

Concord University



Assessment of Academic Achievement Report

2009-2010

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Knowledge: Familiarity with principles underlying academic discourse in various fields.

Table Two: Knowledge Acquisition As Assessed by Component Measures

KNOWLEDGE	GSS	CAPSTONE EXPERIENCE
Understanding of the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices		Political Science Sociology Geography Social Work
Awareness of the fundamental characteristics and properties of the physical universe.		Chemistry Physical Science Natural Science
An ability to interpret events and trends within historic contexts.		History Political Science Sociology Geography
Proficiency in language acquisition including linguistics mathematics, and computer language systems.		Language Math Computer Science
A recognition of the complex interactions between organisms and their environments.		Biology Zoology Geography
An awareness of the principles, methods, materials, and media employed in the creation and presentation of art and literature.		Fine Arts Language and Literature
Self-knowledge, including awareness of one's competencies, deficiencies and learning-style.	X	Psychology Social Work Education

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship.

Table Three: Attitude Formation As Assessed by Component Measures

ATTITUDE	FAS	NSSE	GSS
Ethical decision-making	X	X	X
Responsible leading and following	X	X	X
Respect for diversity and conflict resolution	X	X	X
Fostering of well-being	X	X	X
Appreciation of art and creativity	X	X	X
Social responsibility	X	X	X
Lifelong learning and intellectual growth	X	X	X

***Questions measuring attitudes will be pre-tested on freshmen using the FAS and post-tested on seniors in the GSS.

Table Four gives a brief description of the component measures used in assessment. A more complete description of each measure is included in Appendix I.

Table Four: Descriptions of Component Measures

Instrument	Subjects	Development	Purpose	Information Collected	Nationally Normed?
Freshman Attitude Survey (FAS)	All entering freshmen	Local	Collects pre-test information on attitudes and values post-tested in the GSS.	Attitudes and values related to Concord's stated goals.	No
National Survey of Student Engagement (NSSE) (Administered every third year)	Sample of freshmen and seniors	External	Collects student perceptions of undergraduate quality and engagement.	Quality of effort inside and outside the classroom; educational and personal gains; satisfaction.	Yes
College Learning Assessment (CLA)	Sample of freshmen and seniors	External	Direct measure of analytic and written communication skills.	Proficiency in analytic reasoning and written communication skills.	Yes
Capstone Experiences	Seniors	Internal	Direct measure of learning outcomes in major field of study.	Specific outcomes by discipline.	No
Graduating Student Survey (GSS)	Seniors	Local	Collects information on perceived learning outcomes in general education and major field as well as overall satisfaction and changes in attitudes and values.	Reports of knowledge acquisition in general education and major field; satisfaction with educational experiences; attitudes and values related to Concord's mission.	No

Assessment Results

General Education

Direct component: Collegiate Learning Assessment

The Collegiate Learning Assessment (CLA) is administered to a sample of freshmen in the fall semester and again to a sample of seniors in the spring. Fifty-percent of each testing cohort takes the applied writing tasks, and fifty-percent takes the performance tasks test. The applied writing task measures a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain coherent discussion, and use standard written English. Performance task evaluation requires students to use an integrated combination of critical thinking, analytic reasoning, problems solving, and written communication skills to answer open-ended questions about hypothetical but realistic situations.

The CLA is designed to assess how well an institution as a whole contributes to student development. Consequently, it uses the institution (rather than the individual student) as the primary unit of analysis. The CLA measures the "value added" with "Deviation Scores" which indicate the degree to which student performances deviate from expectations based on (1) the students' admissions test scores (i.e., ACT or SAT scores) and (2) the typical relationship between admission scores and CLA scores across all of the participating institutions. In other words, how well do the students at a school do on the CLA relative to the scores earned by "similar students" (in terms of entrance examination scores) at other colleges and universities?

Value-added scores contrast the performance of freshmen with seniors. Specifically, after holding admission scores constant, do an institution's seniors earn significantly higher scores than do its freshmen and, most importantly, is this difference larger or smaller than that observed at other colleges? No testing program can assess all the knowledge, skills, and abilities that colleges endeavor to develop in their students. Consequently, the CLA focuses on some of the areas that are an integral part of most institutions' mission statements, namely: critical thinking, analytic reasoning, problem solving, and written communication. The results of the 2009-2010 report are summarized below. The full report is included in Appendix II.

Table Five: CLA 2009-2010
Value-Added Scores

	Performance level	Percentile Rank
Total CLA Score	Below	10
Performance Task	Below	7
Analytic Writing Task	Below	20
Make-an-Argument	Near	17
Critique-an-Argument	Near	29

The CAE has significantly changed statistical reporting procedures for the CLA beginning in the 2009-10 academic year. The estimated value added by a Concord education in the CLA testing areas is reported in Table Five. When compared to similar institutions, Concord's value added difference is overall below that which would be expected given the CLA and incoming SAT and/or ACT, scores of incoming freshmen. Concord outranked only 10% of comparable institutions on value-added difference.

Indirect: National Survey of Student Engagement (NSSE)

The NSSE is conducted every third year at Concord. The NSSE measures student perceptions of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportiveness of the campus environment. Concord's 2010 NSSE results are included in Appendix III. Results were not significantly different than comparable institutions on any of the five measures. However, results for Concord freshman were significantly lower on indicators of service learning and faculty mentored research opportunities, as compared to similar institutions. Seniors were significantly more likely to cite a lack of study abroad opportunities. Additionally, Concord seniors reported less institutional encouragement for contact between students from different economic, social, and racial/ethnic backgrounds, than seniors at comparable institutions. However, all NSSE results should be regarded with caution due to an extremely low sample size.

Freshman Attitude Survey (FAS)

The FAS is a locally-developed indirect measure related to attitudes and values reflected in the University goals. The FAS also provides self-reports of demographic information as well as students' reasons for choosing to attend Concord. The survey was administered to entering freshmen in the University 100 course. The results will be compared longitudinally to incoming freshmen in the future and cross-sectionally to results of the Graduating Student Survey, another locally developed indirect measure.

The FAS response rate was high with 520 freshmen responding. Of the 520 respondents, 54% were female, 46% male, 98% were single, and the average age was 18 years. Eighty-five percent indicated "white/non-Hispanic" as their race. Four percent

identified as “black/non-Hispanic”, 4% “multiracial”, 1% Hispanic, 3% Asian and 2% “other”. Seventy-five percent of freshmen were from West Virginia and 31% intended to commute to Concord.

Eighty-six percent of freshmen in 2009-2010 intend to graduate in 2013. Following graduation, 59% of freshmen indicated a desire to further their education beyond the bachelor’s level. The primary reason for choosing Concord was location (26%); however, cost (19%), quality of academic programs (11%), academic reputation (10%), and size (10%) were also indicated as important factors. Incoming freshmen identified academic majors spread across every academic discipline. Freshmen expected to spend an average of 6 hours per week working either on- or off-campus.

The following survey items indicate the frequency of various activities in the previous year. Freshmen averaged 11 hours per week in course-related work prior to coming to Concord. Table Six illustrates the percentage of respondents indicating participation in the listed activities “frequently” or “often”. A copy of the survey instrument and a comprehensive statistical printout are available in Appendix III.

Table Six: Freshman Attitude Survey Results 2008

Time allocation.

	“Frequently” and “Often”
Interacting with other cultures	27%
Discussing diverse opinions	64%
Using the library	33%
Communicating with faculty outside class	44%
Attending a cultural event	14%
Writing papers and/or projects	61%
Applying learning across disciplines	51%
Discussing social and/or academic issues	49%
Completing reading assignments	65%
Using a computer lab for assignments	58%

Table Seven illustrates freshmen responses to items indicating traits and abilities related to Concord's stated goals. Percentages given indicate responses of "High" and "Very High". A statistical printout is available in Appendix IV.

Table Seven: Freshman Attitude Survey Results 2009-10

Traits and Abilities

	"High" and "Very High"
Leadership ability	64%
Ability to work cooperatively	85%
Ability to make ethical decisions	80%
Respect for diversity	91%
Ability to think independently	88%
Love of learning	66%
Ability to think critically	61%
Writing ability	61%
Reading ability	69%
Ability to resolve conflict	72%
Social responsibility	78%

Graduating Student Survey (GSS)

The GSS is newly revised and administered to graduating seniors at the end of each semester in the graduation packet. Graduating seniors are asked to voluntarily complete the survey and return it to the registrar's office. Surveys are then forwarded to the Director of Assessment for analysis. Results are distributed to Concord's President, Vice President and Academic Dean, and Division Chairs of each academic division.

The GSS provides self-reports of demographic information as well as information on students' experiences while attending Concord. Satisfaction with various University components, including academic advising, general studies education, teaching, and a variety of University services and facilities, are also measured. Below is a summary of key findings from the graduating seniors responding in December 2009 and May 2010.

In some instances, percentages do not equal 100% due to missing responses. The full report is available in Appendix V.

Of the 259 responses obtained for analysis, 61% of respondents were female, with the remaining 39% being male. The average age for graduating seniors was 24. A majority of the students (75%) were single, with 21% responding as married, and 4% divorced. Racially, 93% identified as white/non-Hispanic, while black/non-Hispanic accounted for 4% of graduates and Asian accounted for 1%. The remaining 3% identified as multiracial or "other".

Ninety-eight percent of graduating seniors were United States residents with those from West Virginia totaling 80%. Commuters outnumbered residents, 44% and 26% respectively, while 30% stated they had been both residents and commuters at some time.

Seniors responded to several questions concerning their primary reason for attending Concord University. Thirty-two percent of respondents cited location; affordability was a determining factor for 20%. Availability of scholarships was cited by 11% and 10% responded that academic reputation was a primary reason for choosing Concord.

Seventy-five percent of respondents intended to continue their education beyond the bachelor's level. Of these, 68% felt adequately prepared to undertake graduate or professional education. The remaining students indicated an intention to pursue a career. Sixty-five percent felt prepared for future employment.

Prior to commencement, graduates averaged 14 hours per week on course-related work, 6 hours per week working on campus, and 11 hours per week working off campus.

The next section of survey items indicates frequency of various activities in the previous year. Table Eight illustrates the percentage of respondents indicating participation in the listed activities “frequently” or “often”. A copy of the survey instrument and a comprehensive statistical printout is available in Appendix V.

Table Eight: Graduating Student Survey Results 2009-10

Time allocation

	“Frequently” and “Often”
Interacting with other cultures	36%
Discussing diverse opinions	62%
Using the library	46%
Communicating with faculty outside class	63%
Attending a cultural event	14%
Writing papers and/or projects	84%
Applying learning across disciplines	77%
Discussing social and/or academic issues	61%
Completing reading assignments	63%
Using a computer lab for assignments	67%

Table Nine below illustrates graduating seniors’ responses to items indicating traits and abilities related to Concord’s stated goals. Percentages given indicate responses of “High” and “Very High”. A statistical printout is available in appendix V.

Table Nine: Graduating Student Survey Results

Traits and Abilities

	“High” and “Very High”
Leadership ability	81%
Ability to work cooperatively	91%
Ability to make ethical decisions	92%
Respect for diversity	90%
Ability to think independently	96%
Love of learning	80%
Ability to think critically	83%

Writing ability	81%
Reading ability	81%
Ability to resolve conflict	84%
Social responsibility	87%

When students were questioned about the Concord educational experience, the responses indicate a high degree of knowledge, attitude, and/or skill acquisition as provided by the curriculum at Concord University. Table Ten below illustrates the percentages of graduates indicating their education was "Effective" or "Very Effective" in helping them achieve the educational goals guiding Concord.

Table Ten: Graduating Student Survey Results

<i>Academic goals</i>	"Effective" or "Very Effective"
Analysis of written arguments	64%
Appreciation of other cultures	63%
Appreciation of fine arts	55%
Broadening of intellectual interests	80%
Development of leadership skills	75%
Improved decision making skills	79%
Mathematical reasoning	52%
Respect for different viewpoints	74%
Group speaking skills	72%
Thinking critically	78%
Thinking independently	83%
Use of information technology	73%
Writing skills	69%
Mathematical skills	49%
Interpretation within the historical context	53%
Understand the relationship between individuals and their environment	70%
Understand the physical universe	55%
Problem solving	75%
Working independently	83%
Working in groups	83%
Applying learning in different contexts	80%
Conducting research	72%
Interpreting and applying research	74%
Analyzing information and ideas	80%
Synthesizing information and ideas	77%

Mastering the subject matter of the academic major	89%
Applying knowledge to problem solving	81%
Finding and applying information	77%
Understanding multiple perspectives	76%
Developing a love of learning	70%
Understanding your competencies	80%
Understanding your deficiencies	82%
Realizing your learning style	79%

The GSS also included several items related to student satisfaction with campus experiences, services, and facilities. Table Eleven below shows the percentage of respondents expressing satisfaction with the student life items included in the survey. In cases where all students did not participate in the experience, only those responding are included. Complete quantitative reports are available in Appendix V.

Table Eleven: Graduating Student Survey Results

Student Experiences, Services and Facilities

	"Satisfied" or "Very Satisfied"
Student life in general	46%
Faculty/student interaction	77%
Faculty feedback	73%
Teaching in General Education	53%
Teaching in academic major	82%
Campus intellectual climate	59%
Faculty enthusiasm	68%
Availability of courses in major field	64%
Availability of general education courses	68%
Quality of courses in major field	78%
Quality of courses in general education	63%
Accessibility of faculty	74%
Academic advising by faculty	68%
Attitude of faculty toward students	74%
Attitude of non-teaching staff toward students	72%
On-campus work experience	64%
Career services	66%

Business office	66%
Campus bookstore	61%
Financial-aid office	47%
Food services	45%
Library services	65%
Registrar's office	76%
Registration process	69%
Student affairs	52%
Disability services	62%
International Students office	64%
College Center office	64%
Computer labs	63%
CAT facilities	62%
Computer center office	64%
McNair Scholars program	55%
Counseling Center	60%
Recreational facilities	41%
Campus security	53%
Parking	29%
Classroom facilities	44%
Housing	31%
Student Support Services	70%

The results of the GSS for 2009-10 indicate a high degree of satisfaction with teaching, advising, general education, and University services and facilities. Forty-six percent of graduates expressed satisfaction with student life in general, up 10% from the previous year. The campus bookstore (61%) and public safety (53%) were also evaluated more positively than in previous years. The areas rated most negatively included: parking (29%), housing (31%), food services (45%), classroom facilities (44%), and recreational facilities (41%).

