

University of Wisconsin – Stevens Point

National Survey of Student Engagement

2008 College Level Report

Policy Analysis and Planning
Office of the Chancellor
February 2009

University of Wisconsin-Stevens Point College Level Report 2008 National Survey of Student Engagement

The University of Wisconsin – Stevens Point participated in the National Survey of Student Engagement (NSSE) in the Spring Semester of 2008. The web-based survey was distributed to a random sample of 1,662 first-year students and 2,059 seniors. A total of 898 first-year students returned surveys and seniors returned 1,060 surveys for an overall response rate of 53%.

According to NSSE, the survey “assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development.” The report is organized around the five benchmarks of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Education Experiences, and Supportive Campus Environment.

This report presents analyses of senior students’ responses by the four UWSP colleges: Fine Arts and Communication (CFAC), Letters and Science (CLS), Natural Resources (CNR), and Professional Studies (CPS). The tables herein present item and benchmark means in each of the five benchmark domains. The first four data columns contain the means by college after a proportional weighting strategy was applied to account for differences in the representativeness of the college samples compared to the population. One-way ANOVA was used to test for statistically significant differences among the colleges and, where differences exist, Tukey HSD was used to ascertain specific differences between college means. Probabilities less than .05 are considered to be statistically significant for both ANOVA and Tukey HSD. For categorical variables, Chi-square was used to determine statistical differences and was followed by pair-wise comparisons to ascertain specific differences between colleges. Superscripts (a=CFAC, b=CLS, c=CNR, and d=CPS) are used to denote that a college is statistically significantly higher than the college(s) noted. For example, regarding the number of hours preparing for class each week, CFAC, CLS, and CPS all contain a superscript “c” indicating that each of their mean scores were statistically higher than CNR. None of the other pairs of means (e.g., CFAC compared to CLS or CPS) is significantly different.

The final two data columns represent UWSP seniors and a national group of Carnegie peers (see Appendix A), which was defined as public master’s degree granting institutions participating in the 2008 NSSE (N=38). The item and benchmark means for these groups are based on scores that are weighted for gender, full-time/part-time enrollment status, and institutional size. Plus signs in the UWSP column indicate that UWSP scored significantly higher than Carnegie Peers and minus signs indicate UWSP scored significantly lower ($p < .05$). For example, regarding the number of assigned textbooks, books, or book-length course reading packets, the mean score for UWSP seniors was significantly lower than the mean score of the Carnegie peer group.

The final row in each of the five sections contains a benchmark score. The benchmark score is the arithmetic mean of the items in the index and is calculated for each student after each item is re-scaled to range from 0 to 100. NSSE questions not used in benchmark calculations are shown in Appendix B.

Each section contains a brief summary of findings followed by the data table. For discussion, college level data are explored in cases where UWSP differs significantly from the peer group in order to elucidate intra-institutional differences that may be contributing to the overall institutional score.

Level of Academic Challenge

The UWSP benchmark score for Level of Academic Challenge is significantly lower compared to national group of Carnegie peers (see Table 1). Further, eight of the 11 item mean scores are significantly lower and only one is significantly higher, that is, the number of written papers or reports of fewer than five pages. However, in only two of the eight cases where UWSP differs from the peer group can differences among the colleges be noted: the number of written papers or reports of 20 pages or more and working harder than you thought to meet an instructor's standards or expectations. In the case of the former, CNR students have the highest mean score, meaning that they have more experience writing longer-length papers. In addition, CNR is statistically higher than both CFAC and CLS. On the second item, the mean score of CNR students was lower than those of the three other colleges in terms of working hard to meet an instructor's standards or expectations. Additionally, CPS senior scores were statistically higher than CLS students on this item.

The Academic Challenge benchmark includes four items that parallel Bloom's taxonomy in terms of the depth of the learning activities in their courses. The questions ask students to rate the extent to which their coursework emphasizes analyzing ideas, synthesizing ideas, judging (evaluating) information, and applying theories and concepts. Of note is that the colleges were not statistically different in students' perceptions on these four items about the extent to which their coursework emphasized deep level learning.

The overall benchmark scores of the colleges are not significantly different from one another in the domain of Academic Challenge. This suggests that students in the colleges are contributing at comparable levels to the overall institutional score.

