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# NSSE 2016

## Frequencies and Statistical Comparisons

Concord University

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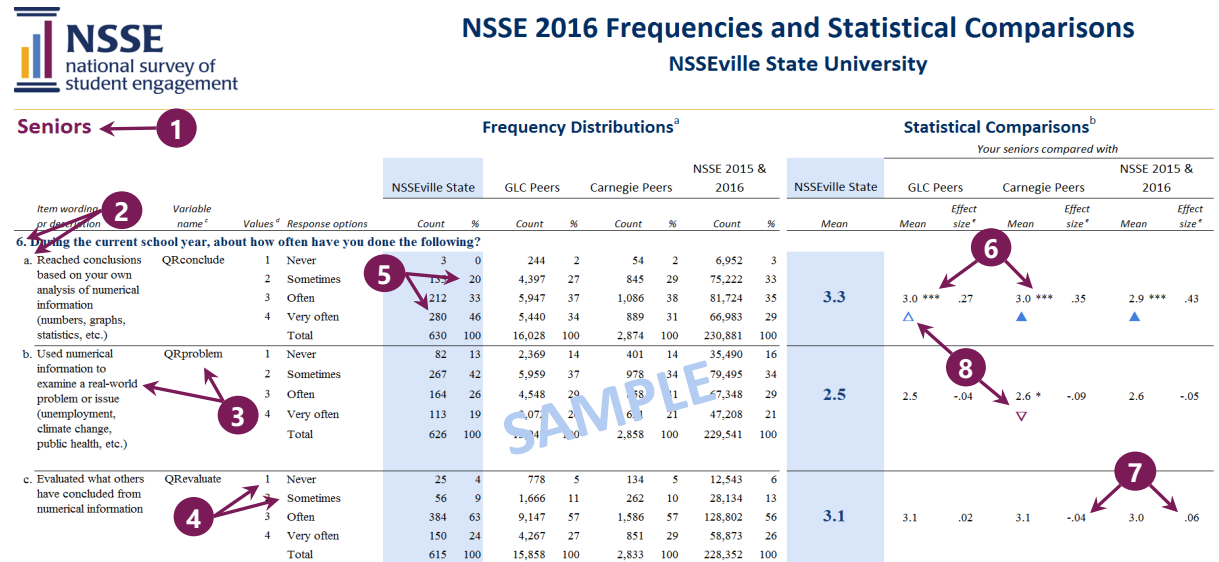


# NSSE 2016 Frequencies and Statistical Comparisons

## About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website ([nsse.indiana.edu](http://nsse.indiana.edu)) or contact a member of the NSSE team.

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.  
**Note:** Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: [nsse.indiana.edu/html/weighting.cfm](http://nsse.indiana.edu/html/weighting.cfm)
- Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels ( $*p < .05$ ,  $**p < .01$ ,  $***p < .001$ ). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Exceptions are items 11 a-f which are compared using a  $z$ -test.



**Seniors** ← 1

**Frequency Distributions<sup>a</sup>**

**Statistical Comparisons<sup>b</sup>**  
Your seniors compared with

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	NSSEville State				NSSE 2015 & 2016				Your seniors compared with														
				Count	%	Count	%	Count	%	Count	%	Mean	GLC Peers	Carnegie Peers	NSSE 2015 & 2016											
6. During the current school year, about how often have you done the following?																										
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43								
		2	Sometimes	132	20	4,397	27	845	29	75,222	33															
		3	Often	212	33	5,947	37	1,086	38	81,724	35															
		4	Very often	280	46	5,440	34	889	31	66,983	29															
			Total	630	100	16,028	100	2,874	100	230,881	100															
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 **	-.09	2.6	-.05								
		2	Sometimes	267	42	5,959	37	978	34	79,495	34															
		3	Often	164	26	4,548	29	88	11	57,348	29															
		4	Very often	113	19	1,071	21	61	21	47,208	21															
			Total	626	100	11,044	100	2,858	100	229,541	100															
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06								
		2	Sometimes	56	9	1,666	11	262	10	28,134	13															
		3	Often	384	63	9,147	57	1,586	57	128,802	56															
		4	Very often	150	24	4,267	27	851	29	58,873	26															
			Total	615	100	15,858	100	2,833	100	228,352	100															

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent  $t$ -tests use Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ . Cohen's  $d$  is calculated by dividing the mean difference by the pooled standard deviation. Cohen's  $h$  is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. **Key to symbols:**

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

▲ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

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# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>						
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016		
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>1. During the current school year, about how often have you done the following?</b>													
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	12	5	<b>2.9</b>	2.8	.03	2.9	-.09	2.9	-.02	
		2	Sometimes	73	34								
		3	Often	69	32								
		4	Very often	65	30								
		Total		219	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	25	12	<b>2.7</b>	2.5 **	.22	2.6 *	.14	2.5 **	.19	
		2	Sometimes	66	30								
		3	Often	65	30								
		4	Very often	61	28								
		Total		217	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared)</i>	1	Very often	9	4	<b>3.2</b>	3.0 **	.21	3.1	.07	3.0 *	.16	
		2	Often	20	10								
		3	Sometimes	114	53								
		4	Never	73	34								
		Total		216	100								
d. Attended an art exhibit, play, or other arts performance (dance, music,	attendart	1	Never	72	34	<b>2.0</b>	2.0	.04	2.0	.04	2.0	.06	
		2	Sometimes	90	41								
		3	Often	37	17								
		4	Very often	19	9								
		Total		218	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	16	8	<b>2.7</b>	2.6	.06	2.5 **	.22	2.6	.12	
		2	Sometimes	74	34								
		3	Often	85	39								
		4	Very often	42	19								
		Total		217	100								
f. Explained course material to one or	CLexplain	1	Never	8	4	<b>2.7</b>	2.6	.06	2.5 **	.22	2.6	.12	
		2	Sometimes	86	40								

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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
more students		3	Often	90	42	2.7	2.8	-.11	2.7	.00	2.7	-.05
		4	Very often	33	14							
			Total	217	100							

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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016		
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Prepared for exams by discussing or working through course material	CLstudy	1	Never	26	12	2.5	2.6	-.07	2.5	.06	2.5	-.02	
		2	Sometimes	84	40								
		3	Often	69	32								
		4	Very often	35	16								
		Total		214	100								
h. Worked with other students on course projects or assignments	CLproject	1	Never	17	7	2.7	2.6	.06	2.5	*	.18	2.6	.07
		2	Sometimes	74	35								
		3	Often	87	40								
		4	Very often	39	18								
		Total		217	100								
i. Given a course presentation	present	1	Never	45	21	2.3	2.3	.01	2.2	.05	2.3	-.02	
		2	Sometimes	88	42								
		3	Often	59	26								
		4	Very often	25	12								
		Total		217	100								
<b>2. During the current school year, about how often have you done the following?</b>													
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	18	8	2.6	2.6	-.07	2.6	-.07	2.6	-11	
		2	Sometimes	97	45								
		3	Often	68	32								
		4	Very often	33	16								
		Total		216	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	28	13	2.5	2.6	-.09	2.6	-.07	2.6	-13	
		2	Sometimes	83	40								
		3	Often	66	31								
		4	Very often	35	16								
		Total		212	100								
c. Included diverse perspectives	RIdiverse	1	Never	22	11								
		2	Sometimes	92	44								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
(political, religious, racial/ethnic,		3	Often	69	32	2.5	2.6	-.09	2.5	-.05	2.6	-.11
		4	Very often	32	14							
			Total	215	100							



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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
d. Examined the strengths and weaknesses of your own views on a topic or	RIownview	1	Never	10	5	2.7	2.8	-0.08	2.8	-0.06	2.8	-0.10		
		2	Sometimes	78	37									
		3	Often	88	41									
		4	Very often	37	17									
		Total		213	100									
e. Tried to better understand someone else's views by imagining how an	RIperspect	1	Never	6	3	2.8	2.9	-0.08	2.8	-0.04	2.9	-0.09		
		2	Sometimes	72	34									
		3	Often	87	40									
		4	Very often	50	22									
		Total		215	100									
f. Learned something that changed the way you understand an issue or	RInewview	1	Never	7	3	2.7	2.8	-0.10	2.8	-0.06	2.9	*	-0.14	
		2	Sometimes	76	36									
		3	Often	95	45									
		4	Very often	36	16									
		Total		214	100									
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	4	2	2.9	3.0	*	-0.14	3.0	-0.11	3.1	**	-0.18
		2	Sometimes	58	28									
		3	Often	100	47									
		4	Very often	49	23									
		Total		211	100									
<b>3. During the current school year, about how often have you done the following?</b>														
a. Talked about career plans with a faculty member	SFcareer	1	Never	57	27	2.2	2.2	-0.08	2.3	-0.12	2.2	-0.06		
		2	Sometimes	88	41									
		3	Often	45	21									
		4	Very often	23	11									
		Total		213	100									
b. Worked with a faculty member	SFotherwork	1	Never	99	47									
		2	Sometimes	76	35									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>					
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016		
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>
on activities other than coursework (committees,		3	Often	24	12	<b>1.8</b>	1.8	.03	1.8	.02	1.8	.04
		4	Very often	14	7							
			Total	213	100							

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Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	69	33	<b>2.0</b>	2.0	.00	2.0	-.04	2.0	-.01
		2	Sometimes	94	44							
		3	Often	33	16							
		4	Very often	16	8							
		Total		212	100							
d. Discussed your academic performance with a faculty member	SFperform	1	Never	56	26	<b>2.1</b>	2.2	-.06	2.2	-.08	2.1	-.03
		2	Sometimes	95	45							
		3	Often	46	22							
		4	Very often	16	8							
		Total		213	100							
<b>4. During the current school year, how much has your coursework emphasized the following?</b>												
a. Memorizing course material	memorize	1	Very little	6	3	<b>3.0</b>	3.0	.05	2.9	.11	2.9	.11
		2	Some	45	21							
		3	Quite a bit	98	46							
		4	Very much	64	29							
		Total		213	100							
b. Applying facts, theories, or methods to practical problems or new	HOapply	1	Very little	9	4	<b>2.9</b>	3.0 *	-.14	2.9	-.06	3.0 *	-.14
		2	Some	62	29							
		3	Quite a bit	89	43							
		4	Very much	52	23							
		Total		212	100							
c. Analyzing an idea, experience, or line of reasoning in depth by	HOanalyze	1	Very little	6	3	<b>2.9</b>	2.9	-.05	2.9	.03	3.0	-.06
		2	Some	58	28							
		3	Quite a bit	93	44							
		4	Very much	54	25							
		Total		211	100							
d. Evaluating a point of view,	HOevaluate	1	Very little	4	2	<b>2.9</b>	2.9	-.05	2.9	.03	3.0	-.06
		2	Some	55	27							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
decision, or information source		3	Quite a bit	100	48	2.9	2.9	.02	2.9	.04	2.9	.00
		4	Very much	51	23							
			Total	210	100							