Discipline specific reports

Concord's academic programs are charged with developing an effective assessment process at the course and program levels. Annual assessment reports are submitted for review by the Assessment Committee, VPAD, and President. Included in

the reports are departmental goals, data, findings, recommendations, and departmental changes resulting from assessment. Academic programs often use nationally-normed subject-specific measures. Other programs develop their own outcome indicators including comprehensive exams, portfolio projects, and capstone projects. The process clearly mandates annual use of assessment results for planning academic improvements. Following review by the Assessment Committee, the annual assessment reports are forwarded to the VPAD and President. An updated assessment schedule, incorporated into the academic calendar, was implemented in the 2008-2009 academic year. The timeline for the assessment cycle follows:

- September 30, 2009: Assessment reports due to the Director of Assessment
- October 5, 2009: Assessment reports and check sheets are distributed to Assessment Committee members for review.
- October 30, 2009: Assessment reports in need of revision are returned to departments.
- January 20, 2010: Assessment reports, including those with necessary revisions, are forwarded to the VPAD.
- February 28, 2010: The VPAD reviews assessment reports and forwards planning recommendations to the President.
- May 30, 2010: University President responds to academic improvement efforts proposed and implemented at the departmental level through the VPAD, Director of Assessment, and academic division chairs.

Several academic programs have adopted course and curricular modifications in the 2009-2010 academic year in response to assessment results the previous year. The following are some examples:

- Ongoing improvement in the newly instituted recitation component in College Algebra
- Ongoing re-evaluation of the General Education Program by a faculty committee
- In Advertising/Graphic Design, based on feedback from the 1st Alumni Symposium, a new instrument was created to better analyze future Alumni evaluations of students.
- In the Studio Art program, a sophomore review was begun to better prepare students for their senior art jury session. Guidelines for the exhibition were incorporated into The Art Student Handbook.

Summary and Areas for Improvement

In the area of General Education, results of the CLA indicate less than successful accomplishment of Concord's academic goals for development of writing and critical thinking skills. As an indirect measure, the most recent data from the NSSE and the GSS demonstrate that students believe they have achieved the academic goals and objectives guiding the institution. Importantly, students feel they are prepared to enter their chosen occupational fields and/or graduate and professional schools.

Assessment has indicated several areas for improvement in the general area of student life. As stated previously, only 46% of graduates expressed general satisfaction with student life. In an ongoing effort to make improvements based on this information, the Dean of Student Affairs has made several changes, including the creation of a

freshman orientation course (University 100), which is required for all incoming freshmen. University 100 serves as an introduction to Concord University, helps address student life concerns, and helps “smooth the way” for new students. Additionally, the Academic Success Center was created in 2009 to offer academic assistance and online tutoring. The implementation of these improvements will not demonstrate significant results prior to the graduation of the cohorts experiencing these improvements.

Evaluation of Assessment Efforts

The evaluation of assessment efforts was facilitated by the clear, measurable goals and objectives in the “Plan to Assess 2009-2010”. Several other changes in University assessment have facilitated assessment at every level. Based on assessment reports submitted by academic departments in 2009, it is apparent that Concord’s mission and goals are reflected on the academic discipline level. A revised check sheet used by the Assessment Committee to evaluate assessment reports was helpful in guiding improvements of departmental assessment plans. By making expectations for assessment plans clearer, the comprehensiveness and consistency of the plans were improved.

In order to facilitate faculty “buy-in” university-wide, clearer expectations for assessment planning and reporting were implemented. One such improvement involves the “feedback loop” by which expectations are reported. Beginning in academic year 2008-2009, the departmental assessment process was officially included in the academic calendar. The process continues to outline the timeframe for feedback and decisions from administration on improvements suggested by departmental assessment reports.

The Assessment Handbook, Guide to Writing Assessment Reports, Annual Assessment Report and results of the CLA, CAAP, and NSSE are posted on an assessment website available through the campus site at <http://www.concord.edu/Pages/academics/index.html>. This availability of information has been helpful in creating an improved "culture of assessment" at Concord by increasing knowledge of the process among stakeholders.

Concord began participating in the Voluntary System of Accountability (VSA) in the 2009-2010 academic year. Data from the CLA, NSSE, IPEDS, and other institutional sources have been, or are in the process of being, entered into the VSA database and displayed on the "College Portrait" webpage allowing stakeholders to compare Concord to other similar institutions in a variety of areas.

One obvious area for improvement involves senior participation in the CLA. Beginning in 2009-2010, seniors were recruited using a variety of methods, including imbedding the testing in discipline specific capstone courses. These efforts produced no noticeable improvement in participation. However, continued efforts in this method of recruitment may begin to show results in upcoming years and will therefore, continue as planned.

Improvement is also needed in obtaining annual assessment reports from all academic disciplines. Approximately 80% of programs submitted reports in 2009-2010. Strategies for improving the rate to 100% need to be discussed and implemented through the Assessment Committee, VPAD, and President.

Appendix I.

Component Measures

Freshman Attitude Survey (FAS)

Who takes it and when is it administered?

All entering freshmen take the online survey as part of their orientation course early in the fall semester.

How long does administration take?

Approximately 30 minutes

Who originates the survey?

The Director of Assessment

When are results typically available?

Within four months following administration

What type of information is sought?

The FAS asks questions related to attitudes and values reflected in University goals. Used as a pre-test measure of locally developed questions administered as a post-test to seniors in the GSS.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

Yes

Are the results comparable to data of other universities?

No

What is the estimated cost of administration?

No cost

National Survey of Student Engagement (NSSE)

Who takes it and when is it administered?

A sample of freshmen and seniors take the measure during the spring semester of every third academic year.

How long does administration take?

15 minutes

Who originates the survey?

National Survey of Student Engagement

Center for Postsecondary Research

Indiana University Bloomington

Eigenmann Hall, Suite 419

1900 East Tenth Street

Bloomington, IN 47406-7512

(812) 856-5824

<http://www.indiana.edu/~nsse/>

When are results typically available?

The December following administration of the NSSE

What type of information is sought?

The NSSE measures student perceptions of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportiveness of the campus environment.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

No

Are the results comparable to data of other universities?

Yes

What is the estimated cost of administration?

There is a \$275 participation fee plus a per-student sampling fee based on undergraduate enrollment. The total cost varies from approximately \$2,500 to \$5,000.

College Learning Assessment (CLA)

Who takes it and when is it administered?

A sample of freshmen and seniors take the test. Fifty percent are administered the Applied Writing tasks and fifty-percent take the Performance tasks test.

How long does administration take?

1 ½ hours

Who originates the survey?

CLA at CAE

212.217.0700

cla@cae.org.

When are results typically available?

The following academic year

What type of information is sought?

Applied Writing tasks measure a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English. Performance tasks require students to use an integrated combination of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

No

Are the results comparable to data of other universities?

Yes

What is the estimated cost of administration?

The cost is covered by the WV HEPC.

Graduating Student Survey (GSS)

Who takes it and when is it administered?

All graduating seniors take the online survey as part of their graduation packet shortly prior to commencement.

How long does administration take?

Approximately 30 minutes

Who originates the survey?

The Director of Assessment

When are results typically available?

Within four months following commencement

What type of information is sought?

The GSS asks questions related to student satisfaction, attitude formations, and perceived skill and knowledge acquisition reflecting University goals. The GSS is also used as a post-measure of locally developed questions administered to freshmen in the FAS.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

Yes

Are the results comparable to data of other universities?

No

What is the estimated cost of administration?

No cost

Capstone courses

Who takes it and when is it administered?

The majority of seniors take a capstone course and/or engage in a capstone experience in their major field of study.

How long does administration take?

One semester

Who originates the survey?

The program faculty

When are results typically available?

The fall following the year in which the course/experience occurs

What type of information is sought?

Each discipline establishes specific outcomes

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

Yes—by discipline only.

Are the results comparable to data of other universities?

No

What is the estimated cost of administration?

No cost

Appendix II.

Collegiate Learning Assessment
Results

Your Results

Value-Added and Precision Estimates

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound
Total CLA Score	Below	-1.19	10	-2.12	-0.26
Performance Task	Below	-1.37	7	-2.37	-0.37
Analytic Writing Task	Near	-0.79	20	-1.8	0.22
Make-an-Argument	Near	-0.87	17	-1.93	0.19
Critique-an-Argument	Near	-0.56	29	-1.62	0.5

Seniors: Unadjusted Performance

	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	34	1093	13	984	1228	163
Performance Task	17	1052	9	931	1192	176
Analytic Writing Task	17	1133	18	1054	1230	141
Make-an-Argument	17	1116	14	999	1234	174
Critique-an-Argument	17	1151	20	1062	1247	169
EAA	34	1025	35	950	1110	154

Freshmen: Unadjusted Performance

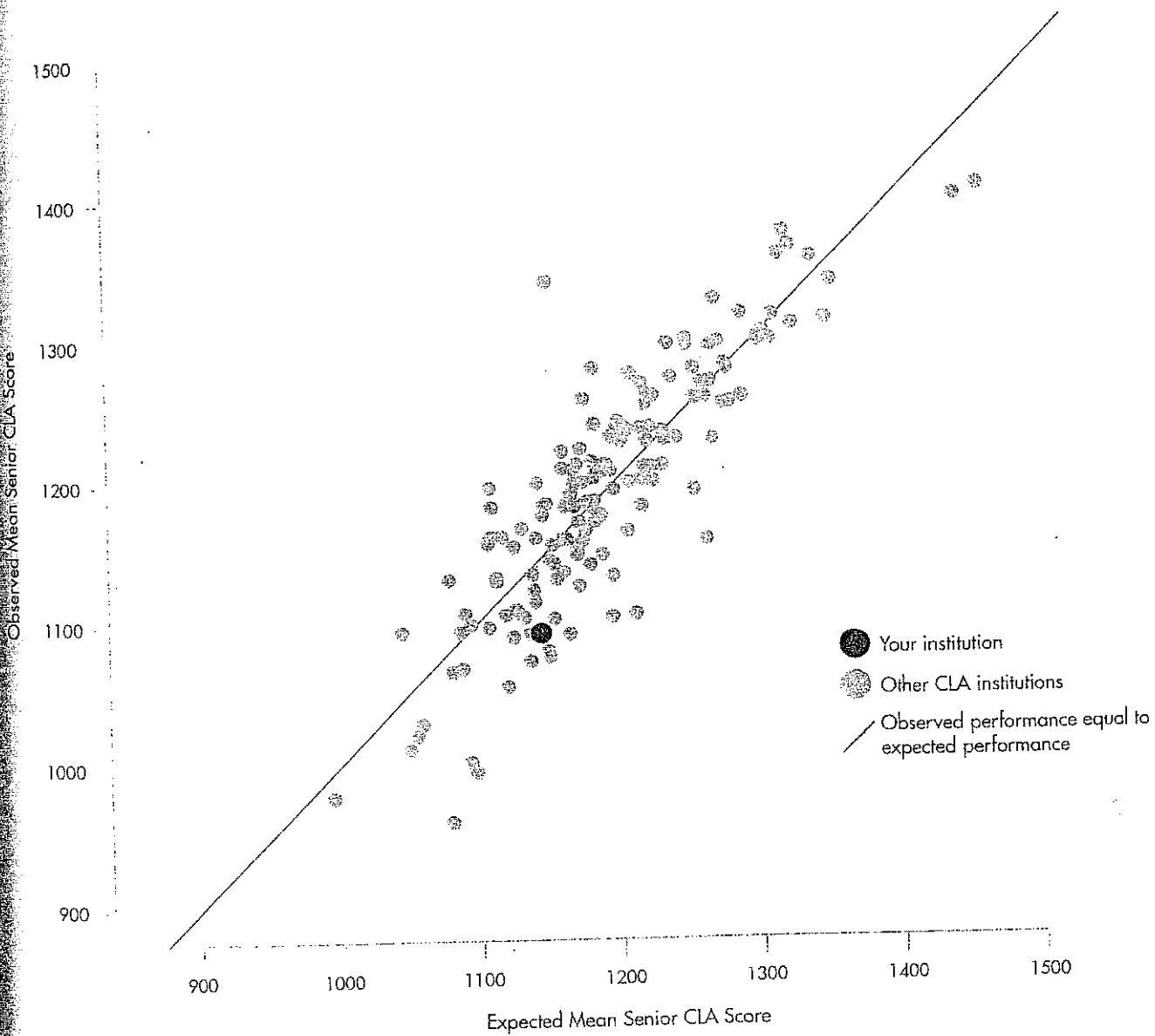
	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	80	1021	22	933	1108	138
Performance Task	40	1023	29	938	1114	142
Analytic Writing Task	40	1019	13	927	1057	136
Make-an-Argument	40	1023	14	877	1150	166
Critique-an-Argument	40	1015	11	916	1087	172
EAA	80	999	31	905	1100	131

Your Results

Performance Compared to Other Institutions

Figure 3.5 shows the performance of all four-year colleges and universities, relative to their expected performance as predicted by the value-added model. The vertical distance from the diagonal line indicates the value added by the institution; institutions falling above the diagonal line are those that add more value than expected based on the model. Your institution is highlighted in red. See Appendix G for details on how the CLA total score value-added estimates displayed in this figure were computed.

Observed CLA Scores vs. Expected CLA Scores



Appendix III.
NSSE Results

Supportive Campus Environment (SCE)

Benchmark Comparisons

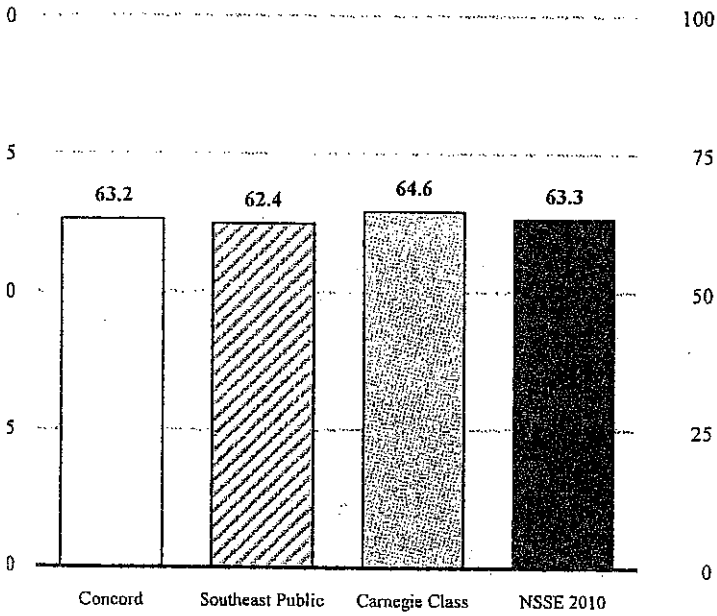
Concord University compared with:

Category	Concord		Southeast Public			Carnegie Class			NSSE 2010		
	Mean	Sig ^a	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
First-Year	63.2		62.4		.04	64.6		-.08	63.3		-.01
Senior	53.0		59.1		-.31	62.9		-.51	60.3		-.38

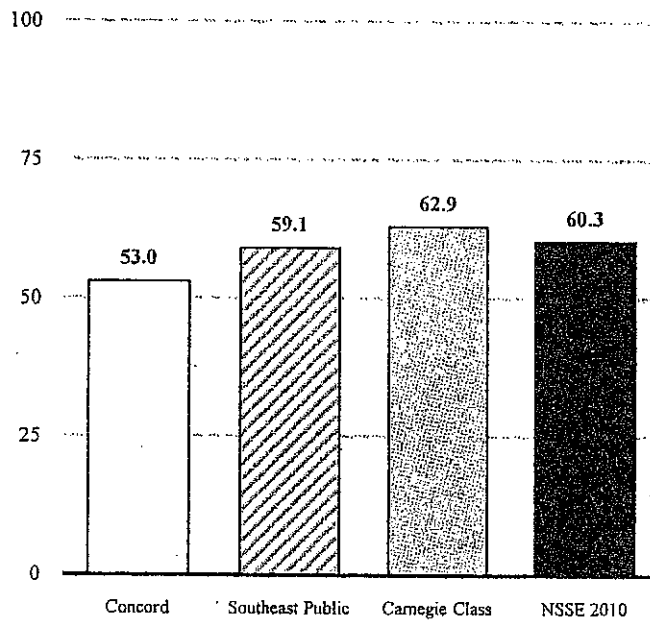
^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

^b Mean difference divided by the pooled standard deviation.