Table 1. Level of Academic Challenge	CFAC ^a	CLS ^b	CNR ^c	CPS ^d	UWSP	Carnegie Peers (Nat'l)
	N =129	N =441	N =194	N =296	N =1,060	
Preparing for class per week (studying, reading, writing, rehearsing, and other activities related to your academic program) [1 = 0 hours, 8 = more than 30 hours]	4.23 ^c	4.08 ^c	3.58	4.40 ^c	4.06	4.10
Number of assigned textbooks, books, or book-length packs of course readings [1 = none, 5 = more than 20]	2.92	3.14	2.93	3.04	3.03 ⁻	3.12
Number of written papers or reports of 20 pages or more [1 = none, 5 = more than 20]	1.33	1.43	1.67 ^{a,b}	1.51	1.49 ⁻⁻⁻	1.63
Number of written papers or reports of between 5 and 19 pages [1 = none, 5 = more than 20]	2.34	2.46	2.47	2.36	2.42 ⁻⁻⁻	2.52
Number written papers or reports of fewer than 5 pages [1 = none, 5 = more than 20]	3.38	3.28	3.12	3.42	3.30 ⁺⁺⁺	2.95
Coursework emphasized analyzing the basic elements of an idea, experience or theory [1 = very little, 4 = very much]	3.06	3.17	3.17	3.02	3.12 ⁻⁻⁻	3.22
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships [1 = very little, 4 = very much]	2.98	2.97	2.88	3.00	2.96 ⁻	3.03
Coursework emphasized making judgments about the value of information, arguments, or methods [1 = very little, 4 = very much]	2.94	2.90	2.90	2.91	2.90 ⁻⁻⁻	2.99
Coursework emphasized applying theories or concepts to practical problems or in new situations [1 = very little, 4 = very much]	3.29	3.10	3.15	3.23	3.16	3.19
Worked harder than you thought you could to meet an instructor's standards or expectations [1= never, 4 = very often]	2.71 ^c	2.57 ^c	2.36	2.76 ^{b,c}	2.57 ⁻⁻⁻	2.75
Campus environment emphasized spending significant amounts of time studying and on academic work [1= very little, 4 = very much]	3.04	3.02	2.97	3.14	3.03 ⁻⁻⁻	3.16
Benchmark Score	54.14	54.05	52.34	55.44	53.90⁻⁻⁻	56.10

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.

-p<.05, ⁻ p<.01, ⁻⁻⁻ p<.001 Indicate UWSP is significantly lower.

⁺ p<.05, ⁺⁺ p<.01, ⁺⁺⁺ p<.001 Indicate UWSP is significantly higher.

Active and Collaborative Learning

The UWSP benchmark score for Active and Collaborative Learning is not significantly different from the Carnegie peers (see Table 2). However, differences are noted in four of the item means, with two being significantly higher and two being significantly lower.

UWSP seniors are more likely than students from the peer group to both work with other students on projects during class and outside of class to prepare class assignments. The mean scores for CNR and CPS are the highest of the colleges, and statistical significance is noted in comparison to CFAC and CLS on these items.

UWSP has a lower mean score than peers on two items: asking questions or contributing to class discussion and discussing items from readings or class with others outside of class. On the former, CFAC students have the highest mean score and CNR has the lowest mean score. Both CFAC and CPS have statistically higher scores than CNR on this item. In the latter item, no differences between colleges are noted.

The overall benchmark score for CPS is statistically higher than the mean scores for CFAC, CLS, and CNR. This is likely due to strong performance in five of the seven items contained in this benchmark domain. Of note is that CPS seniors are more likely to have participated in a community-based project as part of a regular course compared to seniors in the other colleges.

Table 2. Active and Collaborative Learning	CFAC^a	CLS^b	CNR^c	CPS^d	UWSP	Carnegie Peers (Nat'l)
	N =129	N =441	N =194	N =296	N =1,060	
Asked questions in class or contributed to class discussions [1= never, 4 = very often]	3.18 ^c	2.97	2.79	3.05 ^c	2.99 ⁻⁻⁻	3.12
Made a class presentation [1= never, 4 = very often]	2.85 ^b	2.60	2.84 ^b	3.07 ^{b,c}	2.79	2.84
Worked with other students on projects during class [1= never, 4 = very often]	2.67	2.55	2.85 ^b	2.91 ^{a,b}	2.72 ⁺⁺⁺	2.60
Worked with classmates outside of class to prepare class assignments [1= never, 4 = very often]	2.72	2.66	3.10 ^{a,b}	3.16 ^{a,b}	2.88 ⁺⁺⁺	2.76
Tutored or taught other students [1= never, 4 = very often]	1.96	1.96	1.85	2.02	1.96	1.91
Participated in a community-based project as part of a regular course [1= never, 4 = very often]	1.65	1.58	1.58	2.06 ^{a,b,c}	1.71	1.77
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [1= never, 4 = very often]	2.71	2.76	2.68	2.74	2.73 ⁻⁻⁻	2.84
Benchmark Score	51.97	48.18	51.01	57.41^{a,b,c}	51.60	51.80

