	38%	39%	14%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	49%	37%	12%	2%
		SR	39%	35%	22%	4%
Using computers in academic work	ENVCOMPT	FY	52%	33%	14%	0%
		SR	55%	31%	14%	0%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

### Faculty and student perceptions of the campus environment:

#### Faculty Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	<b>95%</b>
		SR	<b>100%</b>
With faculty members	FENVFAC	FY	<b>86%</b>
		SR	<b>100%</b>
With administrative personnel and offices	FENVADM	FY	<b>51%</b>
		SR	<b>50%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

#### Student Responses

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	84%	16%
		SR	86%	14%
With faculty members	ENVFAC	FY	78%	22%
		SR	84%	16%
With administrative personnel and offices	ENVADM	FY	53%	47%
		SR	49%	51%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4



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## National Survey of Student Engagement

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