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 relationships 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

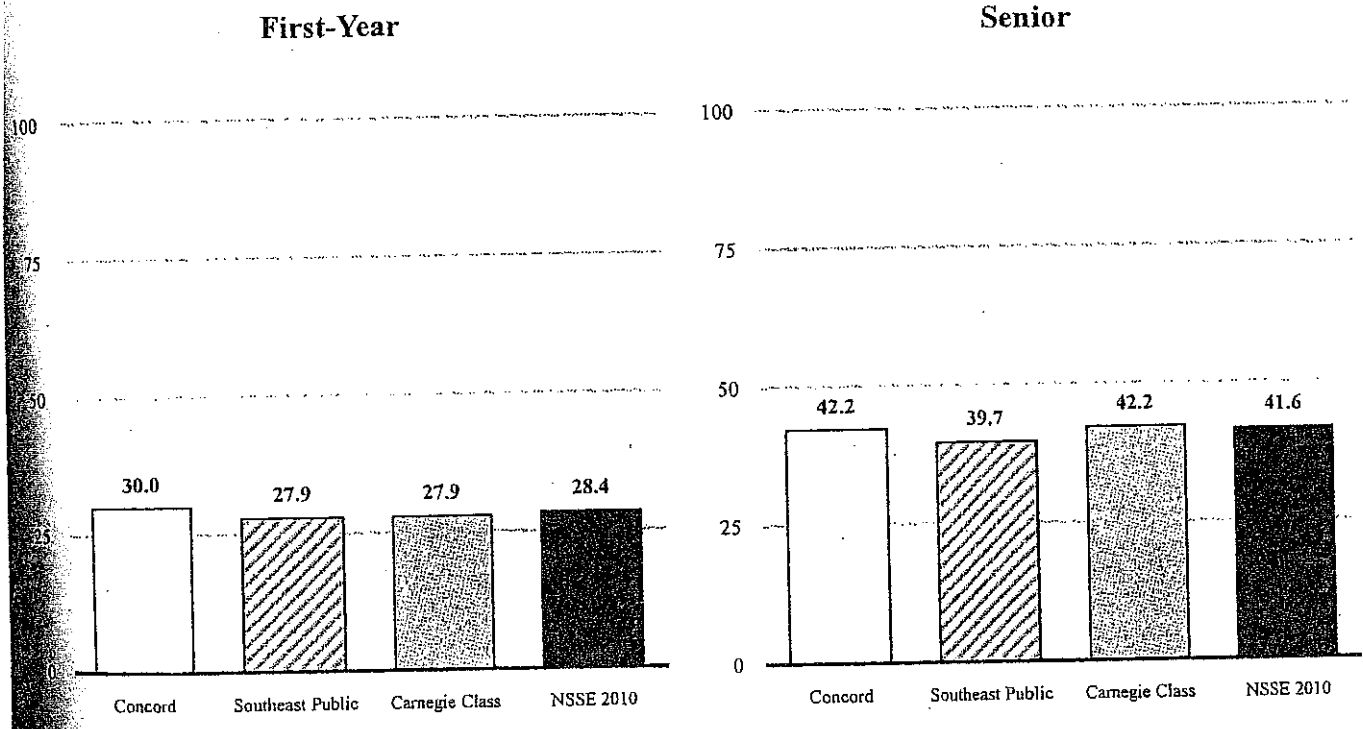
Enriching Educational Experiences (EEE)

Mean Comparisons

Concord University compared with:

Class	Concord			Southeast Public			Carnegie Class			NSSE 2010		
	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
First-Year	30.0		.16	27.9		.16	27.9		.16	28.4		.12
Senior	42.2		.14	39.7		.14	42.2		.00	41.6		.03

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).
^b Mean difference divided by the pooled standard deviation.



Enriching Educational Experiences (EEE) Items

Supplementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Intergroup conversations with students of different religious beliefs, political opinions, or personal values
- Intergroup conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Student-Faculty Interaction (SFI)

Mean Comparisons

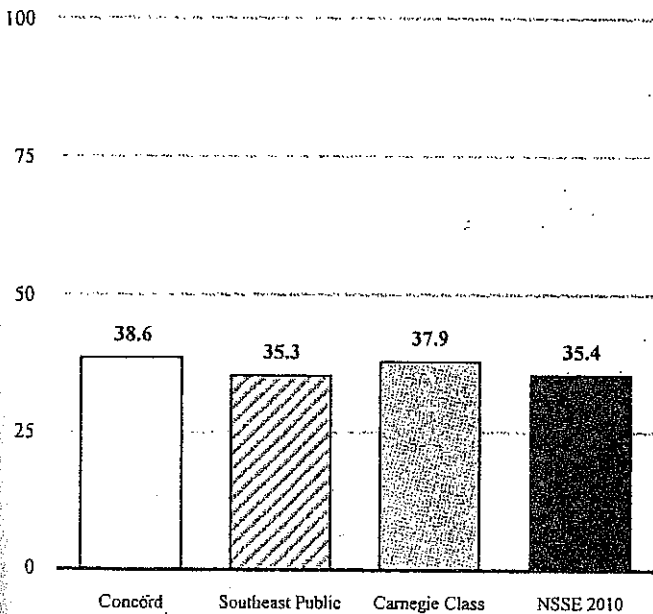
Concord University compared with:

Class	Concord			Carnegie Class			NSSE 2010		
	Mean	Mean	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
First-Year	38.6	35.3	.17	37.9		.04	35.4		.17
Senior	37.5	42.4	-.23	46.5		-.43	43.2		-.27

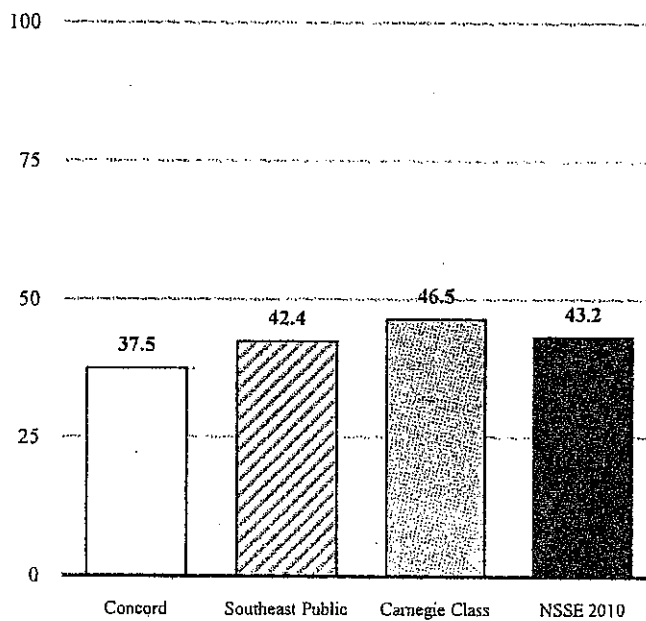
^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

^b Mean difference divided by the pooled standard deviation.

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

Active and Collaborative Learning (ACL)

Mean Comparisons

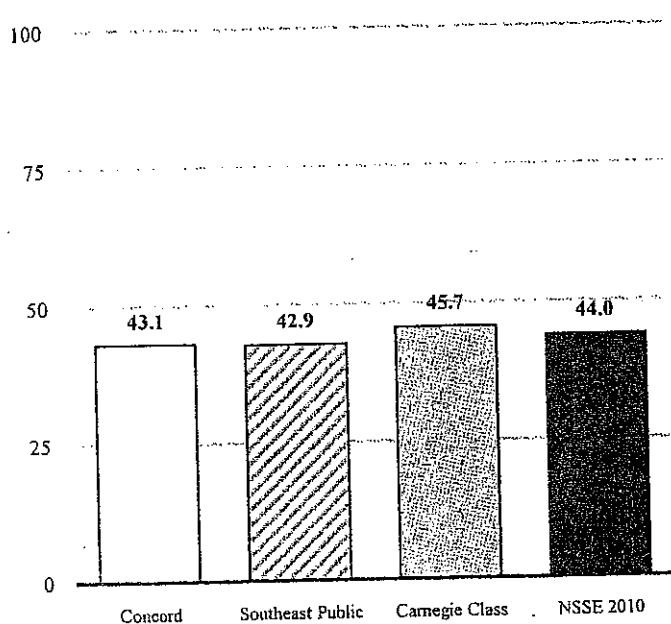
Concord University compared with:

Class	Concord		Southeast Public		Carnegie Class		NSSE 2010		Effect Size ^b
	Mean	Sig. ^a	Mean	Sig. ^a	Mean	Sig. ^a	Mean	Sig. ^a	
First-Year	43.1		42.9	.02	45.7	-.16	44.0	-.05	
Senior	55.9		50.8	.27	54.1	.10	51.9	.23	

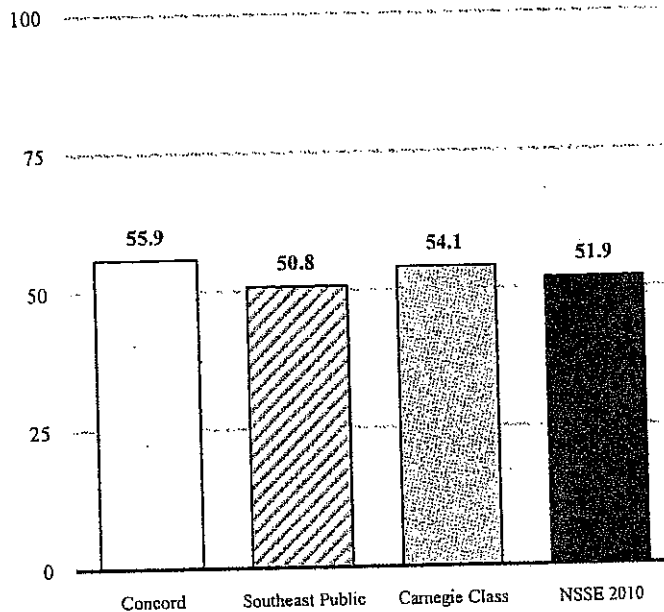
^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

^b Mean difference divided by the pooled standard deviation.

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

Level of Academic Challenge (LAC)

Mean Comparisons

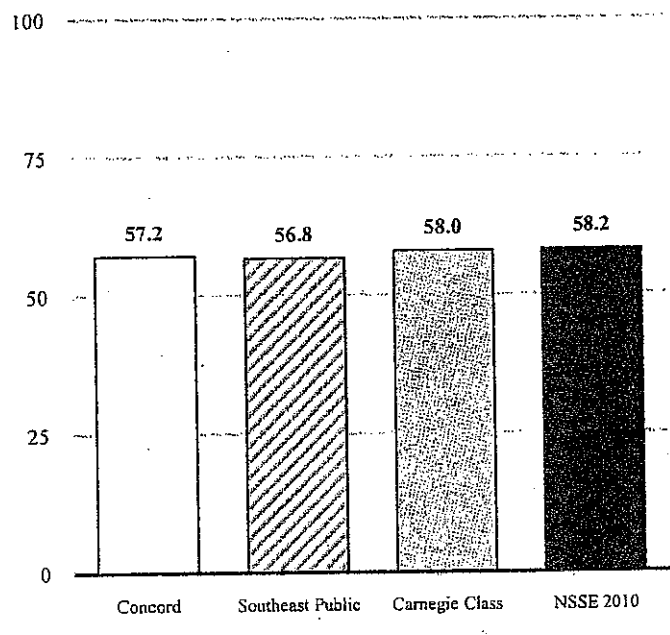
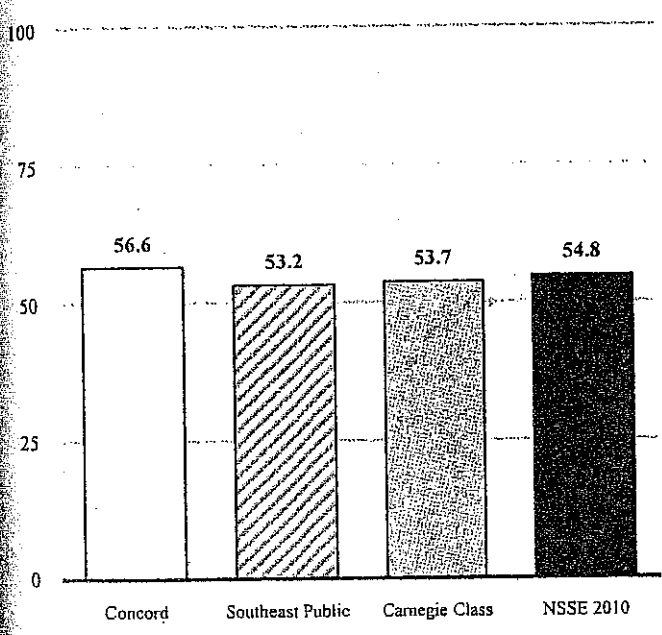
Concord University compared with:

Class	Concord		Southeast Public			Carnegie Class			NSSE 2010		
	Mean		Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
First-Year	56.6		53.2		.25	53.7		.21	54.8		.13
Senior	57.2		56.8		.03	58.0		-.06	58.2		-.07

^a * p<.05 ** p<.01 ***p<.001 (2-tailed).
^b Mean difference divided by the pooled standard deviation.