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.

-p<.05, ⁻p<.01, ⁻⁻⁻p<.001 Indicate UWSP is significantly lower.

⁺p<.05, ⁺⁺p<.01, ⁺⁺⁺p<.001 Indicate UWSP is significantly higher.

Student Interaction with Faculty

The UWSP benchmark score for Student Interactions with Faculty Members is not significantly different from the Carnegie peers (see Table 3). However, four of the six individual item means are significantly different from the peer group; three are statistically lower and one is statistically higher.

UWSP seniors are more likely than students in the peer group to have worked with faculty members on activities other than coursework, such as committees. Within that item, CFAC students had the highest mean score, followed by CPS, and both were significantly higher than CLS.

UWSP seniors are less likely than their Carnegie peers to have: discussed grades or assignments with an instructor; discussed ideas from readings or class with faculty outside of class; and received prompt feedback from faculty regarding academic performance. Differences in the college means are only noted in only two of these three areas. CPS seniors are more likely than CLS seniors to have discussed grades or assignments with an instructor. With regard to receiving prompt feedback, CPS, CFAC, and CLS all had mean scores higher than CNR.

The overall benchmark scores of the colleges are not significantly different from one another in the domain of Student Interaction with Faculty.

Table 3. Student Interaction with Faculty	CFAC^a	CLS^b	CNR^c	CPS^d	UWSP	Carnegie Peers (Nat'l)
	N =129	N =441	N =194	N =296	N =1,060	
Discussed grades or assignments with an instructor [1= never, 4 = very often]	2.86	2.67	2.67	2.85 ^b	2.74 ⁻⁻	2.85
Talked about career plans with a faculty member or advisor [1= never, 4 = very often]	2.65 ^b	2.37	2.52	2.57 ^b	2.49	2.46
Discussed ideas from your readings or classes with faculty members outside of class [1= never, 4 = very often]	2.18	2.03	2.05	2.01	2.06 ⁻⁻	2.14
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.) [1= never, 4 = very often]	2.19 ^b	1.81	2.00	2.01 ^b	1.93 ⁺⁺	1.86
Received prompt feedback from faculty on your academic performance (written or oral) [1= never, 4 = very often]	2.81 ^c	2.76 ^c	2.57	2.82 ^c	2.75 ⁻⁻⁻	2.83
Worked with a faculty member on a research project outside of course or program requirements [proportion indicating they have done]	0.13	0.21 ^d	0.27 ^{a,d}	0.14	0.19	0.18
Benchmark Score	45.13	40.49	42.53	42.84	42.10	42.90

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.

-p<.05, --p<.01, ---p<.001 Indicate UWSP is significantly lower.

+p<.05, ++p<.01, +++p<.001 Indicate UWSP is significantly higher.

Enriching Educational Experiences

The UWSP benchmark score for Enriching Education Experiences is not significantly different from the group of Carnegie peers (see Table 4). However, 10 of the 11 individual item means are significantly different from the peer group. Of these, four are statistically higher and six are statistically lower.

UWSP seniors have significantly higher mean scores than the Carnegie peers on the following four items: participation in co-curricular activities; completion of practicum, internship, field experience, etc.; participation in community service or volunteer work; and completion of study abroad experiences. Among these items, several differences between colleges can be noted.

- CFAC seniors had the highest mean score for participation in co-curricular activities, but the only statistical difference on this item was between students in CPS and those in CLS.
- CNR students had the highest participation rates in both practicum/internship/field experiences and study abroad, with 71% and 33% respectively having completed these experiences. On study abroad, CNR was significantly higher than CLS and CPS.
- The participation rate in practicum/internships was lowest in CLS (40%) and this was statistically lower than the three other colleges, which were at or above 60% each.
- In community service, CPS seniors had the highest rates of participation (73%); this was statistically higher than the three other colleges, which ranged from 57% to 63%.

