

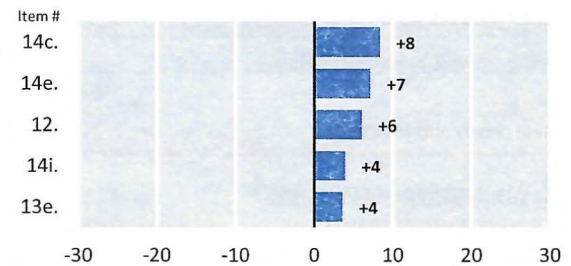
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

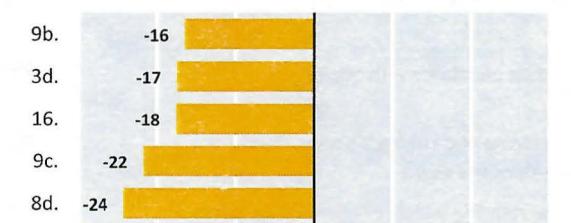
Highest Performing Relative to Peer Institutions

- Institution emphasis on using learning support services (...) ^c (SE)
- Institution emphasis on providing opportunities to be involved socially ^c (SE)
- About how many courses have included a community-based project (service-learning)? ^e (HIP)
- Institution emphasis on attending events that address important social/econ./polit. issues ^c (SE)
- Quality of interactions with other administrative staff and offices (...) ^d (QI)



Lowest Performing Relative to Peer Institutions

- Reviewed your notes after class ^b (LS)
- Discussed your academic performance with a faculty member ^b (SF)
- Spent more than 10 hours per week on assigned reading ^f
- Summarized what you learned in class or from course materials ^b (LS)
- Discussions with... People with political views other than your own ^b (DD)

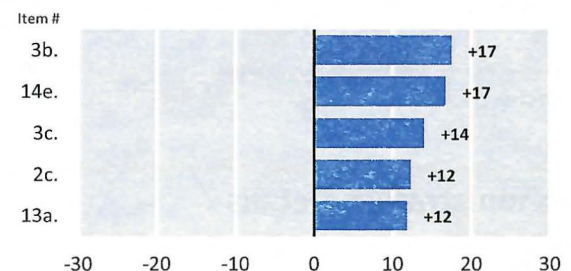


Percentage Point Difference with Peer Institutions

Senior

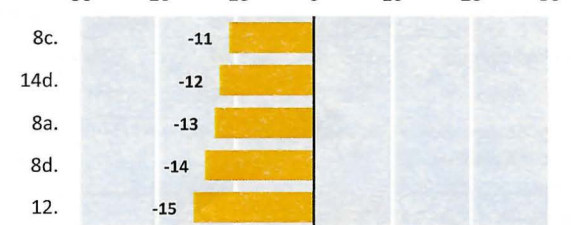
Highest Performing Relative to Peer Institutions

- Worked with a faculty member on activities other than coursework (...) ^b (SF)
- Institution emphasis on providing opportunities to be involved socially ^c (SE)
- Discussed course topics, ideas, or concepts with a faculty member outside of class ^b (SF)
- Included diverse perspectives (...) in course discussions or assignments ^b (RI)
- Quality of interactions with students ^d (QI)



Lowest Performing Relative to Peer Institutions

- Discussions with... People with religious beliefs other than your own ^b (DD)
- Institution emphasis on encouraging contact among students from different backgrounds... ^c (SE)
- Discussions with... People of a race or ethnicity other than your own ^b (DD)
- Discussions with... People with political views other than your own ^b (DD)
- About how many courses have included a community-based project (service-learning)? ^e (HIP)



Percentage Point Difference with Peer Institutions

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.