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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
e. Forming a new idea or understanding from various pieces of	HOform	1	Very little	5	2	<b>3.0</b>	2.9	.11	2.8	*	.14	2.9	.08	
		2	Some	51	25									
		3	Quite a bit	100	47									
		4	Very much	55	26									
		Total		211	100									
<b>5. During the current school year, to what extent have your instructors done the following?</b>														
a. Clearly explained course goals and requirements	ETgoals	1	Very little	6	3	<b>3.2</b>	3.1	.07	3.1	.04	3.1	.06		
		2	Some	32	14									
		3	Quite a bit	95	47									
		4	Very much	77	36									
		Total		210	100									
b. Taught course sessions in an organized way	ETorganize	1	Very little	9	5	<b>3.1</b>	3.0	.08	3.1	.04	3.1	.06		
		2	Some	29	14									
		3	Quite a bit	100	47									
		4	Very much	70	34									
		Total		208	100									
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	6	3	<b>3.1</b>	3.1	.09	3.1	.05	3.1	.08		
		2	Some	34	16									
		3	Quite a bit	94	46									
		4	Very much	73	34									
		Total		207	100									
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	9	4	<b>3.0</b>	2.8	**	.18	2.9	.08	2.9	*	.16
		2	Some	50	24									
		3	Quite a bit	83	40									
		4	Very much	68	32									
		Total		210	100									
e. Provided prompt and detailed	ETfeedback	1	Very little	9	4	<b>3.0</b>	2.8	**	.18	2.9	.08	2.9	*	.16
		2	Some	55	26									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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### First-Year Students

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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
feedback on tests or completed assignments		3	Quite a bit	81	40	3.0	2.7 ***	.22	2.8	.13	2.8 **	.19
		4	Very much	62	30							
			Total	207	100							

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				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016		
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>6. During the current school year, about how often have you done the following?</b>												
a. Reached conclusions based on your own analysis of numerical	QRconclude	1 2 3 4 Total	Never Sometimes Often Very often	32	14	2.6	2.6	-0.07	2.6	.01	2.6	-0.03
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change)	QRproblem	1 2 3 4 Total	Never Sometimes Often Very often	53	25	2.3	2.3	-0.06	2.3	-0.03	2.3	-0.05
c. Evaluated what others have concluded from numerical information	QRevaluate	1 2 3 4 Total	Never Sometimes Often Very often	45	21	2.3	2.3	-0.07	2.2	.01	2.3	-0.05
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed)</b>												
a. Up to 5 pages	wrshortnum  (Recoded version of wrshort created by NSSE. Values are estimated)	0 1.5 4 8 13 18 23 Total	None 1-2 3-5 6-10 11-15 16-20 More than 20	7	3	7.0	6.0 *	.19	6.5	.08	6.8	.03
b. Between 6 and 10 pages	wrmednum  (Recoded)	0 1.5 4	None 1-2 3-5	80	41							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>					
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016		
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>
	<i>version of</i>	8	6-10	13	7	2.1	1.8	.08	1.8	.11	2.2	-.05
	<i>wrmed</i>	13	11-15	4	2							
	<i>created by</i>	18	16-20	1	1							
	<i>NSSE. Values are estimated</i>	23	More than 20	0	0							
			Total	190	100							



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Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>									
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
c. 11 pages or more	wrlongnum	0	None	163	84	<b>.5</b>	.7	*	-.10	.6	-.07	.9	***	-.14	
		1.5	1-2	18	10										
	(Recoded version of wrlong created by NSSE. Values are estimated)	4	3-5	6	3										
		8	6-10	4	2										
		13	11-15	0	0										
		18	16-20	0	0										
		23	More than 20	0	0										
		Total	191	100											
Estimated number of assigned pages of writing	wpages		summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)			<b>43.6</b>	41.7	.03	41.8	.03	49.2	-.09			
<b>8. During the current school year, about how often have you had discussions with people from the following groups?</b>															
a. People of a race or ethnicity other than your own	DDrace	1	Never	17	9	<b>2.8</b>	3.1	***	-.37	2.9	*	-.15	3.1	***	-.32
		2	Sometimes	65	32										
		3	Often	61	31										
		4	Very often	53	28										
			Total	196	100										
b. People from an economic background other than your own	DDeconomic	1	Never	14	7	<b>2.9</b>	3.1	***	-.25	3.0	-.10	3.1	**	-.21	
		2	Sometimes	56	29										
		3	Often	69	35										
		4	Very often	54	29										
			Total	193	100										
c. People with religious beliefs other than your own	DDreligion	1	Never	14	7	<b>2.8</b>	3.0	*	-.19	2.9	-.09	3.0	*	-.15	
		2	Sometimes	62	32										
		3	Often	57	30										
		4	Very often	61	31										
			Total	194	100										

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public	Peer Institutions	NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. People with political views other than your own	DDpolitical	1	Never	12	6	2.9	3.0	-.09	3.0	-.05	3.0	-.02
		2	Sometimes	50	26							
		3	Often	67	34							
		4	Very often	65	33							
		Total	194	100								

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>							
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
<b>9. During the current school year, about how often have you done the following?</b>														
a. Identified key information from reading assignments	LSreading	1	Never	3	2	<b>3.1</b>	3.1	-.02	3.1	.00	3.1	-.05		
		2	Sometimes	37	19									
		3	Often	95	50									
		4	Very often	59	29									
		Total		194	100									
b. Reviewed your notes after class	LSnotes	1	Never	8	4	<b>3.1</b>	3.0	.11	3.0	.13	2.9	* .17		
		2	Sometimes	44	23									
		3	Often	62	33									
		4	Very often	79	39									
		Total		193	100									
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	14	8	<b>2.8</b>	2.9	-.05	2.9	-.04	2.8	-.01		
		2	Sometimes	53	28									
		3	Often	69	37									
		4	Very often	54	27									
		Total		190	100									
<b>10. During the current school year, to what extent have your courses challenged you to do your best work?</b>														
challenge		1	Not at all	1	0	<b>5.7</b>	5.5	*	.16	5.5	*	.18	5.5	* .17
		2		1	0									
		3		2	1									
		4		24	13									
		5		47	25									
		6		55	29									
		7	Very much	62	31									
		Total		192	100									
<b>11. Which of the following have you done or do you plan to do before you graduate?<sup>f</sup></b>														
a. Participate in an	intern		Have not decide	37	20									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>					
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016		
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>
internship, co-op, field experience, student teaching, or clinical placement	<i>(Means indicate the percentage who</i>		Do not plan to d Plan to do Done or in prog Total	6 133 17 193	3 68 9 100	<b>9%</b>	8%	.02	9%	-.01	9%	.01

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. Hold a formal leadership role in a student organization or group	leader  (Means indicate the percentage who		Have not decide	60	30	<b>13%</b>	12%	.03	10%	.08	12%	.04
			Do not plan to d	62	33							
			Plan to do	46	23							
			Done or in prog	25	13							
			Total	193	100							
c. Participate in a learning community or some other formal program where groups of	learncom  (Means indicate the percentage who		Have not decide	80	41	<b>13%</b>	16%	-.09	12%	.02	15%	-.06
			Do not plan to d	40	22							
			Plan to do	47	24							
			Done or in prog	25	13							
			Total	192	100							
d. Participate in a study abroad program	abroad  (Means indicate the percentage who		Have not decide	62	31	<b>2%</b>	4%	-.08	3%	-.01	4%	-.06
			Do not plan to d	76	40							
			Plan to do	49	26							
			Done or in prog	4	2							
			Total	191	100							
e. Work with a faculty member on a research project	research  (Means indicate the percentage who		Have not decide	84	44	<b>6%</b>	6%	.00	5%	.07	5%	.02
			Do not plan to d	54	29							
			Plan to do	41	22							
			Done or in prog	11	6							
			Total	190	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis,	capstone  (Means indicate the percentage who		Have not decide	59	30	<b>3%</b>	3%	.00	2%	.07	3%	.03
			Do not plan to d	16	9							
			Plan to do	111	57							
			Done or in prog	6	3							
			Total	192	100							

#### 12. About how many of your courses at this institution have included a community-based project (service-learning)?

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>								
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016				
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
	servcourse	1	None	32	17										
		2	Some	139	72										
		3	Most	20	10	2.0	1.6 ***	.51	1.6 ***	.47	1.6 ***	.48			
		4	All	2	1		▲		▲		▲				
			Total	193	100										

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>								
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016		
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
<b>13. Indicate the quality of your interactions with the following people at your institution.</b>														
a. Students	QIstudent	1	Poor	3	2	<b>5.5</b>	5.5	.05	5.4	.12	5.5	.03		
		2		2	1									
		3		11	5									
		4		27	14									
		5		45	24									
		6		39	21									
		7	Excellent	64	33									
		—	Not applicable	0	0									
	Total	191	100											
b. Academic advisors	QIadvisor	1	Poor	7	4	<b>5.3</b>	5.2	.08	5.3	.00	5.2	.09		
		2		9	5									
		3		10	5									
		4		23	11									
		5		41	22									
		6		36	19									
		7	Excellent	62	32									
		—	Not applicable	2	1									
	Total	190	100											
c. Faculty	QIfaculty	1	Poor	1	1	<b>5.5</b>	5.2	**	.20	5.4	.06	5.3	*	.16
		2		8	4									
		3		6	3									
		4		20	10									
		5		52	27									
		6		48	25									
		7	Excellent	56	29									
		—	Not applicable	1	1									
	Total	192	100											

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	3	2	<b>5.5</b>	5.0 ***	.29	5.0 **	.25	5.0 ***	.29
		2		5	2							
		3		11	5							
		4		21	11							
		5		34	19							
		6		41	22							
		7	Excellent	51	27							
		—	Not applicable	25	13							
	Total	191	100									
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	6	3	<b>5.4</b>	4.9 ***	.31	5.1 *	.19	4.9 ***	.28
		2		7	3							
		3		7	4							
		4		23	11							
		5		45	23							
		6		52	28							
		7	Excellent	49	26							
		—	Not applicable	3	1							
	Total	192	100									
<b>14. How much does your institution emphasize the following?</b>												
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	1	1	<b>3.2</b>	3.2	.05	3.1 *	.18	3.2	.07
		2	Some	26	14							
		3	Quite a bit	83	47							
		4	Very much	72	39							
			Total	182	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	3	2	<b>3.1</b>	3.1	.02	3.1	.07	3.1	.05
		2	Some	36	20							
		3	Quite a bit	72	42							
		4	Very much	69	36							
			Total	180	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.



# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public	Peer Institutions	NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	10	5	3.2	3.2	.04	3.1	.11	3.1	.10
	2	Some	22	12								
	3	Quite a bit	67	38								
	4	Very much	83	44								
		Total		182	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>							
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
d. Encouraging contact among students from different backgrounds	SEdiverse	1	Very little	16	9	<b>2.8</b>	2.8	.07	2.7	*	.16	2.8	.08	
		2	Some	52	29									
		3	Quite a bit	57	32									
		4	Very much	57	30									
		Total		182	100									
e. Providing opportunities to be involved socially	SEsocial	1	Very little	5	3	<b>3.1</b>	3.0	.06	3.0	*	.16	3.0	.12	
		2	Some	35	20									
		3	Quite a bit	75	42									
		4	Very much	67	35									
		Total		182	100									
f. Providing support for your overall well-being (recreation, health care,	SEwellness	1	Very little	14	8	<b>2.9</b>	3.0	-.13	2.9	-	.01	3.0	-.03	
		2	Some	39	23									
		3	Quite a bit	70	39									
		4	Very much	58	31									
		Total		181	100									
g. Helping you manage your non- academic responsibilities (work, family,	SEnonacad	1	Very little	39	22	<b>2.4</b>	2.4	-.04	2.3	-	.03	2.4	-.04	
		2	Some	59	34									
		3	Quite a bit	55	31									
		4	Very much	25	13									
		Total		178	100									
h. Attending campus activities and events (performing arts, athletic events,	SEactivities	1	Very little	12	7	<b>3.0</b>	3.0	.03	2.9	-	.15	2.9	*	.16
		2	Some	36	21									
		3	Quite a bit	65	37									
		4	Very much	64	35									
		Total		177	100									
i. Attending events that address important social,	SEevents	1	Very little	21	12	<b>2.7</b>	2.6	.08	2.5	*	.16	2.6	.13	
		2	Some	52	29									
		3	Quite a bit	62	35									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>						
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016			
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	
economic, or political issues		4	Very much	43	23								
			Total	178	100								