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.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Concord compared with:

Variable	Bench- mark	Class	Concord			Southeast Public			Carnegie Class			NSSE 2010		
			Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
9. Time Usage														
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														
a.														
	ACADPR01	LAC	4.38		.16	4.11		.16	4.13		.15	4.31		.04
			3.92		-.18	4.23		-.17	4.22		-.17	4.34		-.24
b.	WORKON01		1.88		.43	1.39		.21	1.62		.21	1.55		.27
			2.33		.47	1.63		.34	1.83		.34	1.86		.30
c.	WORKOFF01		2.88		.24	2.33		.29	2.25		.29	2.10		.38
			2.42		-.48	3.79		-.46	3.73		-.46	3.50		-.39
d.	COCURR01	EEE	2.63		.23	2.26		.10	2.46		.10	2.36		.17
			2.58		.35	2.04		.20	2.25		.20	2.18		.25
e.	SOCIAL05		4.13		.24	3.74		.29	3.66		.29	3.75		.24
			3.58		.07	3.48		.15	3.36		.15	3.51		.05
f.	CAREDE01		2.31		.19	1.96		.22	1.91		.22	1.76		.34
			1.67		-.42	2.75		-.41	2.70		-.41	2.44		-.33
g.	COMMUTE		2.31		-.09	2.42		.09	2.21		.09	2.24		.06
			2.08		-.31	2.44		-.20	2.31		-.20	2.32		-.22
10. Institutional Environment														
To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much														
a.	ENVSCHOL	LAC	3.25		.07	3.20		.14	3.14		.14	3.20		.07
			3.42		.29	3.19		.34	3.15		.34	3.19		.30
b.	ENVSUPRT	SCE	3.00		-.15	3.12		-.18	3.14		-.18	3.14		-.18
			3.00		.05	2.96		-.10	3.08		-.10	3.02		-.02
c.	ENVDIVRS	EEE	2.56		-.18	2.74		-.17	2.72		-.17	2.76		-.20
			1.92		-.66	2.58	**	-.67	2.59	**	-.67	2.58	**	-.67

^a * p<.05 ** p<.01 *** p<.001 (2-tailed).
^b Mean difference divided by pooled SD

Concord compared with:

Variable	Benchmark	Class	Concord			Southeast Public			Carnegie Class			NSSE 2010		
			Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
b. Community service or volunteer work	EEE	FY	.75	**	.72	.40	**	.61	.45	*	.61	.42	**	.67
		SR	.75		.31	.60		.21	.65		.21	.63		.25
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	.06		-.24	.15		-.24	.15		-.24	.17		-.28
		SR	.17		-.22	.26		-.33	.32		-.33	.28		-.25
d. Work on a research project with a faculty member outside of course or program requirements	SFI	FY	.00	***	-.24	.05	***	-.25	.06	***	-.25	.05		-.23
		SR	.08		-.25	.18		-.29	.20		-.29	.20		-.29
e. Foreign language coursework	EEE	FY	.13		-.22	.21		-.08	.16		-.08	.23		-.25
		SR	.50		.16	.42		.34	.34		.34	.43		.15
f. Study abroad	EEE	FY	.13		.53	.03		.53	.03		.53	.03		.57
		SR	.00	***	-.36	.11	***	-.36	.12	***	-.36	.16	***	-.44
g. Independent study or self-designed major	EEE	FY	.07		.11	.04		.11	.04		.11	.04		.16
		SR	.17		.04	.15		-.11	.21		-.11	.17		-.02
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	EEE	FY	.00		-.15	.02		-.15	.02		-.15	.02		-.14
		SR	.58	*	.66	.28	*	.37	.40		.37	.35		.50
8. Quality of Relationships														
Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging														
a. Relationships with other students	SCE	FY	5.44		-.06	5.51		-.11	5.59		-.11	5.53		-.07
		SR	5.67		.00	5.66		-.07	5.76		-.07	5.68		-.01
b. Relationships with faculty members	SCE	FY	5.19		-.01	5.21		-.19	5.44		-.19	5.32		-.10
		SR	5.08		-.25	5.43		-.49	5.72		-.49	5.53		-.35
c. Relationships with administrative personnel and offices	SCE	FY	5.00		.16	4.75		.00	5.00		.00	4.86		.09
		SR	4.00		-.39	4.66		-.55	4.91		-.55	4.72		-.44

^a * p<.05 ** p<.01 *** p<.001 (2-tailed).
^b Mean difference divided by pooled SD

Concord compared with:

Variable	Bench- mark	Class	Concord			Southeast Public			Carnegie Class			NSSE 2010		
			Mean	Sig *	Effect Size ^b	Mean	Sig *	Effect Size ^b	Mean	Sig *	Effect Size ^b	Mean	Sig *	Effect Size ^b
<p><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></p>														
I. Academic and Intellectual Experiences														
a.														
	CLQUEST	ACL	FY	2.75	2.82	-0.08	2.93	-0.22	2.86	-0.13				
			SR	3.00	3.09	-0.11	3.28	-0.36	3.15	-0.17				
b.	CLPRESEN	ACL	FY	1.95	2.21	-0.32	2.44	**	2.30	-0.43				
			SR	2.86	2.72	.15	2.97	-0.13	2.82	.04				
c.	REWROPAP		FY	2.79	2.75	.04	2.78	.01	2.69	.10				
			SR	2.57	2.55	.02	2.57	.00	2.50	.07				
d.	INTEGRAT		FY	3.15	3.11	.05	3.16	-0.01	3.13	.03				
			SR	3.36	3.33	.04	3.39	-0.05	3.37	-0.02				
e.	DIVCLASS		FY	2.90	2.79	.12	2.78	.13	2.81	.11				
			SR	3.07	2.85	.23	2.90	.19	2.87	.22				
f.	CLUNPREP		FY	1.89	1.96	-0.09	1.94	-0.07	1.98	-0.11				
			SR	1.93	2.05	-0.16	2.00	-0.09	2.08	-0.19				
g.	CLASSGRP	ACL	FY	2.35	2.47	-0.14	2.48	-0.15	2.45	-0.11				
			SR	2.64	2.55	.10	2.61	.03	2.55	.10				
h.	OCCGRP	ACL	FY	2.21	2.40	-0.21	2.51	-0.34	2.48	-0.31				
			SR	2.71	2.76	-0.05	2.77	-0.07	2.79	-0.08				
i.	INTIDEAS		FY	2.83	2.61	.27	2.64	.24	2.66	.21				
			SR	3.17	2.94	.27	2.96	.26	2.97	.24				
j.	TUTOR	ACL	FY	1.72	1.70	.03	1.71	.01	1.70	.03				
			SR	2.17	1.84	.35	1.90	.27	1.87	.31				
k.	COMMPROJ	ACL	FY	2.29	1.58	.85	1.68	**	1.62	**				
			SR	1.83	1.76	.08	1.87	-0.04	1.76	.07				

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

Appendix IV.

FAS Results

Frequencies

Statistics

		Highest degree planned	Future plan	Primary reason for attending Concord	Secondary reason for attending Concord	Academic division	Academic major
N	Valid	267	270	275	266	520	520
	Missing	253	250	245	254	0	0
Mean		2.0262	1.4963	5.1018	5.6617		
Median		2.0000	1.0000	5.0000	5.0000		
Mode		2.00	1.00	5.00	5.00		

Statistics

		Academic minor	Hours spent in course related work	Hours to be spent working on-campus job	Hours to be spent working off-campus job	Interact with people from other cultures	Discuss diverse opinions
N	Valid	520	278	276	277	274	274
	Missing	0	242	244	243	246	246
Mean			10.9892	6.2210	6.6859	2.7518	3.7737
Median			5.5000	.0000	.0000	3.0000	4.0000
Mode			.00	.00	.00	2.00	4.00

Statistics

		Use library	Communicate with faculty outside class	Attend a cultural event	Write papers and/or projects	Apply learning across disciplines
N	Valid	274	274	272	272	273
	Missing	246	246	248	248	247
Mean		2.8905	3.1752	2.2721	3.7904	3.5238
Median		3.0000	3.0000	2.0000	4.0000	4.0000
Mode		3.00	4.00	1.00	4.00	3.00

Statistics

		Discuss social or academic issues	Complete reading assignments	Use a computer lab for assignments	Leadership ability	Ability to work cooperatively	Ethical decision making
N	Valid	273	272	272	278	278	278
	Missing	247	248	248	242	242	242
Mean		3.5055	3.8493	3.5993	3.8129	4.3094	4.0863
Median		3.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode		3.00	5.00	4.00	4.00	5.00	4.00

Statistics

		Respect for diversity	Independent thinking ability	Love of learning	Critical thinking ability	Writing ability	Reading ability
N	Valid	278	277	278	278	278	278
	Missing	242	243	242	242	242	242
Mean		4.4892	4.4549	3.8561	3.7626	3.7986	3.9029
Median		5.0000	5.0000	4.0000	4.0000	4.0000	4.0000
Mode		5.00	5.00	4.00	4.00	5.00	4.00

Statistics

		Conflict resolution	Social responsibility	Intended graduation year	Respondent's sex	Respondent's age
N	Valid	277	278	270	272	271
	Missing	243	242	250	248	249
Mean		4.0072	4.1475	2012.9148	1.5404	18.4244
Median		4.0000	4.0000	2013.0000	2.0000	18.0000
Mode		4.00	5.00	2013.00	2.00	18.00

Statistics

		Marital Status	Residential status	Permanent residence	Racial/Ethnic status	Parents 4-year degree
N	Valid	269	268	271	272	36
	Missing	251	252	249	248	484
Mean		2.9554	1.3097	1.2841	3.1434	1.5000
Median		3.0000	1.0000	1.0000	3.0000	1.5000
Mode		3.00	1.00	1.00	3.00	1.00 ^a

a. Multiple modes exist. The smallest value is shown

Frequency Table

Highest degree planned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's	85	16.3	31.8	31.8
	Master's	121	23.3	45.3	77.2
	Professional	30	5.8	11.2	88.4
	Doctorate	31	6.0	11.6	100.0
	Total	267	51.3	100.0	
Missing	System	253	48.7		
Total		520	100.0		

Future plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate or professional school	158	30.4	58.5	58.5
	Career	90	17.3	33.3	91.9
	Other	22	4.2	8.1	100.0
	Total	270	51.9	100.0	
Missing	System	250	48.1		
Total		520	100.0		

Primary reason for attending Concord

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cost	51	9.8	18.5	18.5
	Size	26	5.0	9.5	28.0
	Social atmosphere	9	1.7	3.3	31.3
	Ratio of teachers to students	8	1.5	2.9	34.2
	Location	71	13.7	25.8	60.0
	Quality of academic programs	31	6.0	11.3	71.3
	Academic reputation	28	5.4	10.2	81.5
	Availability of scholarship	18	3.5	6.5	88.0
	Availability of financial aid	3	.6	1.1	89.1
	Family influence	12	2.3	4.4	93.5
	To be with friends	3	.6	1.1	94.5
	Other	15	2.9	5.5	100.0
	Total	275	52.9	100.0	
Missing	System	245	47.1		
Total		520	100.0		

Secondary reason for attending Concord

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cost	40	7.7	15.0	15.0
	Size	32	6.2	12.0	27.1
	Social atmosphere	12	2.3	4.5	31.6
	Ratio of teachers to students	12	2.3	4.5	36.1
	Location	49	9.4	18.4	54.5
	Quality of academic programs	22	4.2	8.3	62.8
	Academic reputation	20	3.8	7.5	70.3
	Availability of scholarship	17	3.3	6.4	76.7
	Availability of financial aid	8	1.5	3.0	79.7
	Family influence	19	3.7	7.1	86.8
	To be with friends	17	3.3	6.4	93.2
	Other	18	3.5	6.8	100.0
	Total	266	51.2	100.0	
Missing	System	254	48.8		
Total		520	100.0		

Academic division

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	520	100.0	100.0	100.0

Academic major

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	275	52.9	52.9	52.9
1	9	1.7	1.7	54.6
10	2	.4	.4	55.0
11	39	7.5	7.5	62.5
15	5	1.0	1.0	63.5
16	2	.4	.4	63.8
17	4	.8	.8	64.6
20	1	.2	.2	64.8
21	57	11.0	11.0	75.8
24	2	.4	.4	76.2
25	1	.2	.2	76.3
27	1	.2	.2	76.5
29	3	.6	.6	77.1
3	8	1.5	1.5	78.7
33	2	.4	.4	79.0
35	1	.2	.2	79.2
36	2	.4	.4	79.6
38	1	.2	.2	79.8
40	4	.8	.8	80.6
44	4	.8	.8	81.3
47	1	.2	.2	81.5
5	3	.6	.6	82.1
50	1	.2	.2	82.3
55	4	.8	.8	83.1
56	1	.2	.2	83.3
58	1	.2	.2	83.5
6	16	3.1	3.1	86.5
60	5	1.0	1.0	87.5
64	1	.2	.2	87.7
67	1	.2	.2	87.9
68	1	.2	.2	88.1
7	5	1.0	1.0	89.0
73	5	1.0	1.0	90.0
78	9	1.7	1.7	91.7
8	1	.2	.2	91.9
80	23	4.4	4.4	96.3
86	5	1.0	1.0	97.3
87	2	.4	.4	97.7
88	1	.2	.2	97.9
89	7	1.3	1.3	99.2
91	1	.2	.2	99.4
93	3	.6	.6	100.0
Total	520	100.0	100.0	

Academic minor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	438	84.2	84.2	84.2
1	1	.2	.2	84.4
10	2	.4	.4	84.8
11	9	1.7	1.7	86.5
12	1	.2	.2	86.7
14	1	.2	.2	86.9
15	1	.2	.2	87.1
17	1	.2	.2	87.3
21	1	.2	.2	87.5
23	1	.2	.2	87.7
25	7	1.3	1.3	89.0
29	3	.6	.6	89.6
3	2	.4	.4	90.0
30	1	.2	.2	90.2
33	1	.2	.2	90.4
36	1	.2	.2	90.6
40	1	.2	.2	90.8
41	1	.2	.2	91.0
49	2	.4	.4	91.3
5	2	.4	.4	91.7
51	2	.4	.4	92.1
52	1	.2	.2	92.3
53	1	.2	.2	92.5
57	1	.2	.2	92.7
60	6	1.2	1.2	93.8
64	1	.2	.2	94.0
65	1	.2	.2	94.2
67	9	1.7	1.7	96.0
69	2	.4	.4	96.3
7	1	.2	.2	96.5
73	2	.4	.4	96.9
78	3	.6	.6	97.5
80	4	.8	.8	98.3
86	1	.2	.2	98.5
87	2	.4	.4	98.8
89	4	.8	.8	99.6
91	2	.4	.4	100.0
Total	520	100.0	100.0	