UWSP seniors have significantly lower scores than Carnegie peers on the following six items: had serious conversations with students who have different belief systems; had serious conversations with students of a different race or ethnicity; felt the campus environment encouraged contact among students from diverse economic, social, racial, or ethnic backgrounds; completed additional foreign language coursework; completed a culminating senior experience; and used electronic technology to discuss or complete an assignment. Differences among the colleges are noted in four of these six areas and include the following:

- CFAC and CLS students reported greater frequencies with which they had serious conversations with students of a different race or ethnicity. They were both significantly higher than CNR.
- CFAC and CLS students also had the highest rates of completion of additional foreign language coursework, 51% and 37%, respectively. They were both statistically higher than CNR and CPS, which had 18% and 23% respectively.
- CLS students had the highest rates of completion of a culminating senior experience (27%); their participation rates were statistically higher than seniors in CFAC, CNR, and CPS where the rates ranged from 14% to 18%.
- CNR students were least likely to have used electronic technology to discuss or complete an assignment. Mean scores of seniors in CLS and CPS were statistically higher than CNR.

The overall benchmark scores of the colleges are not significantly different from one another in the domain of Enriching Educational Experiences. Although UWSP was lower than Carnegie peers in a majority of the items, the data indicate that strengths can be identified within each of the colleges showing the ways that enriching educational experiences are provided across UWSP.

Table 4. Enriching Educational Experiences	CFAC ^a	CLS ^b	CNR ^c	CPS ^d	UWSP	Carnegie Peers (Nat'l)
	N =129	N =441	N =194	N =296	N =1,060	
Participating in co-curricular activities (organizations, publications, student government, sports, etc.) [1 = 0 hours, 8 = more than 30 hours]	2.41	2.07	2.39	2.37 ^b	2.26 ⁺⁺⁺	1.97
Had serious conversations with students that have different religious beliefs, political opinions, or personal values [1= never, 4 = very often]	2.73	2.62	2.51	2.50	2.57 ⁻	2.64
Had serious conversations with students of a different race or ethnicity [1= never, 4 = very often]	2.52 ^{c,d}	2.37 ^c	2.07	2.22	2.28 ⁻⁻⁻	2.52
Campus environment encouraged contact among students from different economic, social, and racial or ethnic backgrounds [1 = very little, 4 = very much]	2.33	2.26	2.19	2.33	2.27 ⁻⁻⁻	2.45
Practicum, internship, field experience, co-op experience, or clinical assignment requirements [proportion indicating they have done]	0.60 ^b	0.40	0.71 ^b	0.69 ^b	0.56 ⁺⁺⁺	0.50
Community service or volunteer work requirements [proportion indicating they have done]	0.59	0.57	0.63	0.73 ^{a,b,c}	0.62 ⁺	0.58
Foreign language additional coursework [proportion indicating they have done]	0.51 ^{b,c,d}	0.37 ^{c,d}	0.18	0.23	0.31 ⁻⁻⁻	0.37
Study abroad [proportion indicating they have done]	0.25	0.23	0.33 ^{b,d}	0.18	0.23 ⁺⁺⁺	0.11
Independent study or self-designed major requirements [proportion indicating they have done]	0.23	0.19	0.15	0.16	0.18	0.17
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) requirements [proportion indicating they have done]	0.14	0.27 ^{a,c,d}	0.14	0.18	0.21 ⁻⁻⁻	0.32
Used electronic technology (list-serve, chat group, internet, etc.) to discuss or complete an assignment [1= never, 4 = very often]	2.82	2.78 ^c	2.54	2.82 ^c	2.75 ⁻	2.84
Benchmark Score	40.46	36.32	36.62	39.27	37.40	38.30

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.

-p<.05, ⁻ p<.01, ⁻⁻⁻ p<.001 Indicate UWSP is significantly lower.

⁺ p<.05, ⁺⁺ p<.01, ⁺⁺⁺ p<.001 Indicate UWSP is significantly higher.

Supportive Campus Environment

The UWSP benchmark score for Supportive Campus Environment is not significantly different than the Carnegie peer group (see Table 5). However, differences between UWSP and peers are noted in two of the six items, with one being higher and the other lower.

The UWSP score was higher than the peer group in the degree to which the campus environment provided the support they need to thrive socially. Within that item, CFAC and CPS had the highest mean scores, with the only statistical difference being noted between CPS and CLS. Notably, CPS also had the highest rating of the quality of relationships between students (even though UWSP was not different from the peer group in this regard).

UWSP seniors scored significantly lower in the area of the campus environment helping them to cope with nonacademic responsibilities. Within this item, the mean score of CFAC seniors was the highest, and it was statistically higher than both CLS and CNR.

On the whole, the level of academic support and quality of relationships between students and other students, faculty members, and administrative personnel is strong across all college at UWSP. The overall benchmark score for CPS is statistically higher than CLS in this area.

Table 5. Supportive Campus Environment	CFAC^a	CLS^b	CNR^c	CPS^d	UWSP	Carnegie Peers (Nat'l)
	N =129	N =441	N =194	N =296	N =1,060	
Campus environment provided the support you need to help you succeed academically [1= very little, 4 = very much]	2.98	2.91	3.01	3.05	2.97	2.94
Campus environment helped you cope with your nonacademic responsibilities (work, family, etc.) [1= very little, 4 = very much]	2.06 ^{b,c}	1.83	1.79	1.98	1.89 ⁻⁻⁻	1.98
Campus environment provided the support you need to thrive socially [1= very little, 4 = very much]	2.42	2.20	2.21	2.38 ^b	2.27 ⁺	2.21
Quality of relationships with other students on a scale from 1 to 7, 1 being worst and 7 being best	5.88	5.55	5.63	5.89 ^b	5.68	5.66
Quality of relationships with faculty members on a scale from 1 to 7, 1 being worst and 7 being best	5.54	5.38	5.39	5.51	5.43	5.51
Quality of relationships with administrative personnel and offices on a scale from 1 to 7, 1 being worst and 7 being best	4.70	4.58	4.45	4.65	4.58	4.65
Benchmark Score	61.23	56.62	56.90	60.74^b	58.20	58.60

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.

-p<.05, ⁻p<.01, ⁻⁻⁻p<.001 Indicate UWSP is significantly lower.

⁺p<.05, ⁺⁺p<.01, ⁺⁺⁺p<.001 Indicate UWSP is significantly higher.

Summary

This report presented analyses of the 2008 NSSE data by the four academic colleges of UWSP. Data were presented in the framework of the overall UWSP results, with the goal of elucidating how intra-institutional differences (by college) may be contributing to the overall institutional scores. While no conclusive patterns of engagement can be ascertained, the data revealed numerous strengths that exist within each of the colleges at UWSP. These strengths, as well as the relative differences among the colleges, can be used to identify areas of opportunity for enhancing the overall engagement of all students at UWSP.

Appendix A Comparison Group Details

National University Peer Group (National), N=38

Albany State University
Alcorn State University
Augusta State University
California State University San Marcos
Cameron University
Cheyney University of Pennsylvania
Coppin State University
Eastern Connecticut State University
Ferris State University
Georgia Southwestern State University
Henderson State University
Humboldt State University
Longwood University
Louisiana State University-Shreveport
Midwestern State University
New Mexico Institute of Mining and Technology
North Georgia College & State University
Northwest Missouri State University
Rutgers University-Camden
Southeastern Oklahoma State University
Southern Polytechnic State University
SUNY Institute of Technology at Utica-Rome
The State University of New York at Geneseo
The University of Tennessee Martin
The University of Texas at Brownsville
The University of Texas of the Permian Basin
Truman State University
University of Mary Washington
University of Michigan-Flint
University of Minnesota-Duluth
University of North Carolina at Pembroke
University of Washington Tacoma
University of Wisconsin-Eau Claire
University of Wisconsin-Platteville
University of Wisconsin-River Falls
University of Wisconsin-Superior
Weber State University
Worcester State College