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>							
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>15. About how many hours do you spend in a typical 7-day week doing the following?</b>													
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	1	1	<b>13.7</b>	13.7	.00	12.9	.10	14.3	-.07	
		3	1-5 hrs	23	13								
	(Recoded version of tmprep)	8	6-10 hrs	44	25								
	created by NSSE. Values are estimated	13	11-15 hrs	46	26								
	number of	18	16-20 hrs	31	16								
		23	21-25 hrs	22	12								
	Total	28	26-30 hrs	6	3								
	33	More than 30 hr	7	4									
			180	100									
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or	tmcocurrhrs	0	0 hrs	68	38	<b>5.3</b>	5.4	-.01	4.6	.12	5.5	-.02	
		3	1-5 hrs	51	29								
	(Recoded version of tmcocurr)	8	6-10 hrs	27	16								
	created by NSSE. Values are estimated	13	11-15 hrs	13	7								
	number of	18	16-20 hrs	9	5								
		23	21-25 hrs	5	3								
	Total	28	26-30 hrs	2	1								
	33	More than 30 hr	2	1									
			177	100									
c. Working for pay on campus	tmworkonhrs	0	0 hrs	149	84	<b>1.7</b>	2.0	-.06	2.1	-.08	2.4	-.12	
		3	1-5 hrs	7	4								
	(Recoded version of tmworkon)	8	6-10 hrs	11	6								
	created by NSSE. Values are estimated	13	11-15 hrs	3	2								
	number of	18	16-20 hrs	4	2								
		23	21-25 hrs	2	1								
	Total	28	26-30 hrs	2	1								
	33	More than 30 hr	0	0									
			178	100									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>							
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Working for pay off campus	tmworkffhrs	0	0 hrs	104	58	<b>8.0</b>	5.5 **	.25	9.0	-.09	5.7 **	.23	
		3	1-5 hrs	8	4								
	<i>(Recoded version of</i>	8	6-10 hrs	12	7								
	<i>tmworkoff</i>	13	11-15 hrs	7	4								
	<i>created by</i>	18	16-20 hrs	11	7								
	<i>NSSE. Values are estimated</i>	23	21-25 hrs	14	8								
	<i>number of</i>	28	26-30 hrs	9	5								
	<i>tmworkhrs</i>	33	More than 30 hr	12	7								
Estimated number of hours working for pay			Total	177	100								
	<i>(Continuous variable</i>					<b>9.7</b>	7.5 *	.20	11.1	-.11	8.0	.15	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	95	55	<b>3.5</b>	2.6	.19	2.4 *	.23	2.5 *	.20	
		3	1-5 hrs	49	25								
	<i>(Recoded version of</i>	8	6-10 hrs	15	9								
	<i>tmservice</i>	13	11-15 hrs	8	4								
	<i>created by</i>	18	16-20 hrs	5	3								
	<i>NSSE. Values are estimated</i>	23	21-25 hrs	2	1								
	<i>number of</i>	28	26-30 hrs	2	1								
	<i>tmrelaxhrs</i>	33	More than 30 hr	2	1								
			Total	178	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online,	tmrelaxhrs	0	0 hrs	7	4	<b>10.8</b>	12.4 *	-.19	12.0	-.14	12.1 *	-.15	
		3	1-5 hrs	49	27								
	<i>(Recoded version of</i>	8	6-10 hrs	56	31								
	<i>tmrelax</i>	13	11-15 hrs	23	14								
	<i>created by</i>	18	16-20 hrs	21	12								
	<i>NSSE. Values</i>	23	21-25 hrs	9	5								
		28	26-30 hrs	7	4								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>					
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016		
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>
etc.)	<i>are estimated number of</i>	33	More than 30 hr Total	7	4							
				179	100							

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>							
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Providing care for dependents (children, parents, etc.)	<i>(Recoded version of tmcare created by NSSE. Values are estimated number of</i>	0	0 hrs	116	64	<b>4.6</b>	2.6 **	.29	3.8	.09	3.3	.17	
		3	1-5 hrs	28	16								
		8	6-10 hrs	9	5								
		13	11-15 hrs	7	4								
		18	16-20 hrs	3	1								
		23	21-25 hrs	4	3								
		28	26-30 hrs	2	1								
33	More than 30 hr	11	6										
Total				180	100								
h. Commuting to campus (driving, walking, etc.)	<i>(Recoded version of tmcommute created by NSSE. Values are estimated number of</i>	0	0 hrs	62	34	<b>5.2</b>	4.2	.17	4.2	.17	3.8	*	.25
		3	1-5 hrs	70	39								
		8	6-10 hrs	21	12								
		13	11-15 hrs	9	5								
		18	16-20 hrs	10	6								
		23	21-25 hrs	0	0								
		28	26-30 hrs	3	2								
33	More than 30 hr	5	3										
Total				180	100								
<b>16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?</b>													
reading		1	Very little	14	7	<b>2.8</b>	2.6	.12	2.8	.01	2.8	-	.03
		2	Some	64	36								
		3	About half	62	35								
		4	Most	26	14								
		5	Almost all	13	7								
		Total											
tmreadinghrs						<b>6.0</b>	5.9	.02	5.9	.02	6.7	*	-.12
<i>(Continuous variable created by NSSE. Calculated as a</i>													

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>				
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016	
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>
<i>of transfer based on reading where Very little = 10.</i>											

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.



# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>							
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
	tmreadinghrsc ol	1	0 hrs	1	1								
		2	More than zero, up to 5 hrs	92	53								
	<i>(Collapsed version of tmreadinghrs created by NSSE.)</i>	3	More than 5, up to 10 hrs	55	30								
		4	More than 10, up to 15 hrs	16	9								
		5	More than 15, up to 20 hrs	12	7								
		6	More than 20, up to 25 hrs	2	1								
		7	More than 25 hrs	0	0								
			Total	178	100								
<b>17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>													
a. Writing clearly and effectively	pgwrite	1	Very little	9	5								
		2	Some	46	25								
		3	Quite a bit	74	41	<b>2.9</b>	2.8	.12	2.9	.07	2.9	.09	
		4	Very much	51	28								
			Total	180	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	16	9								
		2	Some	47	26								
		3	Quite a bit	69	40	<b>2.8</b>	2.7 *	.15	2.7 *	.16	2.7	.13	
		4	Very much	47	25								
			Total	179	100								
c. Thinking critically and analytically	pgthink	1	Very little	6	3								
		2	Some	33	18								
		3	Quite a bit	78	43	<b>3.1</b>	3.1	.03	3.0	.08	3.1	.02	
		4	Very much	63	35								
			Total	180	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public	Peer Institutions	NSSE 2015 & 2016			
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Analyzing numerical and statistical information	pganalyze	1	Very little	28	15	2.5	2.7	-.14	2.6	-.02	2.6	-.08
		2	Some	57	32							
		3	Quite a bit	64	36							
		4	Very much	31	17							
		Total	180	100								

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	22	12	<b>2.5</b>	2.6	-.05	2.6	-.03	2.6	-.07
		2	Some	65	37							
		3	Quite a bit	61	34							
		4	Very much	31	16							
		Total		179	100							
f. Working effectively with others	pgothers	1	Very little	13	8	<b>2.7</b>	2.8	-.11	2.8	-.05	2.8	-.11
		2	Some	58	33							
		3	Quite a bit	62	35							
		4	Very much	43	24							
		Total		176	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	22	13	<b>2.6</b>	2.7	-.06	2.6	.01	2.7	-.10
		2	Some	60	34							
		3	Quite a bit	55	31							
		4	Very much	40	21							
		Total		177	100							
h. Understanding people of other backgrounds (economic, racial/ethnic,	pgdiverse	1	Very little	18	10	<b>2.8</b>	2.8	.00	2.7	.08	2.8	-.01
		2	Some	50	29							
		3	Quite a bit	64	36							
		4	Very much	45	25							
		Total		177	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	22	12	<b>2.6</b>	2.6	-.05	2.5	.04	2.6	-.05
		2	Some	64	37							
		3	Quite a bit	56	32							
		4	Very much	36	20							
		Total		178	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	26	15	<b>2.6</b>	2.6	-.06	2.6	.00	2.6	-.06
		2	Some	59	34							
		3	Quite a bit	57	32							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons Concord University

### First-Year Students

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>			<b>Statistical Comparisons<sup>b</sup></b>						
				CU		CU	Southeast Public	Peer Institutions		NSSE 2015 & 2016			
				<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	
		4	Very much	37	20								
			Total	179	100								

# NSSE 2016 Frequencies and Statistical Comparisons

## Concord University

### First-Year Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>18. How would you evaluate your entire educational experience at this institution?</b>												
	evalexp	1	Poor	5	3							
		2	Fair	18	10							
		3	Good	92	52	3.2	3.2	-.03	3.1	.06	3.2	-.03
		4	Excellent	64	35							
		Total		179	100							
<b>19. If you could start over again, would you go to the same institution you are now attending?</b>												
	sameinst	1	Definitely no	5	3							
		2	Probably no	19	11							
		3	Probably yes	74	42	3.3	3.3	.02	3.2	.13	3.2	.06
		4	Definitely yes	81	44							
		Total		179	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>1. During the current school year, about how often have you done the following?</b>												
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	2	2	<b>3.4</b>	3.1 *** ▲	.30	3.2	.16	3.2 **	.26
		2	Sometimes	24	17							
		3	Often	36	25							
		4	Very often	84	57							
		Total		146	100							
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	27	18	<b>2.4</b>	2.4	-.04	2.5	-.11	2.5	-.04
		2	Sometimes	55	40							
		3	Often	35	24							
		4	Very often	26	17							
		Total		143	100							
c. Come to class without completing readings or assignments	unpreparedr	1	Very often	9	7	<b>3.0</b>	3.0	.02	3.1	-.12	3.0	.04
		2	Often	18	13							
		3	Sometimes	77	53							
		4	Never	40	28							
		Total		144	100							
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	65	45	<b>1.8</b>	1.8	.05	1.9	-.05	1.8	.01
		2	Sometimes	48	33							
		3	Often	19	13							
		4	Very often	12	8							
		Total		144	100							
e. Asked another student to help you understand course material	CLaskhelp	1	Never	20	14	<b>2.4</b>	2.5	-.03	2.4	.05	2.4	.04
		2	Sometimes	63	43							
		3	Often	38	26							
		4	Very often	24	16							
		Total		145	100							
f. Explained course material to	CLexplain	1	Never	6	4							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
one or more students		2	Sometimes	55	40	2.7	2.8	-.07	2.7	-.02	2.7	-.01
		3	Often	53	36							
		4	Very often	28	21							
		Total	142	100								

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU	CU	CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	23	16	2.5	2.6	-.10	2.5	.00	2.5	-.01
		2	Sometimes	54	38							
		3	Often	43	29							
		4	Very often	25	16							
		Total		145	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	9	6	2.8	2.9	-.07	2.8	.04	2.9	-.05
		2	Sometimes	48	33							
		3	Often	47	33							
		4	Very often	39	28							
		Total		143	100							
i. Given a course presentation	present	1	Never	16	11	2.7	2.7	.04	2.7	.04	2.7	.01
		2	Sometimes	38	27							
		3	Often	61	42							
		4	Very often	30	20							
		Total		145	100							
<b>2. During the current school year, about how often have you done the following?</b>												
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	5	3	3.1	3.0	.12	3.0	.12	3.0	.12
		2	Sometimes	27	19							
		3	Often	61	43							
		4	Very often	51	35							
		Total		144	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	8	6	2.8	2.8	.00	2.8	-.04	2.9	-.05
		2	Sometimes	46	33							
		3	Often	51	36							
		4	Very often	38	26							
		Total		143	100							
c. Included diverse perspectives	RIDiverse	1	Never	17	13							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.



## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
(political, religious, racial/ethnic, gender, etc.) in course discussions or assignments		2	Sometimes	42	30	<b>2.7</b>	2.6	.10	2.7	.05	2.7	.03
		3	Often	45	32							
		4	Very often	38	26							
			Total	142	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU Mean	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%		Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlowview	1	Never	7	5	<b>2.9</b>	2.8	.02	2.9	-.01	2.9	-.02
		2	Sometimes	41	29							
		3	Often	58	41							
		4	Very often	37	25							
		Total		143	100							
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Rlperspect	1	Never	3	2	<b>3.0</b>	2.9	.03	3.0	-.03	3.0	.00
		2	Sometimes	41	29							
		3	Often	55	38							
		4	Very often	44	30							
		Total		143	100							
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	6	4	<b>2.8</b>	2.9	-.13	2.9	-.10	3.0 *	-.17
		2	Sometimes	48	33							
		3	Often	55	39							
		4	Very often	34	23							
		Total		143	100							
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	4	3	<b>3.1</b>	3.2	-.08	3.2	-.11	3.2	-.12
		2	Sometimes	26	18							
		3	Often	57	41							
		4	Very often	54	38							
		Total		141	100							
<b>3. During the current school year, about how often have you done the following?</b>												
a. Talked about career plans with a faculty member	SFcareer	1	Never	16	12	<b>2.6</b>	2.4	.14	2.5	.05	2.4 *	.19
		2	Sometimes	57	40							
		3	Often	39	27							
		4	Very often	31	22							
		Total		143	100							
b. Worked with a faculty member	SFotherwork	1	Never	50	36							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
on activities other than coursework (committees, student groups, etc.)		2	Sometimes	46	31	<b>2.1</b>	2.0	.13	2.0	.10	1.9 *	.17
		3	Often	29	20							
		4	Very often	18	13							
		Total	143	100								

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>						
				CU	CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016		
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	36	25	<b>2.4</b>	2.2	.13	2.3	.03	2.2 *	.19
		2	Sometimes	43	30							
		3	Often	41	28							
		4	Very often	23	17							
		Total	143	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	29	21	<b>2.3</b>	2.3	.07	2.4	-.05	2.2	.15
		2	Sometimes	54	38							
		3	Often	41	27							
		4	Very often	19	14							
		Total	143	100								
<b>4. During the current school year, how much has your coursework emphasized the following?</b>												
a. Memorizing course material	memorize	1	Very little	4	3	<b>2.8</b>	2.8	.02	2.7	.10	2.7	.10
		2	Some	48	34							
		3	Quite a bit	61	42							
		4	Very much	29	22							
		Total	142	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	4	3	<b>3.0</b>	3.1	-.13	3.1	-.11	3.1	-.10
		2	Some	33	23							
		3	Quite a bit	57	41							
		4	Very much	47	33							
		Total	141	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	5	3	<b>3.1</b>	3.1	.00	3.1	.00	3.1	.00
		2	Some	30	21							
		3	Quite a bit	54	38							
		4	Very much	53	37							
		Total	142	100								
d. Evaluating a point of view,	HOevaluate	1	Very little	6	4							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
decision, or information source		2	Some	37	26	<b>3.0</b>	2.9	.01	3.0	-.04	3.0	-.02
		3	Quite a bit	55	39							
		4	Very much	43	30							
			Total	141	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%		Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	3	2	<b>3.0</b>	3.0	.00	3.0	-.05	3.0	-.02
		2	Some	42	30							
		3	Quite a bit	54	38							
		4	Very much	43	30							
		Total		142	100							
<b>5. During the current school year, to what extent have your instructors done the following?</b>												
a. Clearly explained course goals and requirements	ETgoals	1	Very little	5	4	<b>3.1</b>	3.2	-.07	3.2	-.05	3.2	-.05
		2	Some	21	15							
		3	Quite a bit	65	45							
		4	Very much	52	36							
		Total		143	100							
b. Taught course sessions in an organized way	ETorganize	1	Very little	7	5	<b>3.1</b>	3.1	-.05	3.1	-.04	3.1	-.05
		2	Some	22	15							
		3	Quite a bit	65	46							
		4	Very much	49	33							
		Total		143	100							
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	7	5	<b>3.1</b>	3.1	.00	3.1	.02	3.1	.02
		2	Some	25	18							
		3	Quite a bit	49	34							
		4	Very much	60	43							
		Total		141	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	20	14	<b>2.8</b>	2.8	.01	2.9	-.11	2.8	.02
		2	Some	33	23							
		3	Quite a bit	42	30							
		4	Very much	47	33							
		Total		142	100							
e. Provided prompt and detailed feedback	ETfeedback	1	Very little	16	12							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
feedback on tests or completed assignments		2	Some	29	20	<b>2.9</b>	2.9	.00	2.9	-.05	2.9	.02
		3	Quite a bit	51	36							
		4	Very much	45	32							
			Total	141	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>6. During the current school year, about how often have you done the following?</b>												
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	16	10	<b>2.6</b>	2.7	-.07	2.6	.01	2.7	-.04
		2	Sometimes	54	36							
		3	Often	46	34							
		4	Very often	27	20							
		Total		143	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	29	20	<b>2.4</b>	2.5	-.08	2.4	-.04	2.4	-.06
		2	Sometimes	53	38							
		3	Often	37	27							
		4	Very often	22	16							
		Total		141	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	35	24	<b>2.3</b>	2.5	-.15	2.4	-.06	2.4	-.13
		2	Sometimes	48	34							
		3	Often	42	30							
		4	Very often	17	13							
		Total		142	100							
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)</b>												
a. Up to 5 pages	wrshortnum	0	None	9	7	<b>6.5</b>	6.8	-.05	6.9	-.06	7.9 *	-.20
		1.5	1-2	37	29							
		4	3-5	37	28							
		8	6-10	19	14							
		13	11-15	16	12							
		18	16-20	6	5							
		23	More than 20	9	6							
		Total		133	100							
b. Between 6 and 10 pages	wrmednum	0	None	37	28							
		1.5	1-2	39	29							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.



## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		4	3-5	36	26	<b>3.4</b>	3.1	.07	3.0	.11	3.7	-.06
		8	6-10	12	9							
		13	11-15	7	5							
		18	16-20	3	2							
		23	More than 20	1	1							
			Total	135	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. 11 pages or more	wrlongnum	0	None	52	39	<b>1.9</b>	1.8	.04	1.6	.09	2.0	-.03
		1.5	1-2	56	42							
		4	3-5	19	14							
		8	6-10	1	1							
		13	11-15	3	2							
		18	16-20	3	2							
		23	More than 20	0	0							
	Total	134	100									
Estimated number of assigned pages of student writing.	wrpages variable, recoded					<b>73.8</b>	70.1	.04	66.4	.10	80.8	-.08
<b>8. During the current school year, about how often have you had discussions with people from the following groups?</b>												
a. People of a race or ethnicity other than your own	DDrace	1	Never	8	6	<b>3.0</b>	3.1	-.15	2.9	.09	3.1	-.13
		2	Sometimes	36	27							
		3	Often	40	30							
		4	Very often	50	38							
			Total	134	100							
b. People from an economic background other than your own	DDeconomic	1	Never	8	6	<b>3.0</b>	3.1	-.09	3.0	.05	3.1	-.07
		2	Sometimes	27	20							
		3	Often	52	39							
		4	Very often	46	36							
			Total	133	100							
c. People with religious beliefs other than your own	DDreligion	1	Never	6	5	<b>3.1</b>	3.0	.01	3.0	.09	3.0	.03
		2	Sometimes	35	25							
		3	Often	40	31							
		4	Very often	52	40							
			Total	133	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
			Total	133	100							
d. People with political views other than your own	DDpolitical	1	Never	3	2	3.1	3.1	.06	3.0	.16	3.0	.12
		2	Sometimes	30	22							
		3	Often	48	36							
		4	Very often	52	40							
			Total	133	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>9. During the current school year, about how often have you done the following?</b>												
a. Identified key information from reading assignments	LSreading	1	Never	3	2	<b>3.2</b>	3.2	-.04	3.2	-.08	3.2	-.05
		2	Sometimes	24	18							
		3	Often	53	39							
		4	Very often	55	40							
		Total		135	100							
b. Reviewed your notes after class	LSnotes	1	Never	11	9	<b>2.9</b>	3.0	-.02	3.0	-.04	2.9	.07
		2	Sometimes	32	24							
		3	Often	43	31							
		4	Very often	49	36							
		Total		135	100							
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	11	9	<b>2.9</b>	2.9	-.05	3.0	-.07	2.9	.00
		2	Sometimes	27	20							
		3	Often	58	45							
		4	Very often	37	27							
		Total		133	100							
<b>10. During the current school year, to what extent have your courses challenged you to do your best work?</b>												
challenge		1	Not at all	1	1	<b>5.7</b>	5.7	-.03	5.7	-.07	5.7	.00
		2		4	3							
		3		3	2							
		4		13	10							
		5		28	21							
		6		42	31							
		7	Very much	43	32							
		Total		134	100							
<b>11. Which of the following have you done or do you plan to do before you graduate?<sup>f</sup></b>												
a. Participate in an internship, co- intern	intern		Have not decided	9	7							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
op, field experience, student teaching, or clinical placement			Do not plan to do	20	15							
			Plan to do	31	22	<b>56%</b>	49%	.14	51%	.09	50%	.11
			Done or in progress	75	56							
			Total	135	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>						
				CU	CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016		
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	11	8	<b>43%</b>	35% *	.17	32% **	.23	35%	.16
			Do not plan to do	56	42							
			Plan to do	9	6							
			Done or in progress	59	43							
			Total	135	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	22	16	<b>28%</b>	25%	.07	25%	.07	24%	.08
			Do not plan to do	66	50							
			Plan to do	8	6							
			Done or in progress	38	28							
			Total	134	100							
d. Participate in a study abroad program	abroad		Have not decided	21	15	<b>11%</b>	12%	-.05	9%	.07	14%	-.09
			Do not plan to do	86	64							
			Plan to do	14	10							
			Done or in progress	14	11							
			Total	135	100							
e. Work with a faculty member on a research project	research		Have not decided	16	11	<b>29%</b>	25%	.10	27%	.04	24%	.12
			Do not plan to do	62	47							
			Plan to do	19	13							
			Done or in progress	38	29							
			Total	135	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone		Have not decided	7	5	<b>57%</b>	45% **	.25	51%	.13	46% **	.23
			Do not plan to do	17	13							
			Plan to do	34	24							
			Done or in progress	77	57							
			Total	135	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>12. About how many of your courses at this institution have included a community-based project (service-learning)?</b>												
	servcourse	1	None	25	18							
		2	Some	92	70							
		3	Most	18	12	<b>1.9</b>	1.7 ***	.28	1.8 **	.20	1.7 ***	.28
		4	All	0	0							
			Total	135	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU	CU	CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>13. Indicate the quality of your interactions with the following people at your institution.</b>												
a. Students	QIstudent	1	Poor	5	4	<b>5.5</b>	5.7	-.10	5.6	-.05	5.7	-.09
		2		0	0							
		3		6	4							
		4		14	11							
		5		33	24							
		6		32	23							
		7	Excellent	43	32							
		—	Not applicable	2	2							
		Total		135	100							
b. Academic advisors	QIadvisor	1	Poor	2	2	<b>5.5</b>	5.3	.15	5.6	-.03	5.2 *	.17
		2		8	6							
		3		10	7							
		4		11	8							
		5		23	16							
		6		29	21							
		7	Excellent	51	39							
		—	Not applicable	1	1							
		Total		135	100							
c. Faculty	QIfaculty	1	Poor	1	1	<b>5.6</b>	5.5	.05	5.7	-.05	5.5	.04
		2		5	4							
		3		7	5							
		4		15	11							
		5		25	18							
		6		33	24							
		7	Excellent	47	36							
		—	Not applicable	1	1							
		Total		134	100							



## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Student services staff (career services, student activities, housing, etc.)	Qlstaff	1	Poor	7	5	<b>5.0</b>	4.9	.04	5.0	-.02	4.9	.06
		2		5	4							
		3		10	7							
		4		16	11							
		5		23	16							
		6		23	18							
		7	Excellent	26	20							
		—	Not applicable	25	19							
	Total	135	100									
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	6	4	<b>5.2</b>	4.8 *	.22	5.1	.08	4.9 *	.20
		2		7	5							
		3		7	5							
		4		20	14							
		5		32	23							
		6		22	16							
		7	Excellent	41	32							
		—	Not applicable	0	0							
	Total	135	100									
<b>14. How much does your institution emphasize the following?</b>												
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	2	2	<b>3.2</b>	3.2	.03	3.1	.08	3.2	.04
		2	Some	21	16							
		3	Quite a bit	54	43							
		4	Very much	53	39							
			Total	130	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	12	9	<b>2.8</b>	3.0	-.15	3.0	-.15	3.0	-.13
		2	Some	34	28							
		3	Quite a bit	43	32							
		4	Very much	41	31							
			Total	130	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	11	9	<b>2.8</b>	2.9	-.10	2.9	-.08	2.9	-.08
		2	Some	36	28							
		3	Quite a bit	48	36							
		4	Very much	36	27							
		Total	131	100								

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU Mean	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%		Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	23	18	2.5	2.6	-0.09	2.5	-0.05	2.6	-0.10
		2	Some	48	38							
		3	Quite a bit	27	20							
		4	Very much	32	24							
		Total		130	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	13	10	2.6	2.9 ***	-0.30	2.8 **	-0.23	2.8 **	-0.24
		2	Some	48	37							
		3	Quite a bit	44	34							
		4	Very much	26	19							
		Total		131	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	19	15	2.5	2.8 ***	-0.37	2.8 ***	-0.30	2.7 **	-0.27
		2	Some	49	37							
		3	Quite a bit	43	33							
		4	Very much	20	15							
		Total		131	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	50	38	2.0	2.1	-0.13	2.1	-0.11	2.1	-0.13
		2	Some	48	36							
		3	Quite a bit	20	16							
		4	Very much	13	10							
		Total		131	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	16	13	2.6	2.8 *	-0.18	2.7	-0.12	2.6	-0.04
		2	Some	44	34							
		3	Quite a bit	44	34							
		4	Very much	25	19							
		Total		129	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	29	23	2.2	2.4 **	-0.22	2.5 **	-0.23	2.4 *	-0.17
		2	Some	52	40							
		3	Quite a bit	37	28							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

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				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
	4		Very much	12	9							
			Total	130	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>15. About how many hours do you spend in a typical 7-day week doing the following?</b>												
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	1	1	<b>15.8</b>	14.5	.15	14.9	.10	14.9	.10
		3	1-5 hrs	16	12							
		8	6-10 hrs	31	25							
		13	11-15 hrs	21	16							
		18	16-20 hrs	19	14							
		23	21-25 hrs	16	12							
		28	26-30 hrs	16	13							
		33	More than 30 hrs	11	8							
		Total		131	100							
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or	tmcocurrhrs	0	0 hrs	53	40	<b>5.4</b>	4.6	.12	4.2	.17	4.7	.11
		3	1-5 hrs	40	31							
		8	6-10 hrs	14	11							
		13	11-15 hrs	11	8							
		18	16-20 hrs	4	3							
		23	21-25 hrs	4	3							
		28	26-30 hrs	4	3							
		33	More than 30 hrs	2	2							
Total		132	100									
c. Working for pay on campus	tmworkonhrs	0	0 hrs	83	62	<b>4.8</b>	3.4 *	.19	3.2 *	.23	3.7	.15
		3	1-5 hrs	6	4							
		8	6-10 hrs	19	14							
		13	11-15 hrs	10	8							
		18	16-20 hrs	6	5							
		23	21-25 hrs	5	4							
		28	26-30 hrs	2	2							
		33	More than 30 hrs	1	1							
Total		132	100									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2016 Frequencies and Statistical Comparisons

## Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU Mean	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%		Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	62	49	<b>12.4</b>	12.7	-.02	14.3	-.14	12.6	-.02
		3	1-5 hrs	3	2							
		8	6-10 hrs	7	5							
		13	11-15 hrs	4	3							
		18	16-20 hrs	11	8							
		23	21-25 hrs	7	5							
		28	26-30 hrs	10	7							
		33	More than 30 hrs	25	21							
	Total	129	100									
Estimated number of hours working for pay	tmworkhrs					<b>17.1</b>	16.0	.08	17.5	-.03	16.3	.06
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	52	39	<b>4.1</b>	3.4	.11	3.0	.20	3.2	.15
		3	1-5 hrs	54	41							
		8	6-10 hrs	10	7							
		13	11-15 hrs	8	6							
		18	16-20 hrs	4	3							
		23	21-25 hrs	1	1							
		28	26-30 hrs	1	1							
		33	More than 30 hrs	2	1							
	Total	132	100									
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	4	3	<b>11.1</b>	10.5	.08	9.7 *	.18	10.5	.08
		3	1-5 hrs	37	27							
		8	6-10 hrs	33	26							
		13	11-15 hrs	25	18							
		18	16-20 hrs	14	11							
		23	21-25 hrs	9	7							
28	26-30 hrs	4	3									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
	33	More than 30 hrs	5	4								
		Total	131	100								

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>						
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	72	55	<b>8.0</b>	6.6	.12	8.0	.00	6.7	.11	
		3	1-5 hrs	23	18								
		8	6-10 hrs	3	2								
		13	11-15 hrs	2	2								
		18	16-20 hrs	5	4								
		23	21-25 hrs	2	2								
		28	26-30 hrs	2	2								
		33	More than 30 hrs	22	16								
	Total	131	100										
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	32	24	<b>6.4</b>	5.3	.19	5.3	.20	4.8 *	.28	
		3	1-5 hrs	44	34								
		8	6-10 hrs	32	24								
		13	11-15 hrs	11	9								
		18	16-20 hrs	5	4								
		23	21-25 hrs	1	1								
		28	26-30 hrs	1	1								
		33	More than 30 hrs	5	4								
	Total	131	100										
<b>16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?</b>													
reading		1	Very little	18	14	<b>2.8</b>	2.8	-.01	2.9	-.15	2.9	-.12	
		2	Some	43	33								
		3	About half	31	24								
		4	Most	28	22								
		5	Almost all	11	8								
			Total	131	100								
(Continuous variable created by NSSE. Calculated as a		tmreadinghrs											



## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>					
				CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)					7.5	6.8	.11	7.6	-.02	7.4	.01

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>		Statistical Comparisons <sup>b</sup>							
				CU	CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016			
				Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
	tmreadinghrscol	1	0 hrs	1	1								
		2	More than zero, up to 5 hrs	63	50								
		3	More than 5, up to 10 hrs	34	25								
		4	More than 10, up to 15 hrs	13	10								
		5	More than 15, up to 20 hrs	7	5								
		6	More than 20, up to 25 hrs	9	7								
		7	More than 25 hrs	3	2								
		Total		130	100								
<b>17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>													
a.	Writing clearly and effectively	pgwrite	1	Very little	8	6	<b>3.0</b>	3.0	-03	3.0	-03	3.0	-07
			2	Some	30	23							
			3	Quite a bit	49	37							
			4	Very much	43	33							
			Total		130	100							
b.	Speaking clearly and effectively	pgspeak	1	Very little	12	10	<b>2.9</b>	2.9	-07	2.9	-04	2.9	-07
			2	Some	32	25							
			3	Quite a bit	44	33							
			4	Very much	39	32							
			Total		127	100							
c.	Thinking critically and analytically	pgthink	1	Very little	5	4	<b>3.2</b>	3.3	-08	3.2	-03	3.3	-10
			2	Some	19	14							
			3	Quite a bit	47	36							
			4	Very much	59	45							
			Total		130	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Analyzing numerical and statistical information	pganalyze	1	Very little	20	15	2.7	2.9 *	-.20	2.7	-.04	2.8	-.14
		2	Some	40	30							
		3	Quite a bit	33	26							
		4	Very much	37	30							
		Total		130	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU Mean	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%		Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	15	12	<b>2.8</b>	3.0	-.11	3.0	-.14	2.9	-.10
		2	Some	33	25							
		3	Quite a bit	39	30							
		4	Very much	43	33							
		Total		130	100							
f. Working effectively with others	pgothers	1	Very little	13	10	<b>2.9</b>	3.1 *	-.17	3.0	-.10	3.0	-.16
		2	Some	29	22							
		3	Quite a bit	47	36							
		4	Very much	41	32							
		Total		130	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	19	14	<b>2.7</b>	2.8	-.09	2.8	-.09	2.8	-.12
		2	Some	34	28							
		3	Quite a bit	42	32							
		4	Very much	35	27							
		Total		130	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	17	14	<b>2.8</b>	2.8	-.03	2.8	.01	2.8	-.06
		2	Some	32	25							
		3	Quite a bit	41	32							
		4	Very much	38	29							
		Total		128	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	16	12	<b>2.7</b>	2.8	-.09	2.8	-.03	2.8	-.08
		2	Some	37	29							
		3	Quite a bit	40	31							
		4	Very much	37	28							
		Total		130	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	21	16	<b>2.7</b>	2.7	.03	2.7	.03	2.7	.03
		2	Some	32	25							
		3	Quite a bit	40	30							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>					
				CU		CU	Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		4	Very much	36	29							
			Total	129	100							

## NSSE 2016 Frequencies and Statistical Comparisons

### Senior Students

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>			Statistical Comparisons <sup>b</sup>						
				CU		CU		Southeast Public		Peer Institutions		NSSE 2015 & 2016	
				Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>18. How would you evaluate your entire educational experience at this institution?</b>													
	evalexp	1	Poor	4	3	<b>3.2</b>	3.3	-.05	3.2	-.03	3.3	-.05	
		2	Fair	15	12								
		3	Good	60	46								
		4	Excellent	51	39								
		Total		130	100								
<b>19. If you could start over again, would you go to the <i>same institution</i> you are now attending?</b>													
	sameinst	1	Definitely no	10	7	<b>3.1</b>	3.2	-.13	3.2	-.02	3.2	-.08	
		2	Probably no	17	13								
		3	Probably yes	47	37								
		4	Definitely yes	55	42								
		Total		129	100								