Hours spent in course related work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	66	12.7	23.7	23.7
Never	6	1.2	2.2	25.9
Seldom	16	3.1	5.8	31.7
Sometimes	17	3.3	6.1	37.8
Frequently	16	3.1	5.8	43.5
Often	18	3.5	6.5	50.0
6.00	10	1.9	3.6	53.6
7.00	13	2.5	4.7	58.3
8.00	12	2.3	4.3	62.6
9.00	1	.2	.4	62.9
10.00	22	4.2	7.9	70.9
12.00	9	1.7	3.2	74.1
13.00	1	.2	.4	74.5
14.00	4	.8	1.4	75.9
15.00	12	2.3	4.3	80.2
17.00	1	.2	.4	80.6
18.00	9	1.7	3.2	83.8
20.00	15	2.9	5.4	89.2
21.00	1	.2	.4	89.6
22.00	1	.2	.4	89.9
24.00	2	.4	.7	90.6
25.00	1	.2	.4	91.0
30.00	3	.6	1.1	92.1
35.00	1	.2	.4	92.4
36.00	2	.4	.7	93.2
40.00	6	1.2	2.2	95.3
45.00	1	.2	.4	95.7
50.00	4	.8	1.4	97.1
60.00	1	.2	.4	97.5
70.00	1	.2	.4	97.8
72.00	1	.2	.4	98.2
100.00	5	1.0	1.8	100.0
Total	278	53.5	100.0	
Missing System	242	46.5		
Total	520	100.0		

Hours to be spent working on-campus job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	171	32.9	62.0	62.0
	Never	2	.4	.7	62.7
	Seldom	3	.6	1.1	63.8
	Sometimes	1	.2	.4	64.1
	Frequently	5	1.0	1.8	65.9
	Often	1	.2	.4	66.3
	6.00	19	3.7	6.9	73.2
	7.00	5	1.0	1.8	75.0
	8.00	5	1.0	1.8	76.8
	10.00	8	1.5	2.9	79.7
	12.00	1	.2	.4	80.1
	13.00	4	.8	1.4	81.5
	14.00	4	.8	1.4	83.0
	15.00	8	1.5	2.9	85.9
	16.00	5	1.0	1.8	87.7
	17.00	3	.6	1.1	88.8
	18.00	3	.6	1.1	89.9
	20.00	6	1.2	2.2	92.0
	24.00	1	.2	.4	92.4
	25.00	6	1.2	2.2	94.6
	28.00	1	.2	.4	94.9
	30.00	3	.6	1.1	96.0
	34.00	1	.2	.4	96.4
	40.00	4	.8	1.4	97.8
	45.00	1	.2	.4	98.2
	46.00	1	.2	.4	98.6
	55.00	1	.2	.4	98.9
	60.00	1	.2	.4	99.3
	75.00	1	.2	.4	99.6
	100.00	1	.2	.4	100.0
	Total	276	53.1	100.0	
Missing	System	244	46.9		
Total		520	100.0		

Hours to be spent working off-campus job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	184	35.4	66.4	66.4
	Seldom	5	1.0	1.8	68.2
	Sometimes	2	.4	.7	69.0
	Often	4	.8	1.4	70.4
	6.00	1	.2	.4	70.8
	8.00	2	.4	.7	71.5
	9.00	1	.2	.4	71.8
	10.00	12	2.3	4.3	76.2
	12.00	4	.8	1.4	77.6
	13.00	2	.4	.7	78.3
	14.00	3	.6	1.1	79.4
	15.00	6	1.2	2.2	81.6
	16.00	1	.2	.4	81.9
	18.00	2	.4	.7	82.7
	20.00	10	1.9	3.6	86.3
	21.00	1	.2	.4	86.6
	22.00	1	.2	.4	87.0
	23.00	1	.2	.4	87.4
	24.00	2	.4	.7	88.1
	25.00	5	1.0	1.8	89.9
	27.00	3	.6	1.1	91.0
	30.00	12	2.3	4.3	95.3
	32.00	1	.2	.4	95.7
	40.00	10	1.9	3.6	99.3
	45.00	1	.2	.4	99.6
	50.00	1	.2	.4	100.0
	Total	277	53.3	100.0	
Missing	System	243	46.7		
Total		520	100.0		

Interact with people from other cultures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	.2	.4	.4
	Never	50	9.6	18.2	18.6
	Seldom	77	14.8	28.1	46.7
	Sometimes	73	14.0	26.6	73.4
	Frequently	34	6.5	12.4	85.8
	Often	39	7.5	14.2	100.0
	Total	274	52.7	100.0	
Missing	System	246	47.3		
Total		520	100.0		

Discuss diverse opinions

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	8	1.5	2.9	2.9
Seldom	20	3.8	7.3	10.2
Sometimes	72	13.8	26.3	36.5
Frequently	100	19.2	36.5	73.0
Often	74	14.2	27.0	100.0
Total	274	52.7	100.0	
System	246	47.3		
Total	520	100.0		

Use library

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	44	8.5	16.1	16.1
Seldom	62	11.9	22.6	38.7
Sometimes	78	15.0	28.5	67.2
Frequently	60	11.5	21.9	89.1
Often	30	5.8	10.9	100.0
Total	274	52.7	100.0	
System	246	47.3		
Total	520	100.0		

Communicate with faculty outside class

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	32	6.2	11.7	11.7
Seldom	49	9.4	17.9	29.6
Sometimes	72	13.8	26.3	55.8
Frequently	81	15.6	29.6	85.4
Often	40	7.7	14.6	100.0
Total	274	52.7	100.0	
System	246	47.3		
Total	520	100.0		

Attend a cultural event

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	93	17.9	34.2	34.2
Seldom	69	13.3	25.4	59.6
Sometimes	71	13.7	26.1	85.7
Frequently	21	4.0	7.7	93.4
Often	18	3.5	6.6	100.0
Total	272	52.3	100.0	
System	248	47.7		
Total	520	100.0		

Write papers and/or projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	1.3	2.6	2.6
	Seldom	19	3.7	7.0	9.6
	Sometimes	79	15.2	29.0	38.6
	Frequently	86	16.5	31.6	70.2
	Often	81	15.6	29.8	100.0
	Total	272	52.3	100.0	
Missing	System	248	47.7		
Total		520	100.0		

Apply learning across disciplines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	1.5	2.9	2.9
	Seldom	24	4.6	8.8	11.7
	Sometimes	103	19.8	37.7	49.5
	Frequently	93	17.9	34.1	83.5
	Often	45	8.7	16.5	100.0
	Total	273	52.5	100.0	
Missing	System	247	47.5		
Total		520	100.0		

Discuss social or academic issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	2.5	4.8	4.8
	Seldom	34	6.5	12.5	17.2
	Sometimes	92	17.7	33.7	50.9
	Frequently	70	13.5	25.6	76.6
	Often	64	12.3	23.4	100.0
	Total	273	52.5	100.0	
Missing	System	247	47.5		
Total		520	100.0		

Complete reading assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	1.9	3.7	3.7
	Seldom	25	4.8	9.2	12.9
	Sometimes	60	11.5	22.1	34.9
	Frequently	78	15.0	28.7	63.6
	Often	99	19.0	36.4	100.0
	Total	272	52.3	100.0	
Missing	System	248	47.7		
Total		520	100.0		

Use a computer lab for assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	26	5.0	9.6	9.6
	Seldom	23	4.4	8.5	18.0
	Sometimes	64	12.3	23.5	41.5
	Frequently	80	15.4	29.4	71.0
	Often	79	15.2	29.0	100.0
	Total	272	52.3	100.0	
Missing	System	248	47.7		
Total		520	100.0		

Leadership ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	6	1.2	2.2	2.2
	Low	18	3.5	6.5	8.6
	Medium	75	14.4	27.0	35.6
	High	102	19.6	36.7	72.3
	Very high	77	14.8	27.7	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Ability to work cooperatively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	1.5	2.9	2.9
	Medium	34	6.5	12.2	15.1
	High	100	19.2	36.0	51.1
	Very high	136	26.2	48.9	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Ethical decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	3	.6	1.1	1.1
	Low	8	1.5	2.9	4.0
	Medium	46	8.8	16.5	20.5
	High	126	24.2	45.3	65.8
	Very high	95	18.3	34.2	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Respect for diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	2	.4	.7	.7
	Low	4	.8	1.4	2.2
	Medium	19	3.7	6.8	9.0
	High	84	16.2	30.2	39.2
	Very high	169	32.5	60.8	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Independent thinking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	.2	.4	.4
	Low	4	.8	1.4	1.8
	Medium	29	5.6	10.5	12.3
	High	77	14.8	27.8	40.1
	Very high	166	31.9	59.9	100.0
	Total	277	53.3	100.0	
Missing	System	243	46.7		
Total		520	100.0		

Love of learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	3	.6	1.1	1.1
	Low	16	3.1	5.8	6.8
	Medium	77	14.8	27.7	34.5
	High	104	20.0	37.4	71.9
	Very high	78	15.0	28.1	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Critical thinking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	5	1.0	1.8	1.8
	Low	18	3.5	6.5	8.3
	Medium	86	16.5	30.9	39.2
	High	98	18.8	35.3	74.5
	Very high	71	13.7	25.5	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Writing ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	2	.4	.7	.7
	Low	31	6.0	11.2	11.9
	Medium	75	14.4	27.0	38.8
	High	83	16.0	29.9	68.7
	Very high	87	16.7	31.3	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Reading ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	5	1.0	1.8	1.8
	Low	17	3.3	6.1	7.9
	Medium	65	12.5	23.4	31.3
	High	104	20.0	37.4	68.7
	Very high	87	16.7	31.3	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Conflict resolution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	1.5	2.9	2.9
	Medium	71	13.7	25.6	28.5
	High	109	21.0	39.4	67.9
	Very high	89	17.1	32.1	100.0
	Total	277	53.3	100.0	
Missing	System	243	46.7		
Total		520	100.0		

Social responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	.2	.4	.4
	Low	7	1.3	2.5	2.9
	Medium	52	10.0	18.7	21.6
	High	108	20.8	38.8	60.4
	Very high	110	21.2	39.6	100.0
	Total	278	53.5	100.0	
Missing	System	242	46.5		
Total		520	100.0		

Intended graduation year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2009.00	1	.2	.4	.4
	2011.00	6	1.2	2.2	2.6
	2012.00	24	4.6	8.9	11.5
	2013.00	231	44.4	85.6	97.0
	2014.00	3	.6	1.1	98.1
	2015.00	2	.4	.7	98.9
	2016.00	2	.4	.7	99.6
	2017.00	1	.2	.4	100.0
	Total	270	51.9	100.0	
Missing	System	250	48.1		
Total		520	100.0		

Respondent's sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	125	24.0	46.0	46.0
	Female	147	28.3	54.0	100.0
	Total	272	52.3	100.0	
Missing	System	248	47.7		
Total		520	100.0		

Respondent's age

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	17.00	29	5.6	10.7	10.7	
	18.00	174	33.5	64.2	74.9	
	19.00	52	10.0	19.2	94.1	
	20.00	7	1.3	2.6	96.7	
	21.00	1	.2	.4	97.0	
	22.00	1	.2	.4	97.4	
	23.00	2	.4	.7	98.2	
	24.00	1	.2	.4	98.5	
	28.00	1	.2	.4	98.9	
	29.00	1	.2	.4	99.3	
	33.00	1	.2	.4	99.6	
	37.00	1	.2	.4	100.0	
	Total	271	52.1	100.0		
	Missing	System	249	47.9		
	Total		520	100.0		

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	6	1.2	2.2	2.2
	Single	263	50.6	97.8	100.0
	Total	269	51.7	100.0	
Missing	System	251	48.3		
Total		520	100.0		

Residential status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Resident	185	35.6	69.0	69.0
	Commuter	83	16.0	31.0	100.0
	Total	268	51.5	100.0	
Missing	System	252	48.5		
Total		520	100.0		

Permanent residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	West Virginia	204	39.2	75.3	75.3
	Other state	57	11.0	21.0	96.3
	Other country	10	1.9	3.7	100.0
	Total	271	52.1	100.0	
Missing	System	249	47.9		
Total		520	100.0		

Racial/Ethnic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black, non-Hispanic	12	2.3	4.4	4.4
	American Indian	1	.2	.4	4.8
	White, non-Hispanic	232	44.6	85.3	90.1
	Asian	9	1.7	3.3	93.4
	Hispanic	3	.6	1.1	94.5
	Multi-racial	11	2.1	4.0	98.5
	Other	4	.8	1.5	100.0
	Total	272	52.3	100.0	
Missing	System	248	47.7		
Total		520	100.0		

Parents 4-year degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	3.5	50.0	50.0
	no	18	3.5	50.0	100.0
	Total	36	6.9	100.0	
Missing	System	484	93.1		
Total		520	100.0		

Appendix V.

GSS Results

Frequencies

Statistics

		Highest degree planned	Future plan	Primary reason for attending Concord	Secondary reason for attending Concord	Academic major	Academic minor
N	Valid	248	224	254	251	259	259
	Missing	11	35	5	8	0	0
Mean		2.2379	1.6205	5.4449	5.4263		
Median		2.0000	1.0000	5.0000	5.0000		
Mode		2.00	1.00	5.00	1.00 ^a		

Statistics

		Hours spent in course related work	Hours to be spent working on-campus job	Hours to be spent working off-campus job	Interact with people from other cultures	Discuss diverse opinions	Use library
N	Valid	254	254	254	253	253	253
	Missing	5	5	5	6	6	6
Mean		14.4134	6.1024	10.8740	3.2016	3.7431	3.2213
Median		12.0000	1.0000	3.0000	3.0000	4.0000	3.0000
Mode		20.00	.00	.00	3.00	4.00	4.00

Statistics

		Communicate with faculty outside class	Attend a cultural event	Write papers and/or projects	Apply learning across disciplines	Discuss social or academic issues
N	Valid	253	253	253	253	253
	Missing	6	6	6	6	6
Mean		3.7391	2.3399	4.2846	4.0435	3.7312
Median		4.0000	2.0000	4.0000	4.0000	4.0000
Mode		4.00	2.00	5.00	4.00	4.00

Statistics

		Complete reading assignments	Use a computer lab for assignments	Leadership ability	Ability to work cooperatively	Ethical decision making	Respect for diversity
N	Valid	253	253	253	253	253	253
	Missing	6	6	6	6	6	6
Mean		3.8814	3.9170	4.1502	4.4387	4.4901	4.4625
Median		4.0000	4.0000	4.0000	5.0000	5.0000	5.0000
Mode		5.00	5.00	4.00	5.00	5.00	5.00

Statistics

		Independent thinking ability	Love of learning	Critical thinking ability	Writing ability	Reading ability	Conflict resolution
N	Valid	253	253	253	253	253	253
	Missing	6	6	6	6	6	6
Mean		4.5731	4.1937	4.1858	4.0553	4.1660	4.1225
Median		5.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode		5.00	5.00	4.00	4.00	4.00	4.00

Statistics

		Social responsibility	Analyze written arguments	Appreciate other cultures	Appreciate fine arts	Broaden intellectual interests
N	Valid	253	253	254	254	253
	Missing	6	6	5	5	6
Mean		4.3478	3.7747	3.7480	3.5866	4.1067
Median		4.0000	4.0000	4.0000	4.0000	4.0000
Mode		5.00	4.00	4.00	4.00	4.00

Statistics

		Develop leadership skills	Improve decision-making skills	Reason mathematically	Respect different views	Speak to groups	Think critically
N	Valid	252	252	251	252	252	252
	Missing	7	7	8	7	7	7
Mean		4.0516	4.0437	3.4781	4.0000	4.0000	4.0833
Median		4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	5.00	4.00

Statistics

		Think Independently	Use information technology	Write clearly	Develop math skills	Interpret within historical context	Understand the relationship b/w individuals & environment
N	Valid	252	252	252	253	253	252
	Missing	7	7	7	6	6	7
Mean		4.1905	3.9921	3.9087	3.4427	3.6047	3.8810
Median		4.0000	4.0000	4.0000	3.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	3.00 ^a	3.00	4.00

Statistics

		Understand the physical universe	Solve problems	Work independently	Work in groups	Apply learning in different contexts	Conduct research
N	Valid	252	252	252	252	253	253
	Missing	7	7	7	7	6	6
Mean		3.5635	4.0278	4.2460	4.2103	4.0909	3.9723
Median		4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	5.00	5.00	4.00	4.00

Statistics

	Interpret and apply research	Analyze information and ideas	Synthesize information and ideas	Master the subject matter of major	Apply knowledge in problem solving	Find and apply information
N	252	252	252	253	252	252
Valid	252	252	252	253	252	252
Missing	7	7	7	6	7	7
Mean	3.9921	4.0516	4.0278	4.3478	4.1389	4.0476
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode	4.00	4.00	4.00	5.00	4.00	4.00

Statistics

	Understand multiple perspectives	Develop a love of learning	Understand your own competencies	Understand your own deficiencies	Realize your learning style	Student life
N	253	252	252	251	253	255
Valid	253	252	252	251	253	255
Missing	6	7	7	8	6	4
Mean	4.0435	3.9444	4.0794	4.1474	4.1502	3.0471
Median	4.0000	4.0000	4.0000	4.0000	4.0000	3.0000
Mode	4.00	4.00	4.00	4.00	4.00	4.00

Statistics

	Faculty interaction	Faculty feedback	Teaching in General Education	Teaching in major field	Campus intellectual climate	Faculty enthusiasm
N	255	255	255	255	255	255
Valid	255	255	255	255	255	255
Missing	4	4	4	4	4	4
Mean	4.1137	4.0078	3.3882	4.2235	3.6039	3.8902
Median	4.0000	4.0000	4.0000	5.0000	4.0000	4.0000
Mode	4.00 ^a	4.00	4.00	5.00	4.00	4.00

Statistics

	Availability of major field courses	Availability of general education courses	Quality of courses in major field	Quality of general education courses	Accessibility of faculty	Academic advising by faculty
Valid	255	255	255	255	255	255
Missing	4	4	4	4	4	4
Mean	3.7961	3.8667	4.2667	3.7020	4.0157	3.9255
Median	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode	4.00	4.00	5.00	4.00	4.00	5.00

Statistics

	Attitude of faculty toward students	Attitude of non-teaching staff	On-campus work experience	Career services	Business office	Campus bookstore
Valid	253	253	253	253	253	253
Missing	6	6	6	6	6	6
Mean	4.0198	3.9605	2.4783	2.6324	3.7115	3.5810
Median	4.0000	4.0000	3.0000	3.0000	4.0000	4.0000
Mode	4.00	4.00	.00	.00	4.00	4.00

Statistics

	Financial aid office	Food service	Library	Registrar's office	Registration process	Student affairs
Valid	253	253	253	253	253	253
Missing	6	6	6	6	6	6
Mean	3.0593	3.0553	3.6917	4.0356	3.8458	2.9289
Median	3.0000	3.0000	4.0000	4.0000	4.0000	3.0000
Mode	4.00	4.00	4.00	4.00	4.00	3.00

Statistics

		Disability services	International Student office	College Center office	Computer labs	CAT facilities	Computer center
N	Valid	253	253	253	253	252	252
	Missing	6	6	6	6	7	7
Mean		1.5731	1.4862	2.3281	3.6206	2.9762	3.0992
Median		.0000	.0000	3.0000	4.0000	3.0000	4.0000
Mode		.00	.00	.00	4.00	4.00	4.00

Statistics

		McNair Scholars program	Counseling center	Recreational facilities	Campus security	Parking	Classroom facilities
N	Valid	252	252	252	251	251	253
	Missing	7	7	7	8	8	6
Mean		1.5119	1.6667	2.8175	3.3028	2.5299	3.2530
Median		.0000	.0000	3.0000	4.0000	2.0000	3.0000
Mode		.00	.00	3.00	4.00	1.00	3.00

Statistics

		Housing	Student Support Services	Quality of preparation for employment	Quality of preparation for grad or prof. school	Intended graduation year	Respondent's sex
N	Valid	253	253	252	251	254	255
	Missing	6	6	7	8	5	4
Mean		2.2925	2.6285	3.6944	3.6175	2009.6496	1.6078
Median		3.0000	3.0000	4.0000	4.0000	2010.0000	2.0000
Mode		.00	.00	4.00	4.00	2010.00	2.00

Statistics

	Respondent's age	Marital Status	Residential status	Permanent residence	Racial/Ethnic status
N	255	255	254	255	255
Valid					
Missing	4	4	5	4	4
Mean	24.4039	2.5333	2.0315	1.2235	3.0078
Median	22.0000	3.0000	2.0000	1.0000	3.0000
Mode	22.00	3.00	2.00	1.00	3.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

Highest degree planned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's	61	23.6	24.6	24.6
Master's	116	44.8	46.8	71.4
Professional	22	8.5	8.9	80.2
Doctorate	49	18.9	19.8	100.0
Total	248	95.8	100.0	
Missing System	11	4.2		
Total	259	100.0		

Future plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Graduate or professional school	116	44.8	51.8	51.8
Career	78	30.1	34.8	86.6
Other	29	11.2	12.9	99.6
4.00	1	.4	.4	100.0
Total	224	86.5	100.0	
Missing System	35	13.5		
Total	259	100.0		

Primary reason for attending Concord

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cost	51	19.7	20.1	20.1
	Size	10	3.9	3.9	24.0
	Social atmosphere	1	.4	.4	24.4
	Ratio of teachers to students	2	.8	.8	25.2
	Location	80	30.9	31.5	56.7
	Quality of academic programs	24	9.3	9.4	66.1
	Academic reputation	27	10.4	10.6	76.8
	Availability of scholarship	28	10.8	11.0	87.8
	Availability of financial aid	1	.4	.4	88.2
	Family influence	11	4.2	4.3	92.5
	To be with friends	3	1.2	1.2	93.7
	Other	16	6.2	6.3	100.0
	Total	254	98.1	100.0	
Missing	System	5	1.9		
Total		259	100.0		

Secondary reason for attending Concord

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cost	47	18.1	18.7	18.7
	Size	24	9.3	9.6	28.3
	Social atmosphere	7	2.7	2.8	31.1
	Ratio of teachers to students	14	5.4	5.6	36.7
	Location	47	18.1	18.7	55.4
	Quality of academic programs	22	8.5	8.8	64.1
	Academic reputation	22	8.5	8.8	72.9
	Availability of scholarship	17	6.6	6.8	79.7
	Availability of financial aid	12	4.6	4.8	84.5
	Family influence	18	6.9	7.2	91.6
	To be with friends	7	2.7	2.8	94.4
	Other	14	5.4	5.6	100.0
	Total	251	96.9	100.0	
Missing	System	8	3.1		
Total		259	100.0		

Academic major

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	3.5	3.5	3.5
1	12	4.6	4.6	8.1
10	2	.8	.8	8.9
11	29	11.2	11.2	20.1
12	2	.8	.8	20.8
13	1	.4	.4	21.2
15	9	3.5	3.5	24.7
16	3	1.2	1.2	25.9
17	1	.4	.4	26.3
19	1	.4	.4	26.6
2	1	.4	.4	27.0
21	30	11.6	11.6	38.6
22	1	.4	.4	39.0
23	2	.8	.8	39.8
25	3	1.2	1.2	40.9
27	4	1.5	1.5	42.5
3	5	1.9	1.9	44.4
30	2	.8	.8	45.2
31	2	.8	.8	45.9
39	1	.4	.4	46.3
40	1	.4	.4	46.7
42	3	1.2	1.2	47.9
44	2	.8	.8	48.6
45	1	.4	.4	49.0
47	3	1.2	1.2	50.2
5	4	1.5	1.5	51.7
50	2	.8	.8	52.5
51	3	1.2	1.2	53.7
52	1	.4	.4	54.1
54	2	.8	.8	54.8
55	3	1.2	1.2	56.0
56	7	2.7	2.7	58.7
6	5	1.9	1.9	60.6
60	6	2.3	2.3	62.9
61	1	.4	.4	63.3
62	1	.4	.4	63.7
63	4	1.5	1.5	65.3
68	3	1.2	1.2	66.4
69	3	1.2	1.2	67.6
7	9	3.5	3.5	71.0
73	2	.8	.8	71.8
78	6	2.3	2.3	74.1
8	12	4.6	4.6	78.8
80	16	6.2	6.2	84.9
83	1	.4	.4	85.3
84	6	2.3	2.3	87.6
86	7	2.7	2.7	90.3
87	10	3.9	3.9	94.2
89	3	1.2	1.2	95.4
9	4	1.5	1.5	96.9
93	8	3.1	3.1	100.0
Total	259	100.0	100.0	

Academic minor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	167	64.5	64.5	64.5
1	1	.4	.4	64.9
10	1	.4	.4	65.3
11	5	1.9	1.9	67.2
12	5	1.9	1.9	69.1
13	2	.8	.8	69.9
17	2	.8	.8	70.7
2	1	.4	.4	71.0
21	2	.8	.8	71.8
24	1	.4	.4	72.2
25	1	.4	.4	72.6
26	1	.4	.4	73.0
27	5	1.9	1.9	74.9
42	2	.8	.8	75.7
47	3	1.2	1.2	76.8
48	1	.4	.4	77.2
5	2	.8	.8	78.0
50	3	1.2	1.2	79.2
56	4	1.5	1.5	80.7
57	1	.4	.4	81.1
59	3	1.2	1.2	82.2
60	11	4.2	4.2	86.5
66	1	.4	.4	86.9
67	8	3.1	3.1	90.0
68	3	1.2	1.2	91.1
7	4	1.5	1.5	92.7
76	1	.4	.4	93.1
78	1	.4	.4	93.4
8	1	.4	.4	93.8
80	3	1.2	1.2	95.0
83	1	.4	.4	95.4
86	1	.4	.4	95.8
87	9	3.5	3.5	99.2
93	2	.8	.8	100.0
Total	259	100.0	100.0	

Hours spent in course related work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	9	3.5	3.5	3.5
1.00	1	.4	.4	3.9
2.00	4	1.5	1.6	5.5
3.00	6	2.3	2.4	7.9
4.00	7	2.7	2.8	10.6
5.00	22	8.5	8.7	19.3
6.00	11	4.2	4.3	23.6
7.00	11	4.2	4.3	28.0
8.00	15	5.8	5.9	33.9
9.00	7	2.7	2.8	36.6
10.00	26	10.0	10.2	46.9
11.00	3	1.2	1.2	48.0
12.00	12	4.6	4.7	52.8
13.00	7	2.7	2.8	55.5
14.00	4	1.5	1.6	57.1
15.00	22	8.5	8.7	65.7
16.00	4	1.5	1.6	67.3
17.00	7	2.7	2.8	70.1
18.00	2	.8	.8	70.9
19.00	1	.4	.4	71.3
20.00	29	11.2	11.4	82.7
21.00	2	.8	.8	83.5
22.00	4	1.5	1.6	85.0
24.00	1	.4	.4	85.4
25.00	10	3.9	3.9	89.4
27.00	1	.4	.4	89.8
28.00	1	.4	.4	90.2
30.00	7	2.7	2.8	92.9
35.00	3	1.2	1.2	94.1
36.00	1	.4	.4	94.5
37.00	2	.8	.8	95.3
40.00	6	2.3	2.4	97.6
45.00	2	.8	.8	98.4
49.00	1	.4	.4	98.8
55.00	1	.4	.4	99.2
60.00	2	.8	.8	100.0
Total	254	98.1	100.0	
Missing System	5	1.9		
Total	259	100.0		

Hours to be spent working on-campus job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
.00	121	46.7	47.6	47.6
1.00	7	2.7	2.8	50.4
2.00	8	3.1	3.1	53.5
3.00	10	3.9	3.9	57.5
4.00	5	1.9	2.0	59.4
5.00	12	4.6	4.7	64.2
6.00	5	1.9	2.0	66.1
7.00	4	1.5	1.6	67.7
8.00	11	4.2	4.3	72.0
9.00	2	.8	.8	72.8
10.00	16	6.2	6.3	79.1
12.00	8	3.1	3.1	82.3
13.00	2	.8	.8	83.1
14.00	1	.4	.4	83.5
15.00	8	3.1	3.1	86.6
16.00	1	.4	.4	87.0
17.00	1	.4	.4	87.4
20.00	15	5.8	5.9	93.3
21.00	1	.4	.4	93.7
22.00	2	.8	.8	94.5
23.00	1	.4	.4	94.9
24.00	1	.4	.4	95.3
25.00	2	.8	.8	96.1
30.00	6	2.3	2.4	98.4
37.00	1	.4	.4	98.8
40.00	2	.8	.8	99.6
45.00	1	.4	.4	100.0
Total	254	98.1	100.0	
Missing System	5	1.9		
Total	259	100.0		

Hours to be spent working off-campus job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	112	43.2	44.1	44.1
	1.00	2	.8	.8	44.9
	2.00	3	1.2	1.2	46.1
	3.00	11	4.2	4.3	50.4
	4.00	7	2.7	2.8	53.1
	5.00	6	2.3	2.4	55.5
	6.00	1	.4	.4	55.9
	7.00	2	.8	.8	56.7
	8.00	6	2.3	2.4	59.1
	10.00	15	5.8	5.9	65.0
	12.00	9	3.5	3.5	68.5
	13.00	1	.4	.4	68.9
	14.00	1	.4	.4	69.3
	15.00	9	3.5	3.5	72.8
	16.00	2	.8	.8	73.6
	17.00	3	1.2	1.2	74.8
	18.00	1	.4	.4	75.2
	19.00	1	.4	.4	75.6
	20.00	7	2.7	2.8	78.3
	22.00	2	.8	.8	79.1
	23.00	1	.4	.4	79.5
	25.00	6	2.3	2.4	81.9
	27.00	1	.4	.4	82.3
	30.00	15	5.8	5.9	88.2
	34.00	1	.4	.4	88.6
	35.00	4	1.5	1.6	90.2
	40.00	20	7.7	7.9	98.0
	42.00	1	.4	.4	98.4
	45.00	1	.4	.4	98.8
	50.00	2	.8	.8	99.6
	60.00	1	.4	.4	100.0
	Total	254	98.1	100.0	
Missing	System	5	1.9		
Total		259	100.0		

Interact with people from other cultures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	5.8	5.9	5.9
	Seldom	51	19.7	20.2	26.1
	Sometimes	97	37.5	38.3	64.4
	Frequently	48	18.5	19.0	83.4
	Often	42	16.2	16.6	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Discuss diverse opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	.8	.8	.8
	Seldom	28	10.8	11.1	11.9
	Sometimes	67	25.9	26.5	38.3
	Frequently	92	35.5	36.4	74.7
	Often	64	24.7	25.3	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Use library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	30	11.6	11.9	11.9
	Seldom	52	20.1	20.6	32.4
	Sometimes	55	21.2	21.7	54.2
	Frequently	64	24.7	25.3	79.4
	Often	52	20.1	20.6	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Communicate with faculty outside class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	1.5	1.6	1.6
	Seldom	31	12.0	12.3	13.8
	Sometimes	60	23.2	23.7	37.5
	Frequently	90	34.7	35.6	73.1
	Often	68	26.3	26.9	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Attend a cultural event

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	69	26.6	27.3	27.3
	Seldom	80	30.9	31.6	58.9
	Sometimes	68	26.3	26.9	85.8
	Frequently	21	8.1	8.3	94.1
	Often	15	5.8	5.9	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Write papers and/or projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	.4	.4	.4
	Seldom	8	3.1	3.2	3.6
	Sometimes	32	12.4	12.6	16.2
	Frequently	89	34.4	35.2	51.4
	Often	123	47.5	48.6	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Apply learning across disciplines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	.8	.8	.8
	Seldom	11	4.2	4.3	5.1
	Sometimes	45	17.4	17.8	22.9
	Frequently	111	42.9	43.9	66.8
	Often	84	32.4	33.2	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Discuss social or academic issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	1.5	1.6	1.6
	Seldom	23	8.9	9.1	10.7
	Sometimes	71	27.4	28.1	38.7
	Frequently	94	36.3	37.2	75.9
	Often	61	23.6	24.1	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Complete reading assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	2.3	2.4	2.4
	Seldom	20	7.7	7.9	10.3
	Sometimes	68	26.3	26.9	37.2
	Frequently	63	24.3	24.9	62.1
	Often	96	37.1	37.9	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Use a computer lab for assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	4.6	4.7	4.7
	Seldom	28	10.8	11.1	15.8
	Sometimes	43	16.6	17.0	32.8
	Frequently	56	21.6	22.1	54.9
	Often	114	44.0	45.1	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Leadership ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	7	2.7	2.8	2.8
	Medium	41	15.8	16.2	19.0
	High	112	43.2	44.3	63.2
	Very high	93	35.9	36.8	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Ability to work cooperatively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	1.2	1.2	1.2
	Medium	19	7.3	7.5	8.7
	High	95	36.7	37.5	46.2
	Very high	136	52.5	53.8	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Ethical decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	1.2	1.2	1.2
	Medium	18	6.9	7.1	8.3
	High	84	32.4	33.2	41.5
	Very high	148	57.1	58.5	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Respect for diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	.4	.4	.4
	Low	2	.8	.8	1.2
	Medium	22	8.5	8.7	9.9
	High	82	31.7	32.4	42.3
	Very high	146	56.4	57.7	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Independent thinking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	10	3.9	4.0	4.0
	High	88	34.0	34.8	38.7
	Very high	155	59.8	61.3	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Love of learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	.4	.4	.4
	Low	6	2.3	2.4	2.8
	Medium	43	16.6	17.0	19.8
	High	96	37.1	37.9	57.7
	Very high	107	41.3	42.3	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Critical thinking ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	1.5	1.6	1.6
	Medium	40	15.4	15.8	17.4
	High	114	44.0	45.1	62.5
	Very high	95	36.7	37.5	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Writing ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	2	.8	.8	.8
	Low	13	5.0	5.1	5.9
	Medium	34	13.1	13.4	19.4
	High	124	47.9	49.0	68.4
	Very high	80	30.9	31.6	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Reading ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	.4	.4	.4
	Low	8	3.1	3.2	3.6
	Medium	38	14.7	15.0	18.6
	High	107	41.3	42.3	60.9
	Very high	99	38.2	39.1	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Conflict resolution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	5	1.9	2.0	2.0
	Medium	35	13.5	13.8	15.8
	High	137	52.9	54.2	70.0
	Very high	76	29.3	30.0	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Social responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	2	.8	.8	.8
	Medium	30	11.6	11.9	12.6
	High	99	38.2	39.1	51.8
	Very high	122	47.1	48.2	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Analyze written arguments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	6	2.3	2.4	3.2
	Somewhat effective	83	32.0	32.8	36.0
	Effective	118	45.6	46.6	82.6
	Very effective	44	17.0	17.4	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Appreciate other cultures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	5	1.9	2.0	2.0
	Ineffective	20	7.7	7.9	9.8
	Somewhat effective	68	26.3	26.8	36.6
	Effective	102	39.4	40.2	76.8
	Very effective	59	22.8	23.2	100.0
	Total	254	98.1	100.0	
Missing	System	5	1.9		
Total		259	100.0		

Appreciate fine arts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	11	4.2	4.3	4.3
	Ineffective	26	10.0	10.2	14.6
	Somewhat effective	78	30.1	30.7	45.3
	Effective	81	31.3	31.9	77.2
	Very effective	58	22.4	22.8	100.0
	Total	254	98.1	100.0	
Missing	System	5	1.9		
Total		259	100.0		

Broaden intellectual interests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	4	1.5	1.6	2.4
	Somewhat effective	45	17.4	17.8	20.2
	Effective	116	44.8	45.8	66.0
	Very effective	86	33.2	34.0	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Develop leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	3	1.2	1.2	1.2
	Ineffective	10	3.9	4.0	5.2
	Somewhat effective	49	18.9	19.4	24.6
	Effective	99	38.2	39.3	63.9
	Very effective	91	35.1	36.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Improve decision-making skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ineffective	7	2.7	2.8	2.8
	Somewhat effective	45	17.4	17.9	20.6
	Effective	130	50.2	51.6	72.2
	Very effective	70	27.0	27.8	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Reason mathematically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	11	4.2	4.4	4.4
	Ineffective	30	11.6	12.0	16.3
	Somewhat effective	78	30.1	31.1	47.4
	Effective	92	35.5	36.7	84.1
	Very effective	40	15.4	15.9	100.0
	Total	251	96.9	100.0	
Missing	System	8	3.1		
Total		259	100.0		

Respect different views

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	13	5.0	5.2	6.0
	Somewhat effective	50	19.3	19.8	25.8
	Effective	105	40.5	41.7	67.5
	Very effective	82	31.7	32.5	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Speak to groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	6	2.3	2.4	2.4
	Ineffective	17	6.6	6.7	9.1
	Somewhat effective	47	18.1	18.7	27.8
	Effective	83	32.0	32.9	60.7
	Very effective	99	38.2	39.3	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Think critically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ineffective	4	1.5	1.6	1.6
	Somewhat effective	52	20.1	20.6	22.2
	Effective	115	44.4	45.6	67.9
	Very effective	81	31.3	32.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Think Independently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ineffective	6	2.3	2.4	2.4
	Somewhat effective	36	13.9	14.3	16.7
	Effective	114	44.0	45.2	61.9
	Very effective	96	37.1	38.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Use information technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	4	1.5	1.6	1.6
	Ineffective	12	4.6	4.8	6.3
	Somewhat effective	53	20.5	21.0	27.4
	Effective	96	37.1	38.1	65.5
	Very effective	87	33.6	34.5	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Write clearly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	5	1.9	2.0	2.0
	Ineffective	18	6.9	7.1	9.1
	Somewhat effective	54	20.8	21.4	30.6
	Effective	93	35.9	36.9	67.5
	Very effective	82	31.7	32.5	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Develop math skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	10	3.9	4.0	4.0
	Ineffective	41	15.8	16.2	20.2
	Somewhat effective	77	29.7	30.4	50.6
	Effective	77	29.7	30.4	81.0
	Very effective	48	18.5	19.0	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Interpret within historical context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	5	1.9	2.0	2.0
	Ineffective	30	11.6	11.9	13.8
	Somewhat effective	85	32.8	33.6	47.4
	Effective	73	28.2	28.9	76.3
	Very effective	60	23.2	23.7	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Understand the relationship b/w individuals & environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	15	5.8	6.0	6.7
	Somewhat effective	59	22.8	23.4	30.2
	Effective	111	42.9	44.0	74.2
	Very effective	65	25.1	25.8	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Understand the physical universe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	6	2.3	2.4	2.4
	Ineffective	33	12.7	13.1	15.5
	Somewhat effective	75	29.0	29.8	45.2
	Effective	89	34.4	35.3	80.6
	Very effective	49	18.9	19.4	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Solve problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	1	.4	.4	.4
	Ineffective	9	3.5	3.6	4.0
	Somewhat effective	53	20.5	21.0	25.0
	Effective	108	41.7	42.9	67.9
	Very effective	81	31.3	32.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Work independently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	1	.4	.4	.4
	Ineffective	2	.8	.8	1.2
	Somewhat effective	41	15.8	16.3	17.5
	Effective	98	37.8	38.9	56.3
	Very effective	110	42.5	43.7	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Work in groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	5	1.9	2.0	2.8
	Somewhat effective	37	14.3	14.7	17.5
	Effective	102	39.4	40.5	57.9
	Very effective	106	40.9	42.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Apply learning in different contexts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ineffective	4	1.5	1.6	1.6
	Somewhat effective	47	18.1	18.6	20.2
	Effective	124	47.9	49.0	69.2
	Very effective	78	30.1	30.8	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Conduct research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	1	.4	.4	.4
	Ineffective	15	5.8	5.9	6.3
	Somewhat effective	55	21.2	21.7	28.1
	Effective	101	39.0	39.9	68.0
	Very effective	81	31.3	32.0	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Interpret and apply research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	12	4.6	4.8	5.6
	Somewhat effective	52	20.1	20.6	26.2
	Effective	106	40.9	42.1	68.3
	Very effective	80	30.9	31.7	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Analyze information and ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ineffective	9	3.5	3.6	3.6
	Somewhat effective	42	16.2	16.7	20.2
	Effective	128	49.4	50.8	71.0
	Very effective	73	28.2	29.0	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Synthesize information and ideas

	Frequency	Percent	Valid Percent	Cumulative Percent
Ineffective	5	1.9	2.0	2.0
Somewhat effective	53	20.5	21.0	23.0
Effective	124	47.9	49.2	72.2
Very effective	70	27.0	27.8	100.0
Total	252	97.3	100.0	
Missing System	7	2.7		
Total	259	100.0		

Master the subject matter of major

	Frequency	Percent	Valid Percent	Cumulative Percent
Very ineffective	1	.4	.4	.4
Ineffective	1	.4	.4	.8
Somewhat effective	26	10.0	10.3	11.1
Effective	106	40.9	41.9	53.0
Very effective	119	45.9	47.0	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
Total	259	100.0		

Apply knowledge in problem solving

	Frequency	Percent	Valid Percent	Cumulative Percent
Ineffective	4	1.5	1.6	1.6
Somewhat effective	44	17.0	17.5	19.0
Effective	117	45.2	46.4	65.5
Very effective	87	33.6	34.5	100.0
Total	252	97.3	100.0	
Missing System	7	2.7		
Total	259	100.0		

Find and apply information

	Frequency	Percent	Valid Percent	Cumulative Percent
Ineffective	7	2.7	2.8	2.8
Somewhat effective	51	19.7	20.2	23.0
Effective	117	45.2	46.4	69.4
Very effective	77	29.7	30.6	100.0
Total	252	97.3	100.0	
Missing System	7	2.7		
Total	259	100.0		

Understand multiple perspectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	1	.4	.4	.4
	Ineffective	4	1.5	1.6	2.0
	Somewhat effective	57	22.0	22.5	24.5
	Effective	112	43.2	44.3	68.8
	Very effective	79	30.5	31.2	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Develop a love of learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	17	6.6	6.7	7.5
	Somewhat effective	57	22.0	22.6	30.2
	Effective	93	35.9	36.9	67.1
	Very effective	83	32.0	32.9	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Understand your own competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	3	1.2	1.2	1.2
	Ineffective	4	1.5	1.6	2.8
	Somewhat effective	44	17.0	17.5	20.2
	Effective	120	46.3	47.6	67.9
	Very effective	81	31.3	32.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Understand your own deficiencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	2	.8	.8	.8
	Ineffective	3	1.2	1.2	2.0
	Somewhat effective	40	15.4	15.9	17.9
	Effective	117	45.2	46.6	64.5
	Very effective	89	34.4	35.5	100.0
	Total	251	96.9	100.0	
Missing	System	8	3.1		
Total		259	100.0		

Realize your learning style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very ineffective	1	.4	.4	.4
	Ineffective	4	1.5	1.6	2.0
	Somewhat effective	49	18.9	19.4	21.3
	Effective	101	39.0	39.9	61.3
	Very effective	98	37.8	38.7	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Student life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	31	12.0	12.2	12.2
	Very Dissatisfied	9	3.5	3.5	15.7
	Dissatisfied	34	13.1	13.3	29.0
	Neutral	64	24.7	25.1	54.1
	Satisfied	77	29.7	30.2	84.3
	Very Satisfied	40	15.4	15.7	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Faculty interaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	.4	.4	.4
	Dissatisfied	8	3.1	3.1	3.5
	Neutral	50	19.3	19.6	23.1
	Satisfied	98	37.8	38.4	61.6
	Very Satisfied	98	37.8	38.4	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Faculty feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	2	.8	.8	.8
	Very Dissatisfied	3	1.2	1.2	2.0
	Dissatisfied	10	3.9	3.9	5.9
	Neutral	53	20.5	20.8	26.7
	Satisfied	95	36.7	37.3	63.9
	Very Satisfied	92	35.5	36.1	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Teaching in General Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	21	8.1	8.2	8.2
	Very Dissatisfied	4	1.5	1.6	9.8
	Dissatisfied	16	6.2	6.3	16.1
	Neutral	78	30.1	30.6	46.7
	Satisfied	86	33.2	33.7	80.4
	Very Satisfied	50	19.3	19.6	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Teaching in major field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	7	2.7	2.7	2.7
	Very Dissatisfied	1	.4	.4	3.1
	Dissatisfied	7	2.7	2.7	5.9
	Neutral	32	12.4	12.5	18.4
	Satisfied	74	28.6	29.0	47.5
	Very Satisfied	134	51.7	52.5	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Campus intellectual climate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	5	1.9	2.0	2.0
	Very Dissatisfied	8	3.1	3.1	5.1
	Dissatisfied	16	6.2	6.3	11.4
	Neutral	76	29.3	29.8	41.2
	Satisfied	99	38.2	38.8	80.0
	Very Satisfied	51	19.7	20.0	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Faculty enthusiasm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	.8	.8	.8
	Dissatisfied	18	6.9	7.1	7.8
	Neutral	63	24.3	24.7	32.5
	Satisfied	95	36.7	37.3	69.8
	Very Satisfied	77	29.7	30.2	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Availability of major field courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	1	.4	.4	.4
	Very Dissatisfied	6	2.3	2.4	2.7
	Dissatisfied	19	7.3	7.5	10.2
	Neutral	65	25.1	25.5	35.7
	Satisfied	91	35.1	35.7	71.4
	Very Satisfied	73	28.2	28.6	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Availability of general education courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	5	1.9	2.0	2.0
	Very Dissatisfied	4	1.5	1.6	3.5
	Dissatisfied	8	3.1	3.1	6.7
	Neutral	64	24.7	25.1	31.8
	Satisfied	96	37.1	37.6	69.4
	Very Satisfied	78	30.1	30.6	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Quality of courses in major field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	1	.4	.4	.4
	Dissatisfied	4	1.5	1.6	2.0
	Neutral	41	15.8	16.1	18.0
	Satisfied	88	34.0	34.5	52.5
	Very Satisfied	121	46.7	47.5	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Quality of general education courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	4	1.5	1.6	1.6
	Very Dissatisfied	5	1.9	2.0	3.5
	Dissatisfied	15	5.8	5.9	9.4
	Neutral	71	27.4	27.8	37.3
	Satisfied	104	40.2	40.8	78.0
	Very Satisfied	56	21.6	22.0	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Accessibility of faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	2	.8	.8	.8
	Very Dissatisfied	3	1.2	1.2	2.0
	Dissatisfied	5	1.9	2.0	3.9
	Neutral	57	22.0	22.4	26.3
	Satisfied	100	38.6	39.2	65.5
	Very Satisfied	88	34.0	34.5	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Academic advising by faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	3	1.2	1.2	1.2
	Very Dissatisfied	9	3.5	3.5	4.7
	Dissatisfied	15	5.8	5.9	10.6
	Neutral	55	21.2	21.6	32.2
	Satisfied	68	26.3	26.7	58.8
	Very Satisfied	105	40.5	41.2	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Attitude of faculty toward students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	1	.4	.4	.4
	Very Dissatisfied	1	.4	.4	.8
	Dissatisfied	10	3.9	4.0	4.7
	Neutral	55	21.2	21.7	26.5
	Satisfied	99	38.2	39.1	65.6
	Very Satisfied	87	33.6	34.4	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Attitude of non-teaching staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	4	1.5	1.6	1.6
	Dissatisfied	11	4.2	4.3	5.9
	Neutral	57	22.0	22.5	28.5
	Satisfied	96	37.1	37.9	66.4
	Very Satisfied	85	32.8	33.6	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

On-campus work experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N/A	93	35.9	36.8	36.8
Very Dissatisfied	3	1.2	1.2	37.9
Dissatisfied	12	4.6	4.7	42.7
Neutral	34	13.1	13.4	56.1
Satisfied	57	22.0	22.5	78.7
Very Satisfied	54	20.8	21.3	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
Total	259	100.0		

Career services

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N/A	78	30.1	30.8	30.8
Very Dissatisfied	3	1.2	1.2	32.0
Dissatisfied	10	3.9	4.0	36.0
Neutral	50	19.3	19.8	55.7
Satisfied	67	25.9	26.5	82.2
Very Satisfied	45	17.4	17.8	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
Total	259	100.0		

Business office

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N/A	11	4.2	4.3	4.3
Very Dissatisfied	2	.8	.8	5.1
Dissatisfied	15	5.8	5.9	11.1
Neutral	59	22.8	23.3	34.4
Satisfied	100	38.6	39.5	73.9
Very Satisfied	66	25.5	26.1	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
Total	259	100.0		

Campus bookstore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	6	2.3	2.4	2.4
	Very Dissatisfied	17	6.6	6.7	9.1
	Dissatisfied	14	5.4	5.5	14.6
	Neutral	63	24.3	24.9	39.5
	Satisfied	93	35.9	36.8	76.3
	Very Satisfied	60	23.2	23.7	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Financial aid office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	23	8.9	9.1	9.1
	Very Dissatisfied	25	9.7	9.9	19.0
	Dissatisfied	33	12.7	13.0	32.0
	Neutral	54	20.8	21.3	53.4
	Satisfied	69	26.6	27.3	80.6
	Very Satisfied	49	18.9	19.4	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Food service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	22	8.5	8.7	8.7
	Very Dissatisfied	20	7.7	7.9	16.6
	Dissatisfied	34	13.1	13.4	30.0
	Neutral	63	24.3	24.9	54.9
	Satisfied	74	28.6	29.2	84.2
	Very Satisfied	40	15.4	15.8	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Library

	Frequency	Percent	Valid Percent	Cumulative Percent
N/A	9	3.5	3.6	3.6
Very Dissatisfied	7	2.7	2.8	6.3
Dissatisfied	16	6.2	6.3	12.6
Neutral	59	22.8	23.3	36.0
Satisfied	92	35.5	36.4	72.3
Very Satisfied	70	27.0	27.7	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
	259	100.0		

Registrar's office

	Frequency	Percent	Valid Percent	Cumulative Percent
N/A	3	1.2	1.2	1.2
Very Dissatisfied	2	.8	.8	2.0
Dissatisfied	8	3.1	3.2	5.1
Neutral	49	18.9	19.4	24.5
Satisfied	99	38.2	39.1	63.6
Very Satisfied	92	35.5	36.4	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
	259	100.0		

Registration process

	Frequency	Percent	Valid Percent	Cumulative Percent
N/A	10	3.9	4.0	4.0
Dissatisfied	7	2.7	2.8	6.7
Neutral	62	23.9	24.5	31.2
Satisfied	97	37.5	38.3	69.6
Very Satisfied	77	29.7	30.4	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
	259	100.0		

Student affairs

	Frequency	Percent	Valid Percent	Cumulative Percent
N/A	52	20.1	20.6	20.6
Very Dissatisfied	4	1.5	1.6	22.1
Dissatisfied	8	3.1	3.2	25.3
Neutral	75	29.0	29.6	54.9
Satisfied	74	28.6	29.2	84.2
Very Satisfied	40	15.4	15.8	100.0
Total	253	97.7	100.0	
Missing System	6	2.3		
	259	100.0		

Disability services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	141	54.4	55.7	55.7
	Very Dissatisfied	7	2.7	2.8	58.5
	Dissatisfied	7	2.7	2.8	61.3
	Neutral	32	12.4	12.6	73.9
	Satisfied	49	18.9	19.4	93.3
	Very Satisfied	17	6.6	6.7	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

International Student office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	154	59.5	60.9	60.9
	Very Dissatisfied	4	1.5	1.6	62.5
	Dissatisfied	3	1.2	1.2	63.6
	Neutral	30	11.6	11.9	75.5
	Satisfied	34	13.1	13.4	88.9
	Very Satisfied	28	10.8	11.1	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

College Center office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	99	38.2	39.1	39.1
	Very Dissatisfied	1	.4	.4	39.5
	Dissatisfied	3	1.2	1.2	40.7
	Neutral	53	20.5	20.9	61.7
	Satisfied	62	23.9	24.5	86.2
	Very Satisfied	35	13.5	13.8	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Computer labs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	22	8.5	8.7	8.7
	Very Dissatisfied	1	.4	.4	9.1
	Dissatisfied	10	3.9	4.0	13.0
	Neutral	60	23.2	23.7	36.8
	Satisfied	85	32.8	33.6	70.4
	Very Satisfied	75	29.0	29.6	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

CAT facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	55	21.2	21.8	21.8
	Very Dissatisfied	2	.8	.8	22.6
	Dissatisfied	10	3.9	4.0	26.6
	Neutral	62	23.9	24.6	51.2
	Satisfied	73	28.2	29.0	80.2
	Very Satisfied	50	19.3	19.8	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Computer center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	48	18.5	19.0	19.0
	Very Dissatisfied	4	1.5	1.6	20.6
	Dissatisfied	7	2.7	2.8	23.4
	Neutral	63	24.3	25.0	48.4
	Satisfied	76	29.3	30.2	78.6
	Very Satisfied	54	20.8	21.4	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

McNair Scholars program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	149	57.5	59.1	59.1
	Very Dissatisfied	6	2.3	2.4	61.5
	Dissatisfied	4	1.5	1.6	63.1
	Neutral	33	12.7	13.1	76.2
	Satisfied	32	12.4	12.7	88.9
	Very Satisfied	28	10.8	11.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Counseling center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	136	52.5	54.0	54.0
	Very Dissatisfied	4	1.5	1.6	55.6
	Dissatisfied	5	1.9	2.0	57.5
	Neutral	45	17.4	17.9	75.4
	Satisfied	39	15.1	15.5	90.9
	Very Satisfied	23	8.9	9.1	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Recreational facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	52	20.1	20.6	20.6
	Very Dissatisfied	9	3.5	3.6	24.2
	Dissatisfied	22	8.5	8.7	32.9
	Neutral	65	25.1	25.8	58.7
	Satisfied	58	22.4	23.0	81.7
	Very Satisfied	46	17.8	18.3	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Campus security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	24	9.3	9.6	9.6
	Very Dissatisfied	11	4.2	4.4	13.9
	Dissatisfied	20	7.7	8.0	21.9
	Neutral	63	24.3	25.1	47.0
	Satisfied	76	29.3	30.3	77.3
	Very Satisfied	57	22.0	22.7	100.0
	Total	251	96.9	100.0	
Missing	System	8	3.1		
Total		259	100.0		

Parking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	13	5.0	5.2	5.2
	Very Dissatisfied	63	24.3	25.1	30.3
	Dissatisfied	55	21.2	21.9	52.2
	Neutral	47	18.1	18.7	70.9
	Satisfied	44	17.0	17.5	88.4
	Very Satisfied	29	11.2	11.6	100.0
	Total	251	96.9	100.0	
Missing	System	8	3.1		
Total		259	100.0		

Classroom facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	8	3.1	3.2	3.2
	Very Dissatisfied	15	5.8	5.9	9.1
	Dissatisfied	32	12.4	12.6	21.7
	Neutral	86	33.2	34.0	55.7
	Satisfied	74	28.6	29.2	85.0
	Very Satisfied	38	14.7	15.0	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Housing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	76	29.3	30.0	30.0
	Very Dissatisfied	16	6.2	6.3	36.4
	Dissatisfied	24	9.3	9.5	45.8
	Neutral	60	23.2	23.7	69.6
	Satisfied	49	18.9	19.4	88.9
	Very Satisfied	28	10.8	11.1	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Student Support Services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	80	30.9	31.6	31.6
	Very Dissatisfied	3	1.2	1.2	32.8
	Dissatisfied	7	2.7	2.8	35.6
	Neutral	52	20.1	20.6	56.1
	Satisfied	63	24.3	24.9	81.0
	Very Satisfied	48	18.5	19.0	100.0
	Total	253	97.7	100.0	
Missing	System	6	2.3		
Total		259	100.0		

Quality of preparation for employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	12	4.6	4.8	4.8
	Very Dissatisfied	2	.8	.8	5.6
	Dissatisfied	14	5.4	5.6	11.1
	Neutral	60	23.2	23.8	34.9
	Satisfied	99	38.2	39.3	74.2
	Very Satisfied	65	25.1	25.8	100.0
	Total	252	97.3	100.0	
Missing	System	7	2.7		
Total		259	100.0		

Quality of preparation for grad or prof. school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	24	9.3	9.6	9.6
	Very Dissatisfied	5	1.9	2.0	11.6
	Dissatisfied	5	1.9	2.0	13.5
	Neutral	46	17.8	18.3	31.9
	Satisfied	100	38.6	39.8	71.7
	Very Satisfied	71	27.4	28.3	100.0
	Total	251	96.9	100.0	
Missing	System	8	3.1		
Total		259	100.0		

Intended graduation year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2007.00	2	.8	.8	.8
	2009.00	85	32.8	33.5	34.3
	2010.00	165	63.7	65.0	99.2
	2011.00	2	.8	.8	100.0
	Total	254	98.1	100.0	
Missing	System	5	1.9		
Total		259	100.0		

Respondent's sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	100	38.6	39.2	39.2
	Female	155	59.8	60.8	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Respondent's age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	.4	.4	.4
	20.00	2	.8	.8	1.2
	21.00	51	19.7	20.0	21.2
	22.00	85	32.8	33.3	54.5
	23.00	37	14.3	14.5	69.0
	24.00	22	8.5	8.6	77.6
	25.00	9	3.5	3.5	81.2
	26.00	7	2.7	2.7	83.9
	27.00	5	1.9	2.0	85.9
	28.00	4	1.5	1.6	87.5
	29.00	2	.8	.8	88.2
	30.00	3	1.2	1.2	89.4
	31.00	2	.8	.8	90.2
	32.00	3	1.2	1.2	91.4
	33.00	2	.8	.8	92.2
	34.00	1	.4	.4	92.5
	35.00	2	.8	.8	93.3
	36.00	2	.8	.8	94.1
	37.00	3	1.2	1.2	95.3
	38.00	1	.4	.4	95.7
	39.00	2	.8	.8	96.5
	40.00	1	.4	.4	96.9
	41.00	1	.4	.4	97.3
	44.00	1	.4	.4	97.6
	48.00	1	.4	.4	98.0
	49.00	1	.4	.4	98.4
	51.00	2	.8	.8	99.2
	52.00	1	.4	.4	99.6
	55.00	1	.4	.4	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	54	20.8	21.2	21.2
	Divorced	11	4.2	4.3	25.5
	Single	190	73.4	74.5	100.0
	Total	255	98.5	100.0	
Missing	System	4	1.5		
Total		259	100.0		

Residential status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Resident	67	25.9	26.4	26.4
	Commuter	112	43.2		
	Both	75	29.0		
	Total	254	98.1		
Missing	System	5	1.9	100.0	
Total		259	100.0		

Permanent residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	West Virginia	204	78.8	80.0	80.0
	Other state	45	17.4		
	Other country	6	2.3		
	Total	255	98.5		
Missing	System	4	1.5	100.0	
Total		259	100.0		

Racial/Ethnic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black, non-Hispanic	10	3.9	3.9	3.9
	White, non-Hispanic	236	91.1		
	Asian	3	1.2		
	Hispanic	1	.4		
	Multi-racial	3	1.2		
	Other	2	.8		
	Total	255	98.5		
Missing	System	4	1.5	100.0	
Total		259	100.0		