Appendix B
Additional NSSE Items: Non-Benchmark Index Items

Additional Items	COFAC ^a	COLS ^b	CNR ^c	CPS ^d	UWSP	Carnegie Peers
Prepared two or more drafts of a paper or assignment before turning it in [1= never, 4 = very often]	2.50	2.39	2.34	2.67 ^{b,c}	2.42 ⁻⁻⁻	2.59
Worked on a paper or project that required integrating ideas or information from various sources [1= never, 4 = very often]	3.24	3.20	3.26	3.35	3.24 ⁻	3.29
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments [1= never, 4 = very often]	2.74 ^c	2.78 ^c	2.32	2.81 ^c	2.69 ⁻⁻⁻	2.78
Come to class without completing readings or assignments [1= never, 4 = very often]	2.00	2.00	2.19 ^{b,d}	2.00	2.04	2.03
Put together ideas or concepts from different courses when completing assignments or during class discussions [1= never, 4 = very often]	2.92	2.89	3.02	3.07 ^b	2.97	2.92
Used e-mail to communicate with an instructor [1= never, 4 = very often]	3.56 ^c	3.39	3.30	3.56 ^{b,c}	3.42 ⁺⁺	3.36
Coursework emphasized: MEMORIZING facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form [1 = very little, 4 = very much]	2.73	2.72	3.09 ^{a,b,d}	2.80	2.81	2.79
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [1 = none, 5 = more than 20]	2.11	2.13	2.09	2.02	3.03 ⁻	3.12
Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete [1 = none, 5 = more than 6]	2.45	2.52	2.35	2.52	2.47 ⁻⁻⁻	2.66
Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete [1 = none, 5 = more than 6]	2.56	2.42	2.44	2.78 ^{b,c}	2.54	2.47
The extent to which your examinations during the current school year have challenged you to do your best work. [1 = very little, 7 = very much]	5.10	5.23	5.20	5.22	5.19 ⁻⁻⁻	5.47
Attended an art exhibit, play, dance, music, theater, or other performance [1= never, 4 = very often]	3.09 ^{b,c,d}	1.92	1.79	1.93	2.03	2.02
Exercised or participated in physical fitness activities [1= never, 4 = very often]	2.81	2.74	2.89	2.98 ^b	2.85 ⁺⁺⁺	2.61
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) [1= never, 4 = very often]	2.07	1.88	1.82	2.07	1.93 ⁻	2.16

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.
⁻p<.05, ⁻⁻p<.01, ⁻⁻⁻p<.001 Indicate UWSP is significantly lower.
⁺p<.05, ⁺⁺p<.01, ⁺⁺⁺p<.001 Indicate UWSP is significantly higher.

Additional Items (continued)	COFAC^a	COLS^b	CNR^c	CPS^d	UWSP	Carnegie Peers
Examined the strengths and weaknesses of your own views on a topic or issue [1= never, 4 = very often]	2.70	2.58	2.50	2.47	2.55 ⁻⁻⁻	2.67
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective [1= never, 4 = very often]	2.90 ^c	2.81 ^c	2.56	2.70	2.74 ⁻	2.82
Learned something that changed the way you understand an issue or concept [1= never, 4 = very often]	3.14 ^{b,c,d}	2.80	2.67	2.78	2.80 ⁻	2.87
Participate in a learning community or some other formal program where groups of students take two or more classes together [proportion indicating they have done]	0.17	0.17	0.28 ^b	0.39 ^{a,b,c}	.25	.25
Hours per 7-day week spent working for pay ON CAMPUS [1 = 0 hours, 8 = more than 30 hours]	2.41	2.10	2.10	1.94	2.08 ⁺⁺⁺	1.75
Hours per 7-day week spent working for pay OFF CAMPUS [1 = 0 hours, 8 = more than 30 hours]	3.62 ^c	3.46 ^c	2.68	3.47 ^c	3.30 ⁻⁻⁻	4.17
Hours per 7-day week spent relaxing and socializing (watching TV, partying, etc.) [1 = 0 hours, 8 = more than 30 hours]	3.53	3.64	3.99 ^d	3.38	3.66 ⁺⁺⁺	3.39
Hours per 7-day week spent providing care for dependents living with you (parents, children, spouse, etc.) [1 = 0 hours, 8 = more than 30 hours]	1.67	1.93 ^c	1.31	2.02 ^c	1.80 ⁻⁻⁻	2.85
Hours per 7-day week spent commuting to class (driving, walking, etc.) [1 = 0 hours, 8 = more than 30 hours]	2.15	2.22	2.10	2.32	2.21 ⁻⁻⁻	2.44
Institution emphasizes attending campus events and activities (special speakers, cultural performances, athletic events, etc.) [1 = very little, 4 = very much]	2.93	2.62	2.75	2.66	2.68 ⁺⁺⁺	2.57
Institution emphasizes using computers in academic work [1 = very little, 4 = very much]	3.48	3.47	3.57	3.60 ^b	3.52 ⁺⁺	3.45
Institutional contribution: Acquiring a broad general education [1 = very little, 4 = very much]	3.33	3.34	3.25	3.26	3.29	3.29
Institutional contribution: Acquiring job or work-related knowledge and skills [1 = very little, 4 = very much]	3.27 ^b	2.90	3.34 ^b	3.40 ^b	3.16 ⁺	3.10
Institutional contribution: Writing clearly and effectively [1 = very little, 4 = very much]	3.13	3.07	3.04	3.11	3.08 ⁻	3.15
Institutional contribution: Speaking clearly and effectively [1 = very little, 4 = very much]	3.14 ^b	2.90	2.93	3.07 ^b	2.97 ⁻	3.04
Institutional contribution: Thinking critically and analytically [1 = very little, 4 = very much]	3.32	3.30	3.17	3.28	3.27 ⁻⁻⁻	3.36
Institutional contribution: Analyzing quantitative problems [1 = very little, 4 = very much]	2.73	2.98 ^a	3.12 ^a	3.02 ^a	3.00 ⁻⁻⁻	3.11
Institutional contribution: Using computing and information technology [1 = very little, 4 = very much]	3.14	3.16	3.38 ^b	3.29	3.24	3.26

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b = CLS, ^c = CNR and ^d = CPS.

-p<.05, ⁻p<.01, ⁻⁻⁻p<.001 Indicate UWSP is significantly lower.

⁺p<.05, ⁺⁺p<.01, ⁺⁺⁺p<.001 Indicate UWSP is significantly higher.

Additional Items (continued)	COFAC^a	COLS^b	CNR^c	CPS^d	UWSP	Carnegie Peers
Institutional contribution: Working effectively with others [1 = very little, 4 = very much]	3.28 ^b	3.02	3.22 ^b	3.40 ^b	3.18	3.18
Institutional contribution: Voting in local, state (provincial), or national (federal) elections [1 = very little, 4 = very much]	2.72	2.47	2.39	2.50	2.49+++	2.18
Institutional contribution: Learning effectively on your own [1 = very little, 4 = very much]	3.15	3.02	2.93	3.11	3.04	3.05
Institutional contribution: Understanding yourself [1 = very little, 4 = very much]	3.04 ^c	2.81 ^c	2.56	2.90 ^c	2.81	2.80
Institutional contribution: Understanding people of other racial and ethnic backgrounds [1 = very little, 4 = very much]	2.46 ^c	2.45 ^c	2.12	2.54 ^c	2.41---	2.59
Institutional contribution: Solving complex real-world problems [1 = very little, 4 = very much]	2.70	2.64	2.75	2.76	2.70-	2.76
Institutional contribution: Developing a personal code of values and ethics [1 = very little, 4 = very much]	2.74 ^c	2.60	2.42	2.76 ^c	2.62	2.67
Institutional contribution: Contributing to the welfare of your community [1 = very little, 4 = very much]	2.41	2.35	2.34	2.57 ^b	2.41	2.45
Institutional contribution: Developing a deepened sense of spirituality [1 = very little, 4 = very much]	1.78	1.78	1.65	2.03 ^{b,c}	1.82	1.88
Overall, how would you evaluate the quality of academic advising you have received at your institution? [1 = poor, 4 = excellent]	2.83	2.80	2.98	3.03 ^b	2.90	2.90
How would you evaluate your entire educational experience at this institution? [1 = poor, 4 = excellent]	3.32	3.16	3.28	3.31 ^b	3.24	3.20
If you could start over again, would you go to the SAME INSTITUTION you are now attending? [1 = definitely no, 4 = definitely yes]	3.34	3.13	3.45 ^b	3.34 ^b	3.27+	3.21

Superscripts denote a statistically higher score than another college where: ^a = CFAC, ^b =CLS, ^c =CNR and ^d=CPS.

-p<.05, ~p<.01, ---p<.001 Indicate UWSP is significantly lower.

+p<.05, ++p<.01, +++p<.001 Indicate UWSP is significantly higher.