# NSSE 2016 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> Concord University

### First-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>			Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size		
	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	
			SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE
1 a. askquest	219	2.86	2.83	2.93	2.87	.061	.004	.016	.001	.91	.86	.84	.86	58,027	248	329,758	.610	.230	.770	.03	-.09
b. drafts	217	2.73	2.51	2.59	2.54	.068	.004	.019	.002	1.00	1.01	.98	.99	57,549	3,038	326,732	.001	.040	.004	.22	.14
c. unpreparedr	216	3.15	2.99	3.10	3.03	.052	.003	.014	.001	.76	.78	.76	.78	57,273	3,033	324,785	.002	.328	.016	.21	.07
d. attendart	217	2.01	1.97	1.97	1.96	.063	.004	.018	.002	.93	.93	.96	.94	57,094	3,029	323,036	.561	.566	.404	.04	.04
e. CLaskhelp	216	2.69	2.64	2.50	2.58	.059	.004	.017	.002	.87	.89	.88	.89	56,933	3,017	321,976	.401	.002	.074	.06	.22
f. CLexplain	217	2.67	2.76	2.67	2.71	.052	.003	.016	.001	.77	.83	.83	.83	56,676	3,013	320,425	.095	.993	.481	-.11	.00
g. CLstudy	213	2.52	2.59	2.46	2.54	.062	.004	.018	.002	.90	.97	.97	.98	214	3,006	213	.246	.382	.744	-.07	.06
h. CLproject	216	2.70	2.65	2.54	2.63	.058	.004	.017	.002	.85	.87	.88	.88	56,050	3,003	318,054	.419	.012	.289	.06	.18
i. present	216	2.28	2.27	2.23	2.30	.063	.004	.017	.002	.93	.91	.89	.91	55,868	2,985	316,721	.895	.451	.724	.01	.05
2 a. RIntegrate	215	2.55	2.61	2.62	2.65	.058	.004	.017	.002	.85	.86	.87	.86	54,372	2,925	308,378	.308	.290	.096	-.07	-.07
b. RIsocietal	211	2.51	2.59	2.57	2.62	.063	.004	.017	.002	.92	.88	.90	.87	53,936	2,907	305,691	.205	.361	.060	-.09	-.07
c. RIdiverse	214	2.49	2.57	2.53	2.59	.059	.004	.018	.002	.86	.90	.91	.90	53,779	2,900	304,895	.182	.507	.101	-.09	-.05
d. Rlownview	212	2.71	2.77	2.76	2.79	.055	.004	.016	.001	.80	.83	.81	.82	53,452	2,892	303,491	.243	.391	.153	-.08	-.06
e. Rlperspect	214	2.82	2.89	2.85	2.89	.056	.004	.016	.001	.81	.82	.82	.82	53,242	2,885	302,307	.218	.601	.170	-.08	-.04
f. Rlnewview	213	2.74	2.82	2.79	2.86	.053	.004	.016	.001	.77	.81	.83	.81	52,937	2,880	300,932	.147	.404	.037	-.10	-.06
g. Rlconnect	210	2.92	3.02	3.01	3.06	.052	.003	.015	.001	.76	.77	.77	.77	52,625	2,864	299,634	.045	.109	.008	-.14	-.11
3 a. SFcareer	212	2.17	2.24	2.27	2.22	.065	.004	.018	.002	.95	.92	.91	.91	52,611	2,877	299,713	.249	.097	.392	-.08	-.12
b. SFotherwork	212	1.79	1.76	1.76	1.75	.062	.004	.018	.002	.90	.93	.92	.92	52,468	2,873	298,673	.644	.735	.604	.03	.02
c. SFdiscuss	211	1.99	1.99	2.03	2.00	.062	.004	.017	.002	.90	.91	.89	.90	52,278	2,872	297,964	.956	.561	.917	.00	-.04
d. SFperform	212	2.11	2.16	2.18	2.13	.060	.004	.017	.002	.88	.90	.89	.89	52,180	2,862	297,390	.363	.272	.684	-.06	-.08
4 a. memorize	212	3.03	2.98	2.93	2.94	.054	.004	.016	.002	.79	.81	.82	.82	52,243	2,870	297,879	.468	.118	.123	.05	.11
b. HOapply	211	2.85	2.96	2.90	2.96	.057	.004	.016	.001	.83	.82	.80	.81	51,975	2,856	296,470	.048	.389	.049	-.14	-.06
c. HOanalyze	210	2.91	2.95	2.88	2.96	.055	.004	.016	.002	.80	.83	.83	.83	51,688	2,847	294,926	.492	.630	.352	-.05	.03
d. HOevaluate	209	2.92	2.91	2.89	2.92	.053	.004	.016	.002	.76	.83	.81	.83	210	2,849	294,848	.813	.573	.991	.02	.04
e. HOform	210	2.97	2.87	2.85	2.90	.053	.004	.016	.002	.77	.84	.82	.83	211	249	210	.072	.035	.197	.11	.14
5 a. ETgoals	209	3.16	3.10	3.12	3.11	.054	.003	.015	.001	.78	.79	.78	.78	51,702	2,846	295,854	.293	.581	.367	.07	.04
b. ETorganize	207	3.10	3.04	3.07	3.06	.056	.004	.015	.001	.81	.81	.79	.80	51,571	2,847	295,088	.258	.539	.393	.08	.04
c. ETexample	206	3.12	3.05	3.08	3.06	.054	.004	.016	.002	.78	.84	.82	.83	51,483	2,834	294,451	.216	.491	.262	.09	.05
d. ETdraftfb	209	3.00	2.84	2.93	2.85	.059	.004	.018	.002	.85	.93	.90	.92	210	247	208	.006	.260	.015	.18	.08
e. ETfeedback	206	2.95	2.75	2.83	2.78	.060	.004	.017	.002	.86	.92	.89	.91	207	2,831	205	.001	.064	.004	.22	.13

# NSSE 2016 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> Concord University

### First-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>			Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size		
	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	
			SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE
6 a. QRconclude	212	2.56	2.63	2.55	2.59	.064	.004	.018	.002	.94	.91	.92	.92	51,554	2,849	295,116	.277	.904	.666	-.07	.01
b. QRproblem	210	2.27	2.33	2.30	2.31	.068	.004	.018	.002	.98	.95	.94	.94	51,422	2,845	294,466	.372	.691	.495	-.06	-.03
c. QRevaluate	211	2.25	2.32	2.24	2.30	.061	.004	.018	.002	.88	.92	.91	.91	51,276	2,842	293,684	.309	.865	.452	-.07	.01
7 a. wrshortnum	199	6.98	5.99	6.53	6.82	.428	.024	.113	.011	6.03	5.28	5.62	5.75	199	2,650	269,150	.022	.282	.685	.19	.08
b. wrmednum	188	2.07	1.85	1.78	2.23	.224	.013	.055	.006	3.07	2.85	2.68	3.14	188	210	261,981	.310	.205	.484	.08	.11
c. wrlongnum	189	.48	.71	.63	.86	.105	.012	.046	.005	1.45	2.45	2.21	2.69	193	2,534	189	.027	.369	.000	-.10	-.07
— wrpages	186	43.56	41.68	41.80	49.24	3.318	.275	1.101	.126	45.24	57.54	53.10	63.17	43,956	2,510	252,807	.656	.661	.220	.03	.03
8 a. DDrace	195	2.77	3.11	2.92	3.07	.068	.004	.019	.002	.95	.90	.95	.92	46,896	2,669	271,388	.000	.040	.000	-.37	-.15
b. DDeconomic	192	2.86	3.08	2.95	3.05	.066	.004	.019	.002	.91	.88	.93	.90	46,725	2,668	270,432	.001	.197	.003	-.25	-.10
c. DDreligion	193	2.84	3.01	2.93	2.98	.068	.004	.020	.002	.95	.94	.97	.95	46,713	2,663	270,253	.010	.222	.035	-.19	-.09
d. DDpolitical	193	2.95	3.03	2.99	2.97	.066	.004	.019	.002	.92	.93	.94	.94	46,550	2,650	269,281	.190	.522	.761	-.09	-.05
9 a. LSreading	193	3.07	3.09	3.07	3.11	.053	.004	.016	.001	.74	.78	.78	.77	46,478	2,647	268,860	.774	.963	.507	-.02	.00
b. LSnotes	192	3.08	2.98	2.96	2.93	.064	.004	.018	.002	.89	.89	.89	.90	46,398	2,646	268,217	.118	.086	.018	.11	.13
c. LSsummary	189	2.83	2.87	2.87	2.84	.066	.004	.018	.002	.91	.89	.90	.89	45,968	2,622	265,955	.524	.590	.909	-.05	-.04
10. challenge	191	5.73	5.55	5.52	5.53	.083	.005	.024	.002	1.14	1.17	1.17	1.17	46,246	2,630	268,090	.032	.018	.019	.16	.18
11 a. intern <sup>l</sup>	192	.089	.084	.093	.087	.0206	.0013	.0059	.0005	--	--	--	--	--	--	--	.811	.844	.916	.02	-.01
b. leader <sup>l</sup>	192	.129	.118	.103	.117	.0243	.0015	.0062	.0006	--	--	--	--	--	--	--	.649	.265	.598	.03	.08
c. learncom <sup>l</sup>	191	.129	.160	.122	.150	.0243	.0017	.0066	.0007	--	--	--	--	--	--	--	.246	.777	.418	-.09	.02
d. abroad <sup>l</sup>	190	.024	.038	.025	.035	.0112	.0009	.0032	.0004	--	--	--	--	--	--	--	.330	.930	.413	-.08	-.01
e. research <sup>l</sup>	189	.060	.059	.045	.055	.0173	.0011	.0042	.0004	--	--	--	--	--	--	--	.962	.352	.747	.00	.07
f. capstone <sup>l</sup>	191	.033	.032	.022	.028	.0129	.0008	.0030	.0003	--	--	--	--	--	--	--	.993	.337	.707	.00	.07
12. servcourse	192	1.96	1.62	1.64	1.63	.041	.003	.014	.001	.56	.67	.68	.69	193	237	191	.000	.000	.000	.51	.47
13 a. QIstudent	190	5.53	5.46	5.37	5.49	.102	.007	.029	.003	1.41	1.40	1.41	1.39	45,526	2,585	263,994	.459	.127	.654	.05	.12
b. QIadvisor	186	5.34	5.19	5.33	5.19	.122	.008	.034	.003	1.67	1.69	1.66	1.69	45,107	2,567	259,387	.255	.951	.227	.08	.00
c. QIfaculty	189	5.52	5.23	5.43	5.28	.100	.007	.028	.003	1.38	1.47	1.39	1.45	45,148	2,571	261,398	.007	.426	.027	.20	.06
d. QIstaff	166	5.47	4.99	5.04	4.98	.115	.008	.038	.003	1.49	1.69	1.72	1.69	41,521	2,267	236,852	.000	.002	.000	.29	.25
e. QIadmin	188	5.39	4.85	5.07	4.92	.109	.008	.035	.003	1.50	1.72	1.68	1.71	189	2,504	187	.000	.011	.000	.31	.19
14 a. empstudy	180	3.23	3.19	3.10	3.17	.053	.004	.016	.002	.71	.76	.77	.76	42,646	2,478	249,805	.467	.024	.332	.05	.18
b. SEacademic	178	3.13	3.11	3.07	3.09	.059	.004	.018	.002	.79	.83	.84	.83	42,288	2,454	247,716	.779	.382	.542	.02	.07
c. SElearnsup	180	3.22	3.18	3.12	3.13	.064	.004	.019	.002	.86	.87	.89	.88	42,209	2,462	247,469	.559	.144	.176	.04	.11



# NSSE 2016 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> Concord University

### First-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>			Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size		
	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	
			SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE
d. SEdiverse	180	2.84	2.76	2.68	2.76	.071	.005	.021	.002	.96	.97	.98	.97	42,274	2,459	247,622	.319	.044	.294	.07	.16
e. SEsocial	180	3.10	3.04	2.96	2.99	.060	.004	.019	.002	.81	.88	.91	.89	42,227	218	247,290	.390	.025	.097	.06	.16
f. SEwellness	180	2.93	3.04	2.94	2.95	.068	.004	.019	.002	.92	.89	.91	.91	42,130	2,455	246,743	.082	.859	.722	-.13	-.01
g. SEnonacad	177	2.35	2.40	2.33	2.39	.073	.005	.021	.002	.97	1.00	.99	.99	42,054	2,442	246,594	.561	.726	.638	-.04	.03
h. SEactivities	176	3.01	2.98	2.87	2.86	.069	.004	.019	.002	.92	.91	.93	.95	42,010	2,438	245,988	.654	.056	.033	.03	.15
i. SEevents	177	2.70	2.62	2.54	2.57	.072	.005	.020	.002	.96	.97	.97	.98	41,961	2,439	245,347	.294	.035	.077	.08	.16
15 a. tmprephrs	179	13.67	13.70	12.90	14.30	.575	.040	.166	.017	7.70	8.16	7.90	8.34	42,081	2,447	178	.965	.205	.279	.00	.10
b. tmcocurrhrs	176	5.32	5.42	4.55	5.46	.530	.033	.135	.014	7.04	6.73	6.41	6.87	41,885	2,433	245,278	.847	.126	.795	-.01	.12
c. tmworkonhrs	177	1.71	2.03	2.12	2.39	.370	.027	.114	.011	4.91	5.43	5.45	5.57	41,900	2,436	176	.428	.326	.069	-.06	-.08
d. tmworkoffhrs	175	7.98	5.55	9.04	5.69	.854	.047	.245	.020	11.31	9.66	11.68	10.06	175	2,437	175	.005	.245	.008	.25	-.09
— tmworkhrs	174	9.68	7.49	11.05	7.99	.909	.055	.261	.023	11.99	11.21	12.37	11.44	174	2,423	173	.017	.156	.066	.20	-.11
e. tmvicehrs	177	3.49	2.61	2.40	2.53	.470	.023	.095	.009	6.26	4.66	4.50	4.68	177	191	176	.066	.025	.044	.19	.23
f. tmrelaxhrs	178	10.81	12.43	12.01	12.12	.631	.042	.182	.017	8.42	8.58	8.65	8.49	41,748	2,435	244,879	.012	.074	.040	-.19	-.14
g. tmcarehrs	179	4.59	2.64	3.84	3.28	.684	.033	.181	.016	9.16	6.83	8.60	7.84	179	2,428	178	.005	.263	.057	.29	.09
h. tmcommutehrs	179	5.23	4.24	4.23	3.81	.555	.029	.119	.012	7.42	5.90	5.64	5.69	179	195	178	.076	.079	.011	.17	.17
16. reading	177	2.77	2.64	2.76	2.80	.076	.005	.023	.002	1.02	1.09	1.09	1.10	178	2,440	177	.081	.870	.656	.12	.01
— tmreadinghrs	177	6.03	5.90	5.92	6.75	.361	.027	.112	.012	4.80	5.46	5.32	5.92	41,527	2,428	176	.753	.787	.049	.02	.02
17 a. pgwrite	179	2.93	2.82	2.87	2.85	.065	.004	.018	.002	.86	.90	.85	.89	41,799	2,439	245,028	.098	.358	.247	.12	.07
b. pgspeak	177	2.82	2.68	2.67	2.69	.069	.005	.019	.002	.92	.94	.92	.94	41,629	2,431	244,237	.050	.041	.074	.15	.16
c. pgthink	179	3.10	3.07	3.03	3.08	.061	.004	.018	.002	.81	.82	.84	.82	41,687	2,434	244,302	.676	.286	.817	.03	.08
d. pganalyze	179	2.55	2.69	2.57	2.62	.071	.005	.020	.002	.95	.95	.93	.97	41,625	2,430	243,903	.055	.808	.300	-.14	-.02
e. pgwork	178	2.54	2.60	2.57	2.62	.068	.005	.020	.002	.91	.98	.97	.97	41,668	2,427	244,167	.485	.700	.318	-.05	-.03
f. pgothers	175	2.74	2.84	2.78	2.84	.069	.004	.019	.002	.91	.90	.88	.90	41,591	2,425	243,775	.161	.552	.148	-.11	-.05
g. pgvalues	176	2.61	2.67	2.60	2.71	.073	.005	.020	.002	.97	.98	.97	.97	41,616	2,419	243,896	.390	.918	.173	-.06	.01
h. pgdiverse	176	2.76	2.75	2.68	2.77	.072	.005	.020	.002	.95	.96	.97	.96	41,632	2,420	244,008	.960	.320	.886	.00	.08
i. pgprobsolve	177	2.58	2.63	2.55	2.63	.071	.005	.020	.002	.94	.96	.95	.95	41,604	2,420	243,823	.466	.641	.489	-.05	.04
j. pgcitizen	178	2.57	2.62	2.57	2.63	.073	.005	.021	.002	.97	.97	.97	.96	41,436	2,415	242,774	.446	.962	.405	-.06	.00
18. evalexp	178	3.18	3.20	3.14	3.20	.055	.004	.015	.001	.74	.72	.72	.73	41,758	2,430	245,190	.700	.464	.719	-.03	.06
19. sameinst	178	3.26	3.25	3.16	3.21	.058	.004	.017	.002	.78	.80	.81	.81	41,792	2,437	245,476	.822	.106	.405	.02	.13



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# NSSE 2016 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> Concord University

### Seniors

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size	
	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	
			SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE
1 a. askquest	146	3.37	3.11	3.24	3.15	.067	.003	.013	.001	.81	.87	.83	.86	89,636	4,239	549,939	.000	.065	.002	.30	.16
b. drafts	143	2.41	2.45	2.52	2.45	.082	.003	.016	.001	.98	1.03	1.02	1.03	88,844	4,220	544,786	.662	.184	.629	-.04	-.11
c. unpreparedr	144	3.02	3.00	3.12	2.99	.069	.003	.012	.001	.83	.80	.79	.81	88,439	4,200	541,923	.776	.144	.641	.02	-.12
d. attendart	144	1.84	1.80	1.89	1.84	.079	.003	.015	.001	.95	.90	.97	.92	87,989	4,200	539,065	.542	.548	.924	.05	-.05
e. CLaskhelp	145	2.44	2.47	2.40	2.41	.077	.003	.014	.001	.93	.91	.89	.91	87,844	4,192	538,027	.695	.589	.657	-.03	.05
f. CLexplain	142	2.73	2.80	2.75	2.74	.070	.003	.014	.001	.83	.85	.86	.86	87,462	4,179	536,104	.375	.818	.914	-.07	-.02
g. CLstudy	145	2.46	2.56	2.46	2.47	.079	.003	.016	.001	.95	1.00	1.01	1.01	87,301	4,181	535,143	.220	.964	.892	-.10	.00
h. CLproject	143	2.82	2.89	2.78	2.87	.077	.003	.014	.001	.91	.91	.92	.93	87,016	4,183	533,429	.382	.620	.528	-.07	.04
i. present	145	2.71	2.67	2.68	2.70	.076	.003	.015	.001	.92	.96	.98	.98	86,701	156	144	.624	.620	.896	.04	.04
2 a. RIintegrate	144	3.09	2.98	2.99	2.99	.068	.003	.013	.001	.82	.85	.84	.84	84,905	4,131	520,142	.142	.166	.147	.12	.12
b. RISocietal	143	2.81	2.81	2.84	2.85	.074	.003	.014	.001	.89	.91	.90	.90	84,270	4,098	515,958	.990	.662	.559	.00	-.04
c. RIDiverse	142	2.70	2.60	2.66	2.67	.083	.003	.015	.001	.99	.98	.96	.96	84,054	4,098	515,162	.213	.595	.687	.10	.05
d. Rlownview	143	2.86	2.84	2.86	2.87	.072	.003	.013	.001	.86	.85	.83	.84	83,687	4,094	513,454	.798	.939	.840	.02	-.01
e. Rlperspect	143	2.97	2.95	2.99	2.97	.069	.003	.013	.001	.83	.84	.82	.83	83,367	4,070	511,703	.739	.754	.996	.03	-.03
f. RInewview	143	2.82	2.93	2.90	2.96	.070	.003	.013	.001	.84	.81	.83	.81	83,122	4,069	510,213	.122	.245	.038	-.13	-.10
g. RIconnect	140	3.14	3.20	3.22	3.23	.069	.003	.012	.001	.82	.76	.74	.75	82,816	4,052	508,168	.361	.195	.167	-.08	-.11
3 a. SFcareer	143	2.59	2.45	2.54	2.40	.080	.003	.016	.001	.95	.99	.99	.98	82,720	4,067	508,405	.096	.568	.024	.14	.05
b. SFotherwork	143	2.10	1.97	1.99	1.93	.087	.004	.017	.001	1.04	1.03	1.04	1.03	82,411	4,052	506,647	.134	.224	.046	.13	.10
c. SFdiscuss	143	2.35	2.22	2.32	2.17	.087	.003	.016	.001	1.04	.97	.98	.97	142	4,054	142	.135	.739	.036	.13	.03
d. SFperform	143	2.34	2.27	2.39	2.20	.080	.003	.015	.001	.96	.94	.93	.93	82,197	4,042	505,018	.374	.535	.074	.07	-.05
4 a. memorize	142	2.82	2.81	2.74	2.74	.067	.003	.014	.001	.79	.90	.89	.91	141	154	141	.781	.212	.186	.02	.10
b. HOapply	141	3.04	3.14	3.13	3.12	.069	.003	.013	.001	.82	.80	.81	.80	82,035	4,038	504,545	.125	.184	.217	-.13	-.11
c. HOanalyze	142	3.09	3.09	3.09	3.09	.071	.003	.013	.001	.85	.84	.84	.83	81,862	4,020	502,872	.991	.988	.986	.00	.00
d. HOevaluate	141	2.95	2.94	2.99	2.97	.072	.003	.014	.001	.86	.89	.86	.87	81,799	4,015	502,575	.901	.623	.794	.01	-.04
e. HOform	142	2.96	2.96	3.00	2.98	.069	.003	.013	.001	.83	.87	.84	.85	81,596	4,007	501,484	.994	.571	.776	.00	-.05
5 a. ETgoals	143	3.14	3.19	3.17	3.17	.067	.003	.013	.001	.80	.79	.78	.78	81,999	4,030	504,744	.411	.570	.577	-.07	-.05
b. ETorganize	143	3.08	3.11	3.11	3.12	.069	.003	.013	.001	.83	.82	.80	.80	81,814	4,031	503,518	.585	.625	.550	-.05	-.04
c. ETexample	141	3.15	3.15	3.13	3.13	.074	.003	.013	.001	.88	.84	.83	.83	81,639	4,018	502,690	.970	.794	.773	.00	.02
d. ETdraftfb	142	2.81	2.80	2.91	2.79	.088	.003	.015	.001	1.05	.98	.94	.98	81,628	149	502,439	.862	.245	.789	.01	-.11
e. ETfeedback	141	2.88	2.88	2.93	2.87	.083	.003	.014	.001	.99	.91	.89	.91	81,392	148	500,786	.956	.595	.837	.00	-.05

# NSSE 2016 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> Concord University

### Seniors

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size	
	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	CU	
			SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE
6 a. QRconclude	143	2.63	2.70	2.62	2.66	.077	.003	.015	.001	.92	.95	.94	.95	81,830	4,021	503,720	.378	.947	.663	-.07	.01
b. QRproblem	141	2.38	2.46	2.42	2.45	.083	.003	.015	.001	.98	.99	.96	.98	81,727	4,018	502,833	.348	.665	.449	-.08	-.04
c. QRevaluate	142	2.32	2.46	2.37	2.44	.082	.003	.015	.001	.97	.96	.93	.95	81,530	4,022	501,935	.068	.468	.117	-.15	-.06
7 a. wrshortnum	133	6.52	6.82	6.90	7.85	.558	.023	.104	.010	6.43	6.34	6.24	6.80	74,507	3,705	459,982	.595	.499	.024	-.05	-.06
b. wrmednum	135	3.41	3.12	3.01	3.69	.374	.015	.064	.007	4.35	4.02	3.78	4.45	73,263	3,629	454,522	.392	.227	.467	.07	.11
c. wrlongnum	134	1.92	1.77	1.61	2.02	.286	.013	.055	.006	3.31	3.45	3.23	3.71	72,603	3,621	447,331	.620	.286	.749	.04	.09
— wrpages	132	73.79	70.06	66.37	80.82	7.725	.318	1.319	.136	88.67	84.48	76.85	89.96	70,809	3,525	435,945	.613	.280	.369	.04	.10
8 a. DDrace	134	3.00	3.14	2.91	3.11	.081	.003	.016	.001	.94	.92	.97	.92	76,056	3,788	471,927	.080	.316	.145	-.15	.09
b. DDeconomic	133	3.04	3.12	3.00	3.10	.077	.003	.015	.001	.89	.89	.91	.89	75,828	3,779	470,480	.294	.604	.411	-.09	.05
c. DDreligion	133	3.05	3.04	2.96	3.02	.079	.003	.016	.001	.91	.94	.96	.94	75,729	3,766	469,920	.889	.303	.724	.01	.09
d. DDpolitical	133	3.14	3.08	2.99	3.03	.072	.003	.016	.001	.83	.92	.94	.93	75,429	3,758	468,045	.462	.073	.172	.06	.16
9 a. LSreading	135	3.17	3.20	3.23	3.21	.069	.003	.013	.001	.81	.80	.78	.79	75,513	3,769	469,110	.679	.390	.565	-.04	-.08
b. LSnotes	135	2.94	2.96	2.98	2.88	.084	.003	.015	.001	.98	.92	.91	.94	75,271	3,767	467,802	.842	.655	.438	-.02	-.04
c. LSsummary	132	2.89	2.94	2.95	2.89	.078	.003	.015	.001	.90	.91	.89	.92	74,717	3,734	463,791	.549	.440	.961	-.05	-.07
10. challenge	134	5.66	5.70	5.75	5.66	.115	.004	.020	.002	1.33	1.22	1.20	1.21	75,172	3,755	467,419	.729	.432	.971	-.03	-.07
11 a. intern <sup>l</sup>	135	.557	.487	.512	.500	.0430	.0018	.0083	.0007	--	--	--	--	--	--	--	.108	.306	.192	.14	.09
b. leader <sup>l</sup>	135	.434	.349	.321	.354	.0429	.0017	.0078	.0007	--	--	--	--	--	--	--	.040	.006	.051	.17	.23
c. learncom <sup>l</sup>	134	.277	.246	.247	.242	.0388	.0016	.0072	.0006	--	--	--	--	--	--	--	.403	.436	.353	.07	.07
d. abroad <sup>l</sup>	135	.109	.123	.087	.138	.0269	.0012	.0047	.0005	--	--	--	--	--	--	--	.604	.380	.323	-.05	.07
e. research <sup>l</sup>	135	.291	.247	.272	.237	.0393	.0016	.0074	.0006	--	--	--	--	--	--	--	.238	.628	.140	.10	.04
f. capstone <sup>l</sup>	135	.574	.451	.508	.459	.0428	.0018	.0083	.0007	--	--	--	--	--	--	--	.004	.128	.007	.25	.13
12. servcourse	135	1.94	1.74	1.80	1.74	.047	.003	.012	.001	.55	.71	.69	.71	135	150	134	.000	.006	.000	.28	.20
13 a. QIstudent	133	5.55	5.68	5.61	5.66	.126	.005	.022	.002	1.46	1.32	1.32	1.32	73,994	3,675	460,729	.235	.599	.304	-.10	-.05
b. QIadvisor	134	5.53	5.26	5.57	5.22	.141	.007	.028	.003	1.63	1.77	1.67	1.77	73,997	3,689	458,199	.088	.750	.048	.15	-.03
c. QIfaculty	133	5.60	5.53	5.67	5.54	.128	.005	.023	.002	1.47	1.40	1.35	1.39	73,970	3,703	459,314	.596	.548	.658	.05	-.05
d. QIstaff	109	5.00	4.93	5.04	4.89	.171	.007	.033	.003	1.78	1.74	1.76	1.75	61,101	2,963	376,618	.682	.827	.529	.04	-.02
e. QIadmin	135	5.22	4.84	5.09	4.88	.147	.007	.029	.003	1.71	1.75	1.71	1.75	71,045	3,599	438,856	.011	.378	.021	.22	.08
14 a. empstudy	130	3.20	3.18	3.14	3.17	.067	.003	.013	.001	.77	.77	.78	.77	71,300	3,579	444,352	.772	.390	.630	.03	.08
b. SEacademic	130	2.85	2.97	2.98	2.96	.085	.003	.014	.001	.97	.86	.85	.86	129	137	129	.144	.129	.197	-.15	-.15
c. SElearnsup	131	2.81	2.91	2.89	2.88	.082	.004	.016	.001	.93	.94	.94	.93	70,737	3,551	440,837	.242	.347	.382	-.10	-.08



# NSSE 2016 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> Concord University

### Seniors

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size	
														Comparisons with:			Comparisons with:			Comparisons with:	
	CU	CU	Southwest Public	Peer Institutions	NSSE 2015 & 2016	CU	Southwest Public	Peer Institutions	NSSE 2015 & 2016	CU	Southwest Public	Peer Institutions	NSSE 2015 & 2016	Southwest Public	Peer Institutions	NSSE 2015 & 2016	Southwest Public	Peer Institutions	NSSE 2015 & 2016	Southwest Public	Peer Institutions
d. SEdiverse	130	2.50	2.59	2.55	2.60	.092	.004	.017	.002	1.04	1.00	.98	1.01	70,702	3,547	440,821	.294	.599	.246	-.09	-.05
e. SEsocial	131	2.62	2.90	2.83	2.84	.080	.003	.015	.001	.91	.91	.90	.93	70,685	3,548	440,313	.001	.009	.007	-.30	-.23
f. SEwellness	131	2.48	2.84	2.76	2.75	.081	.004	.016	.001	.92	.96	.95	.97	70,498	3,552	439,318	.000	.001	.002	-.37	-.30
g. SEnonacad	131	1.97	2.10	2.08	2.10	.084	.004	.017	.002	.97	1.01	.99	1.00	70,397	3,538	439,189	.137	.197	.137	-.13	-.11
h. SEactivities	129	2.59	2.76	2.71	2.63	.083	.004	.017	.002	.94	.97	.97	1.00	70,338	3,538	437,944	.040	.170	.646	-.18	-.12
i. SEevents	130	2.23	2.45	2.46	2.40	.080	.004	.017	.001	.91	.98	.97	.98	129	140	129	.009	.007	.037	-.22	-.23
15 a. tmprephrs	131	15.78	14.49	14.88	14.87	.819	.034	.152	.013	9.37	8.89	8.91	8.89	70,549	3,547	439,349	.097	.257	.245	.15	.10
b. tmcocurrhrs	132	5.39	4.60	4.20	4.66	.673	.026	.118	.010	7.73	6.78	6.89	6.91	70,200	139	437,057	.182	.083	.223	.12	.17
c. tmworkonhrs	132	4.80	3.43	3.24	3.71	.661	.027	.117	.011	7.59	7.27	6.81	7.24	132	139	437,583	.040	.022	.083	.19	.23
d. tmworkoffhrs	129	12.36	12.67	14.30	12.65	1.223	.050	.230	.020	13.89	13.28	13.42	13.39	70,084	3,522	435,979	.792	.107	.804	-.02	-.14
— tmworkhrs	129	17.10	16.01	17.51	16.25	1.305	.051	.228	.020	14.82	13.49	13.22	13.41	69,644	136	433,197	.359	.759	.473	.08	-.03
e. tmervicehrs	132	4.07	3.42	3.02	3.24	.541	.022	.091	.008	6.22	5.79	5.30	5.52	69,833	139	434,932	.202	.059	.086	.11	.20
f. tmrelaxhrs	131	11.14	10.48	9.71	10.51	.727	.031	.134	.012	8.32	8.13	7.84	8.06	70,162	3,537	436,618	.348	.040	.369	.08	.18
g. tmcarehrs	131	7.97	6.63	7.98	6.74	1.100	.043	.213	.017	12.60	11.47	12.44	11.50	131	3,523	130	.227	.990	.265	.12	.00
h. tmcommutehrs	131	6.43	5.30	5.26	4.80	.655	.022	.100	.009	7.51	5.91	5.86	5.70	130	136	130	.087	.081	.015	.19	.20
16. reading	131	2.77	2.78	2.95	2.91	.102	.005	.020	.002	1.17	1.20	1.18	1.18	70,193	3,538	437,299	.885	.086	.181	-.01	-.15
— tmreadinghrs	130	7.46	6.79	7.57	7.37	.596	.024	.114	.010	6.80	6.29	6.63	6.45	69,822	3,519	435,069	.227	.854	.871	.11	-.02
17 a. pgwrite	130	2.97	3.00	3.00	3.04	.080	.003	.016	.001	.91	.92	.91	.90	70,328	3,537	437,976	.715	.747	.445	-.03	-.03
b. pgspeak	127	2.87	2.94	2.90	2.93	.086	.004	.016	.001	.97	.94	.93	.94	70,108	3,536	436,475	.413	.693	.453	-.07	-.04
c. pgthink	130	3.22	3.29	3.25	3.30	.074	.003	.014	.001	.85	.80	.81	.80	70,165	3,528	436,481	.334	.754	.263	-.08	-.03
d. pganalyze	130	2.70	2.90	2.74	2.84	.092	.004	.017	.001	1.05	.98	.99	.99	129	3,529	436,209	.033	.644	.107	-.20	-.04
e. pgwork	130	2.85	2.96	2.98	2.94	.089	.004	.017	.001	1.02	.97	.97	.97	70,125	3,529	436,867	.195	.112	.277	-.11	-.14
f. pgothers	130	2.90	3.05	2.99	3.04	.085	.003	.015	.001	.97	.90	.90	.90	70,034	3,523	435,910	.047	.256	.060	-.17	-.10
g. pgvalues	130	2.71	2.80	2.80	2.83	.089	.004	.017	.002	1.01	1.02	.99	1.01	70,097	3,523	436,387	.318	.328	.187	-.09	-.09
h. pgdiverse	128	2.77	2.80	2.76	2.82	.090	.004	.017	.001	1.02	1.00	.98	.99	70,053	3,525	436,327	.696	.949	.516	-.03	.01
i. pgprobsolve	130	2.75	2.84	2.78	2.82	.088	.004	.016	.001	1.01	.97	.94	.96	70,019	3,521	435,985	.295	.703	.392	-.09	-.03
j. pgcitizen	129	2.71	2.68	2.68	2.68	.093	.004	.017	.002	1.05	1.01	.98	1.01	69,744	3,505	434,238	.720	.749	.754	.03	.03
18. evalexp	130	3.21	3.25	3.23	3.25	.067	.003	.013	.001	.76	.76	.76	.76	70,278	3,543	438,364	.542	.773	.537	-.05	-.03
19. sameinst	129	3.14	3.25	3.16	3.21	.080	.003	.015	.001	.91	.85	.87	.85	70,427	3,549	438,844	.154	.845	.339	-.13	-.02



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See the endnotes on the last page of this report.

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### Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a  $z$ -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent  $t$ -tests uses Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ . See page 2 for more details.
- f. Statistical comparison uses  $z$ -test to compare the percentage who responded "Done or in progress."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the  $t$ -tests. Values differ from  $N$ s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent  $t$ -tests or  $z$ -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress."