

## Introduction and Overview

### Chart numbers match NSSE item numbers

These item charts are *numbered consistently with the NSSE 2009 instrument*. Refer to that instrument in order to locate item charts of particular interest to you.

### Comparison groups

The **NSSE item-level charts** compare SCSU (for the spring administrations of 2001, 2003, 2005, 2007, and 2009) with five external groups of institutions:

1. **Peers.** (2009 only, listed in the table immediately below). Of the 27 institutions identified by SCSU's Strategic Planning Committee for benchmarking purposes, this group includes all 15 that participated in NSSE 2009.
2. **Nat.** *NSSE National* (all years except 2009). All participating four-year institutions. Broadly representative of all four-year institutions nationally. This group included 321 institutions in 2001, 437 in 2003, 529 in 2005, 610 in 2007, and 643 in 2009. (SCSU chose not to compare with this *National* group in 2009.)
3. **Carn.** *Carnegie group*. All years. Subset of #2 above: only those institutions in our Carnegie Group. There were 132 institutions in 2001, 188 in 2003, 237 in 2005, 140 in 2007, and 143 in 2009.<sup>1</sup>
4. **Region.** 2005 and 2007 only. All (four year) colleges and universities in SCSU's geographic region.
5. **MnSCU.** 2009 only. The NSSE "MnSCU Consortium," which consists of five of the six MnSCU universities other than SCSU. (Southwestern Minnesota State did not participate in NSSE 2009.)

#### "Peers" comparison group (2009 only)

Peer institutions	Aspirational institutions
1 Ball State University (IN)	1 Montclair State University (NJ)
2 Central Michigan University (MI)	2 Towson University (MD)
3 Eastern Michigan University (MI)	3 University of North Carolina at Charlotte (NC)
4 Louisiana Tech University (LA)	4 University of Northern Iowa (IA)
5 Minnesota State University-Mankato (MN)	5 Western Illinois University (IL)
6 Missouri State University (MO)	6 Western Kentucky University (KY)
7 Oakland University (MI)	
8 University of Central Oklahoma (OK)	
9 Southern Illinois University Edwardsville (IL)	

Note: This group of 15 is a subset of the 27-member "peer comparison group" selected by SCSU for benchmarking purposes (i.e., all 15 that participated in NSSE 2009). That group of 27 consists of 18 "peer" institutions that are similar to SCSU on key statistical indicators, plus another nine "aspirational" institutions with characteristics SCSU would like to emulate. The 15 institutions listed in this table include nine of the 18 peer institutions, and six of the nine aspirational institutions. As such, this *NSSE 2009 "Peers" group* is somewhat weighted in the "aspirational" direction.

<sup>1</sup> In 2007 and 2009, SCSU's basic Carnegie classification was "Masters L: Masters Colleges and Universities--Larger Programs." In 2005 and the earlier years, it was "Masters I and II Institutions." (The Carnegie Foundation revised the categories in 2005.)

## Sections of this report

The item-level charts are organized in the following five sections. The “Q numbers” correspond with the item numbers of the [NSSE 2009 instrument](#).

- Q1. Twenty-two general academic activities.
- Qs 2-5. Cognitive levels, amount of coursework completed, academic challenge.
- Qs 6-7. Holistic development, metacognition, supplementary curricular experiences.
- Qs 8-10. Relationships on campus, time expenditure, institutional emphases.
- Qs 11-14. Institutional contribution to knowledge, skills, and personal development; overall satisfaction.
- Q 15. Five questions asked only at institutions in the MnSCU Consortium. (See “MnSCU” in the “Comparison groups listed” section above.)

## Indications of significant effect sizes

A total of 685 external comparisons with SCSU were made at the item level (2007 and 2009 only). That includes those two years, separately for first year students and seniors, and across the Peers (P), Carnegie (C), and MnSCU (M) comparison groups.

Among those 685 comparisons, a total of 75 significant effect sizes<sup>2</sup> were found. Those are indicated in the charts as follows: P, C, and M indicate the comparison group. Plus signs (+) indicate favorable comparisons for SCSU; minus signs (-) indicate unfavorable comparisons. A single plus or minus sign indicates a small (but significant) effect size; a double sign (either plus or minus) indicates a moderate effect size.

No large effect sizes were found at the item level. One moderate effect size was found (i.e., for the first of the five MnSCU Consortium items, labeled M1 in Q15). The other 74 significant effect sizes were small. That is not particularly surprising, given that we selected comparison groups that are *similar to SCSU*. To “set the bar higher,” SCSU could instead focus on comparisons with the *Top 50%* and/or the *Top 10%* of NSSE-performing institutions; that would result in many more and larger significant effect sizes.

## Tips for viewing the item charts

Each NSSE question is reported in *two charts on one page* (i.e. one chart each for first year students and seniors). Each page has all information needed for interpretation. For orientation, overview the elements included in each chart by clicking on any chart and then doing “View—Fit to page” (or “Control—Zero”).

## Pictures available from OIR

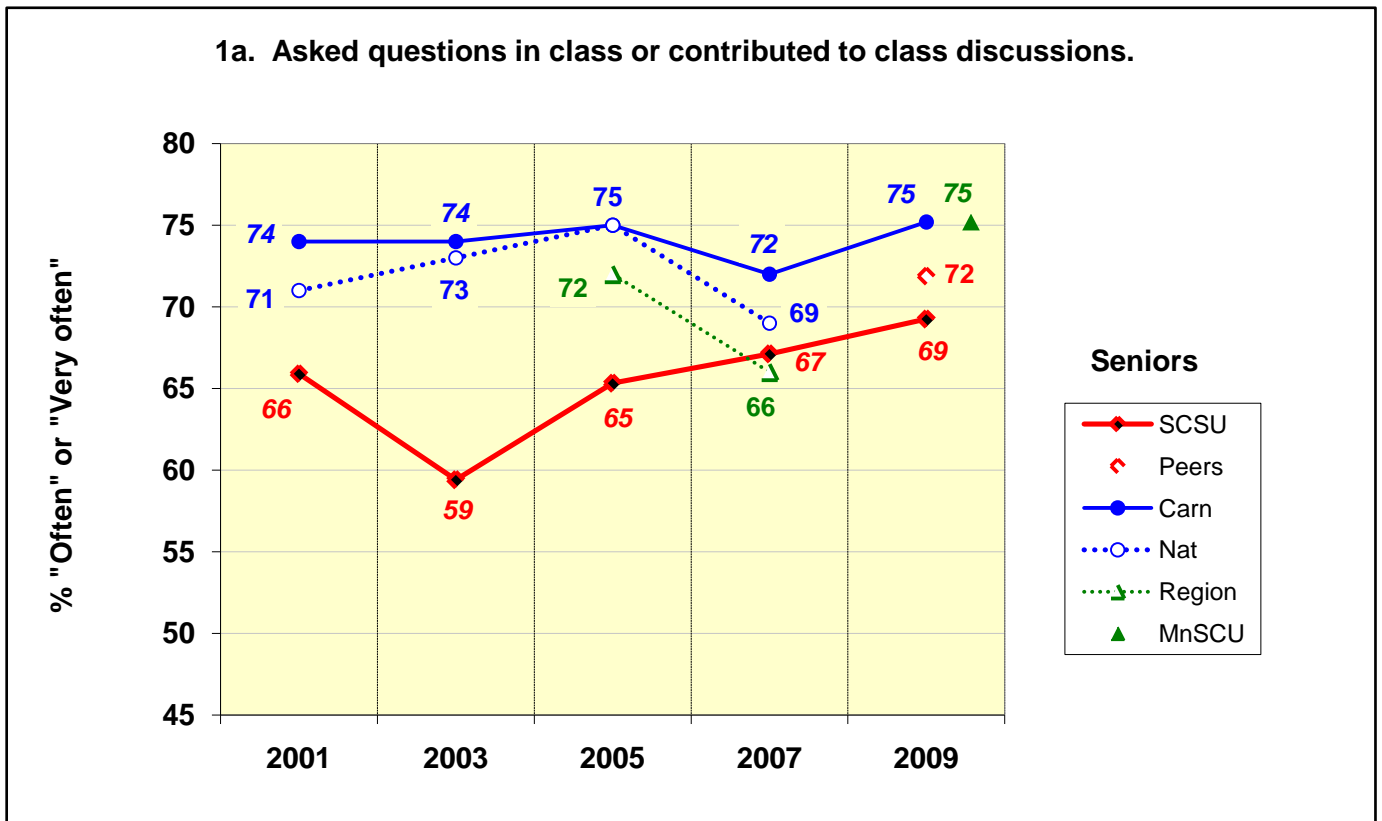
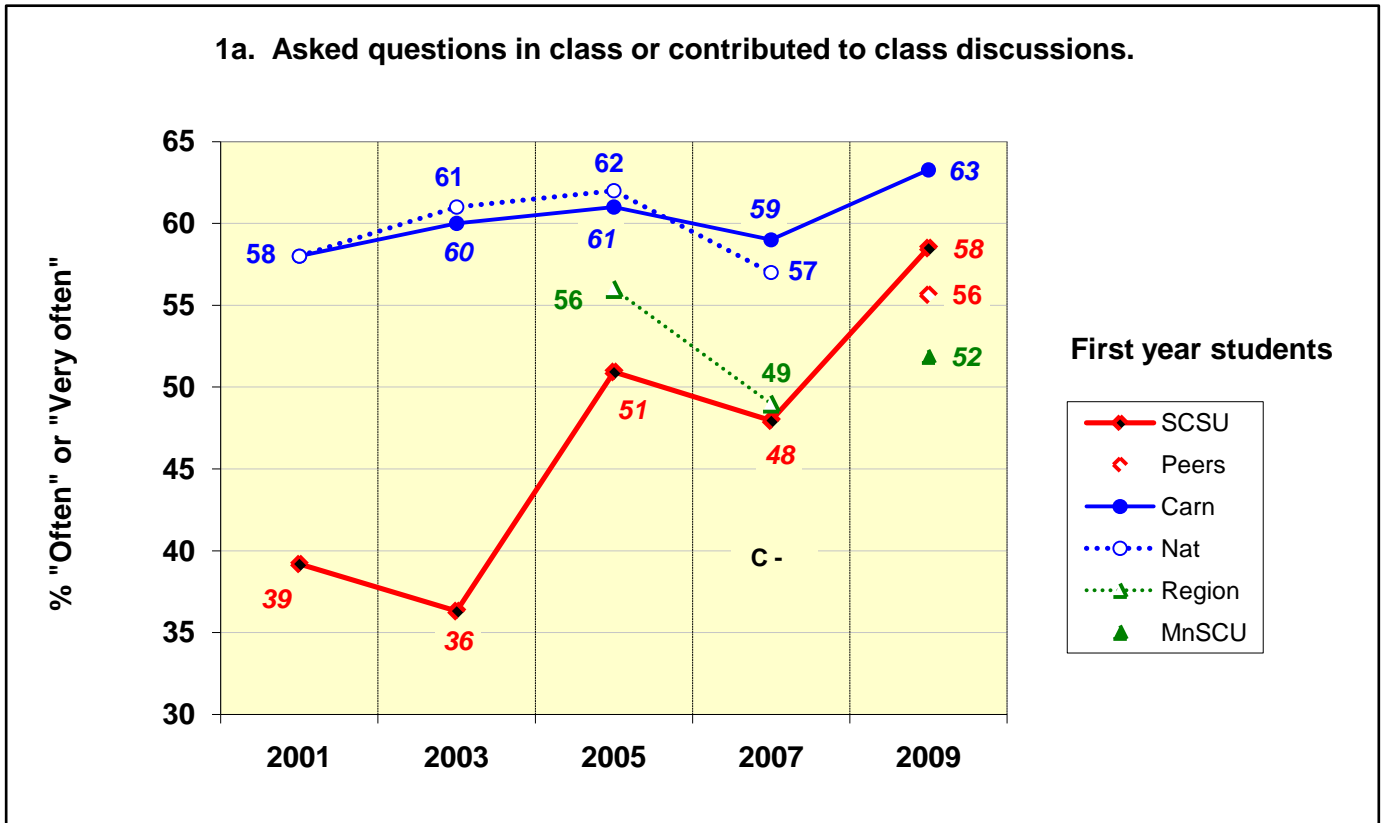
Would you like to use these charts for your own purposes? Please contact Kim Oren ([kmoren@stcloudstate.edu](mailto:kmoren@stcloudstate.edu), or 8-2337) in order to request high-resolution “pictures” of particular charts that can be copied into your report or presentation. (The charts are more easily discernible in color, but they also work in black and white. That is, the comparison groups are distinguishable in black and white.)

*Updated December 15, 2009*

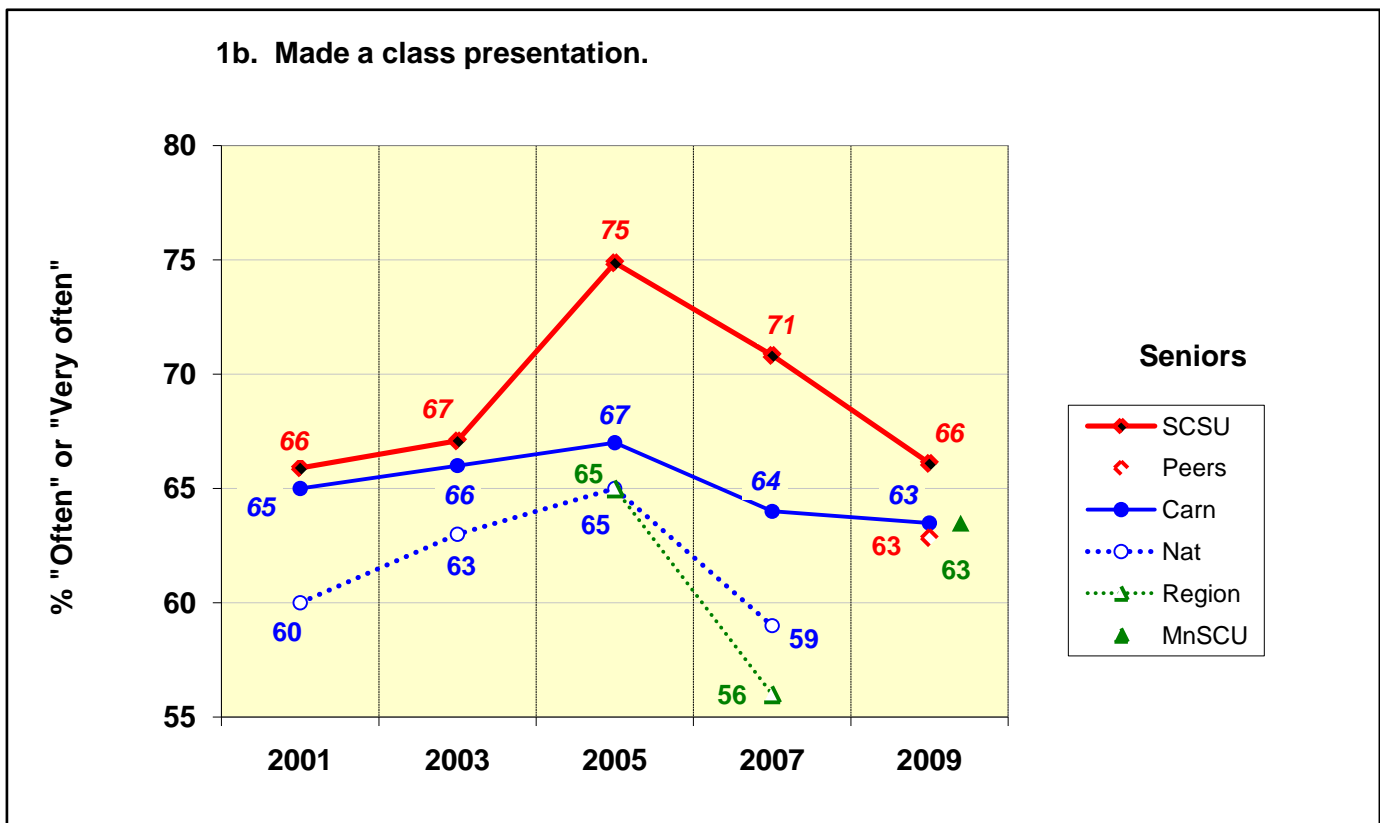
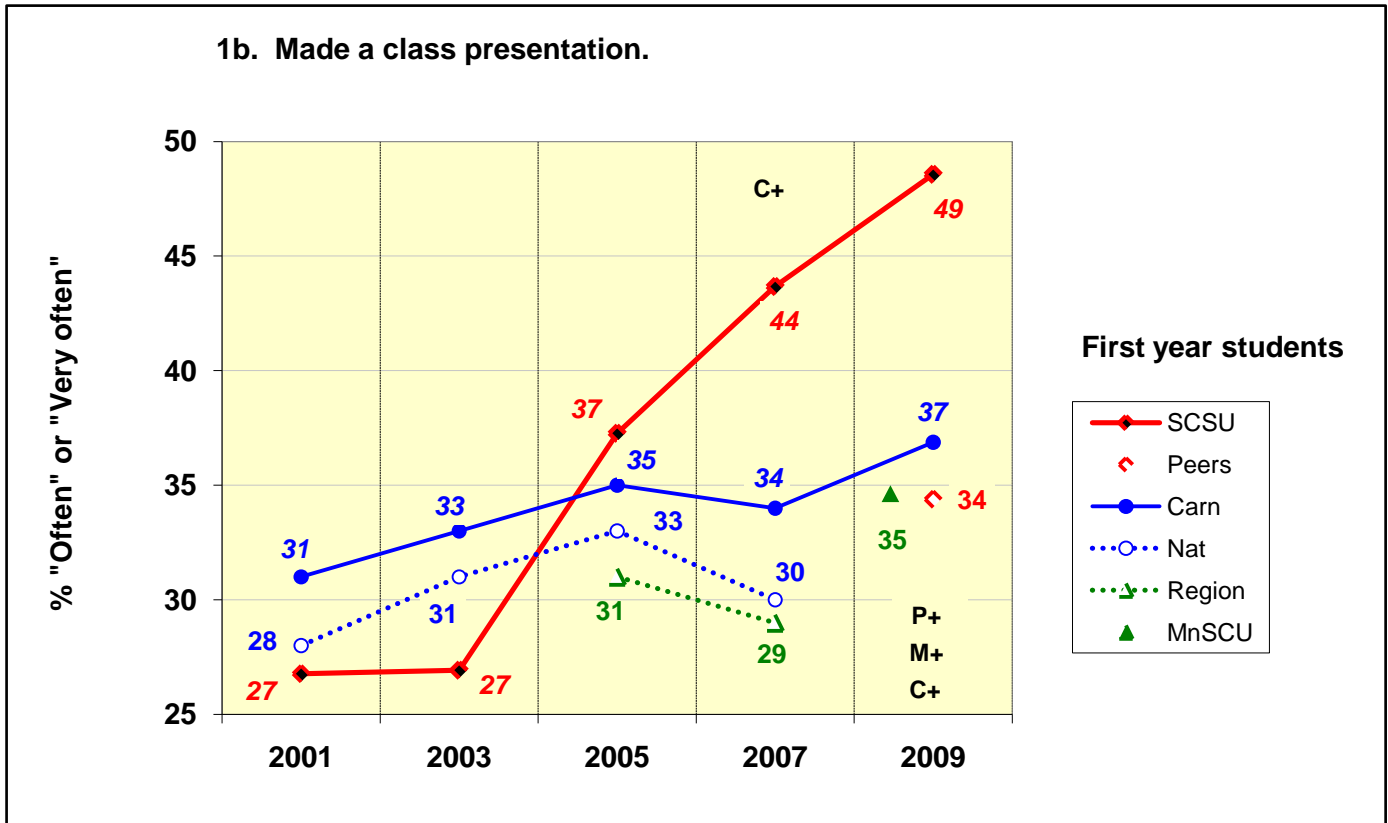
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<sup>2</sup> Because of the very large numbers of students in SCSU’s external comparison groups of institutions, differences between SCSU and those comparison groups can be reliably statistically significant, yet not large enough to be of *practical significance*. For that reason, NSSE focuses on (Cohen’s *d*) effect sizes when describing the size of those differences. Significant effect sizes indicate differences that are large enough that they are likely to be *meaningful*, or significant *in practical terms*. Cohen’s general guideline for effect sizes was used to determine significant effect sizes at the item level: .20 to .49 = small (but significant), .50 to .79 = moderate, and .80 and above = large.

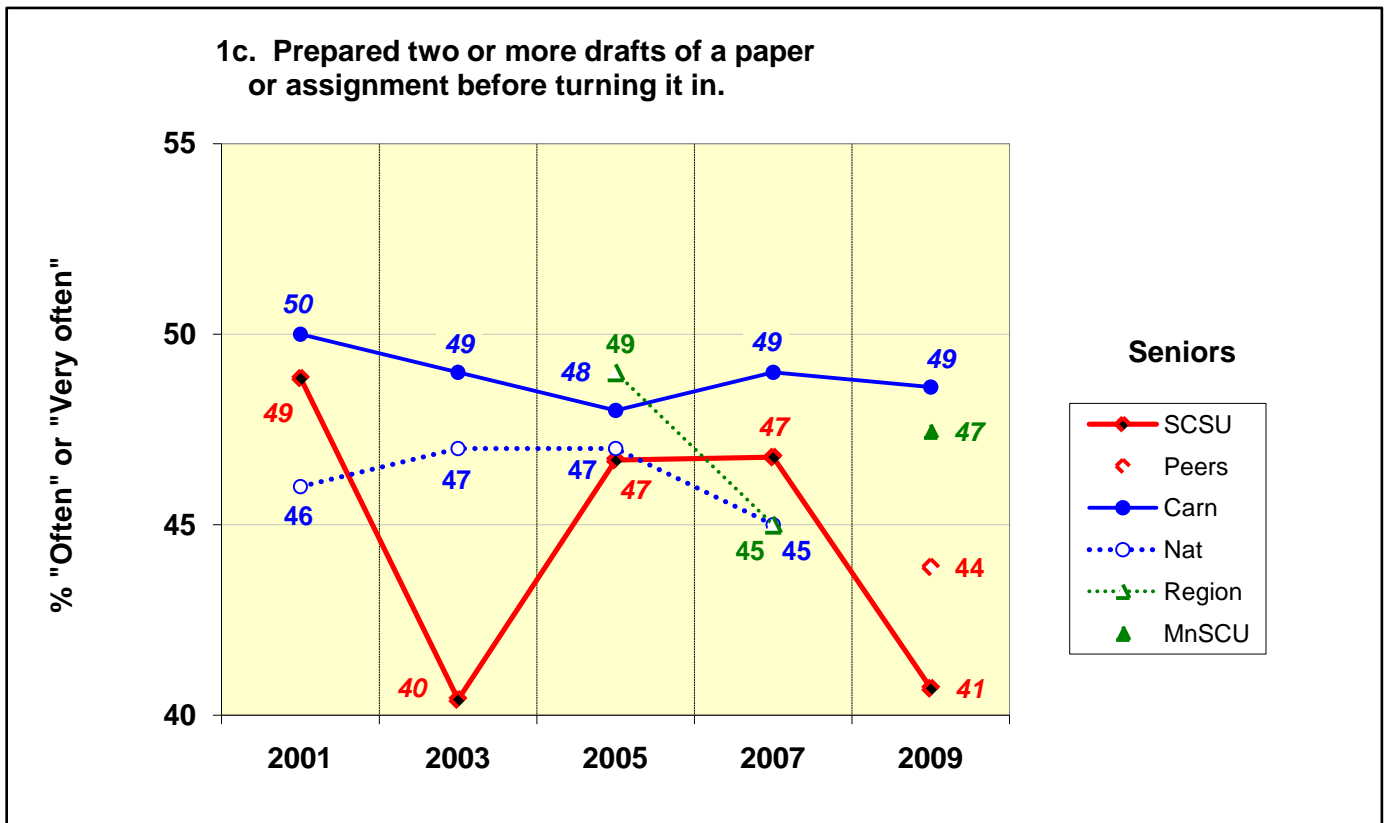
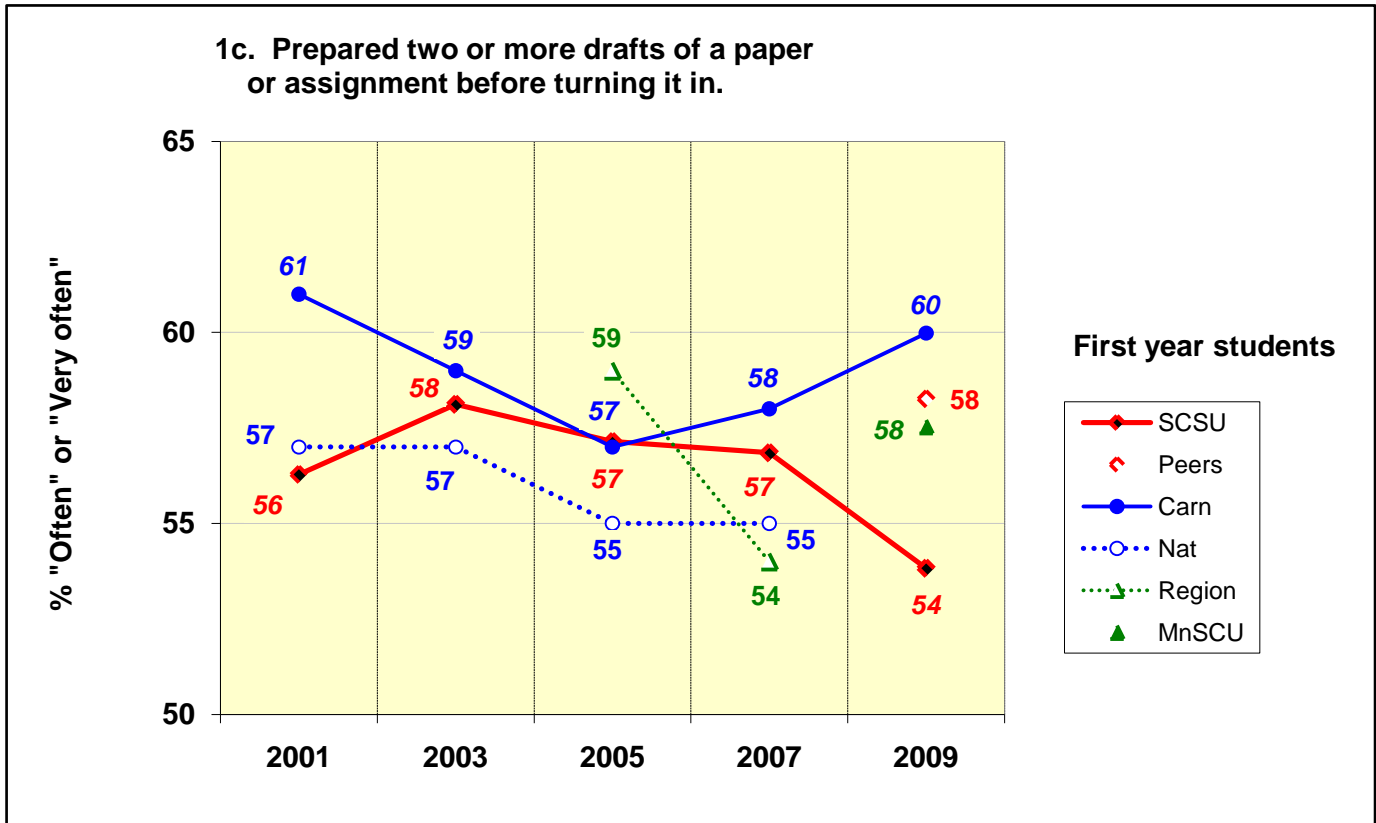
Frequency of students' engagement in activities known to be associated with positive outcomes.



Frequency of students' engagement in activities known to be associated with positive outcomes.

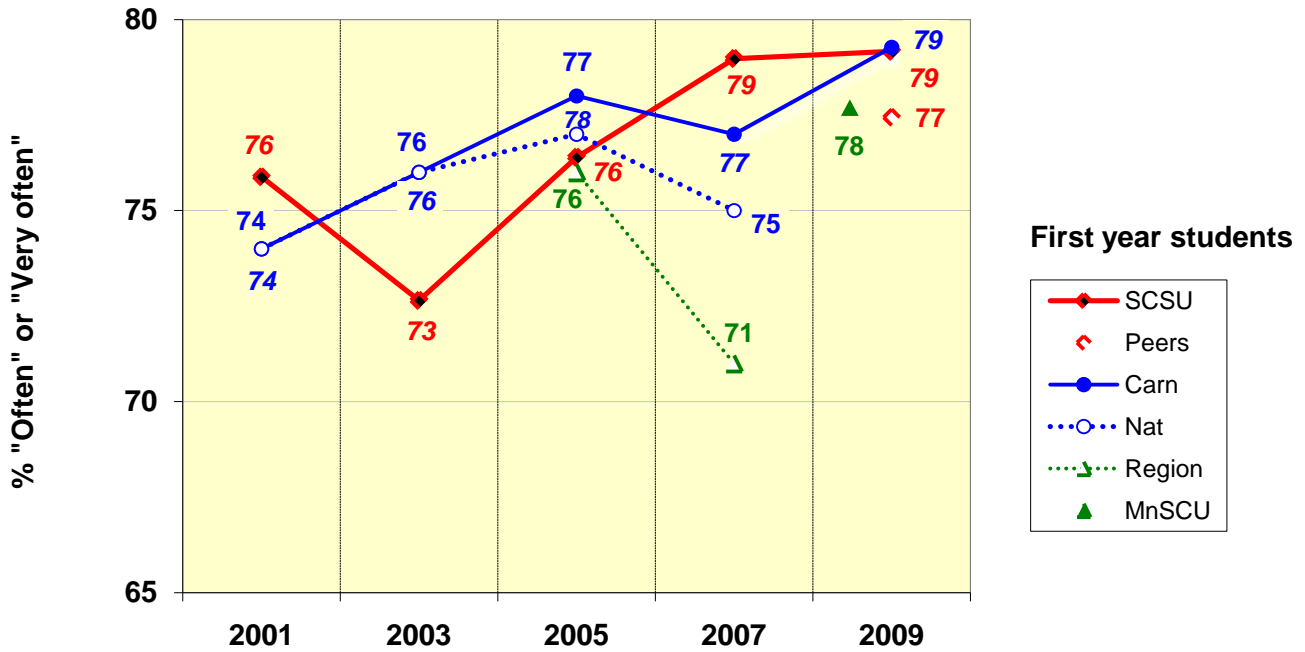


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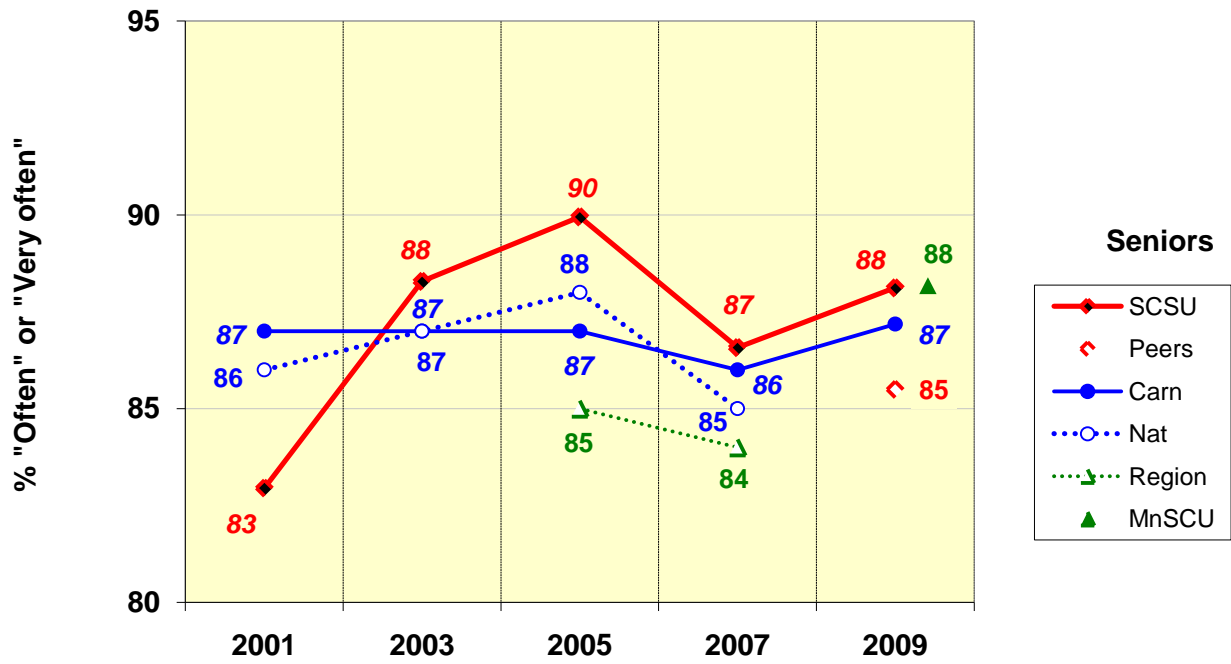


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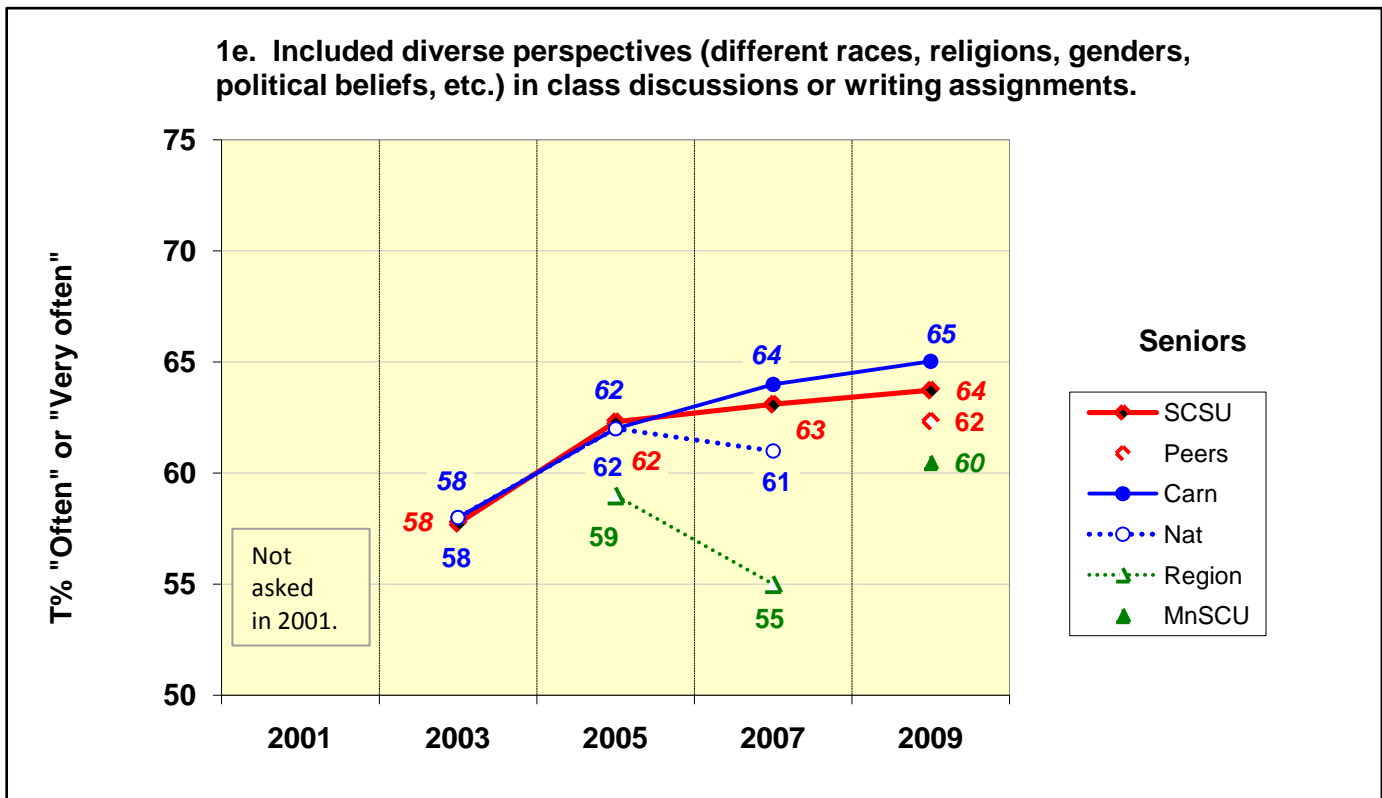
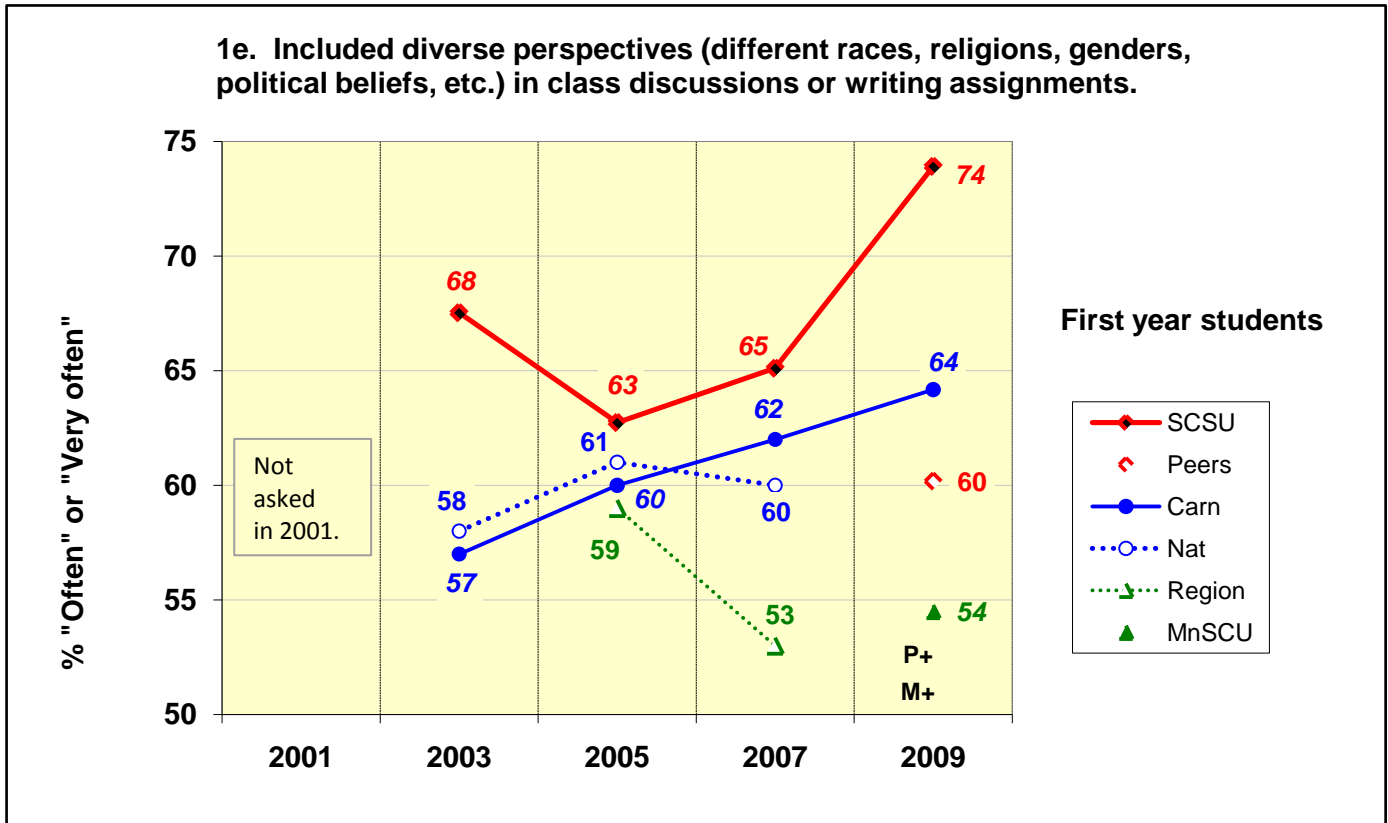
1d. Worked on a paper or project that required integrating ideas or information from various sources.



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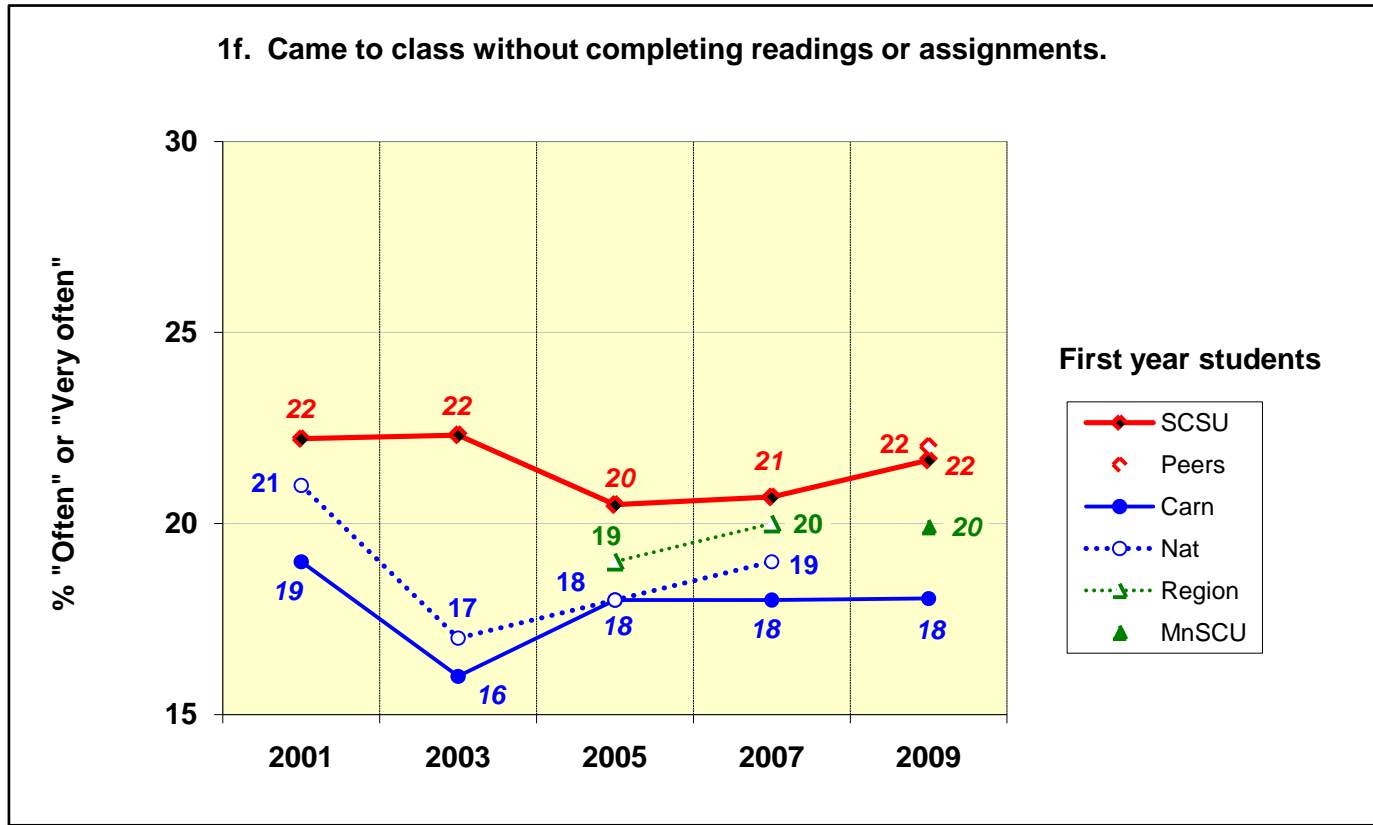


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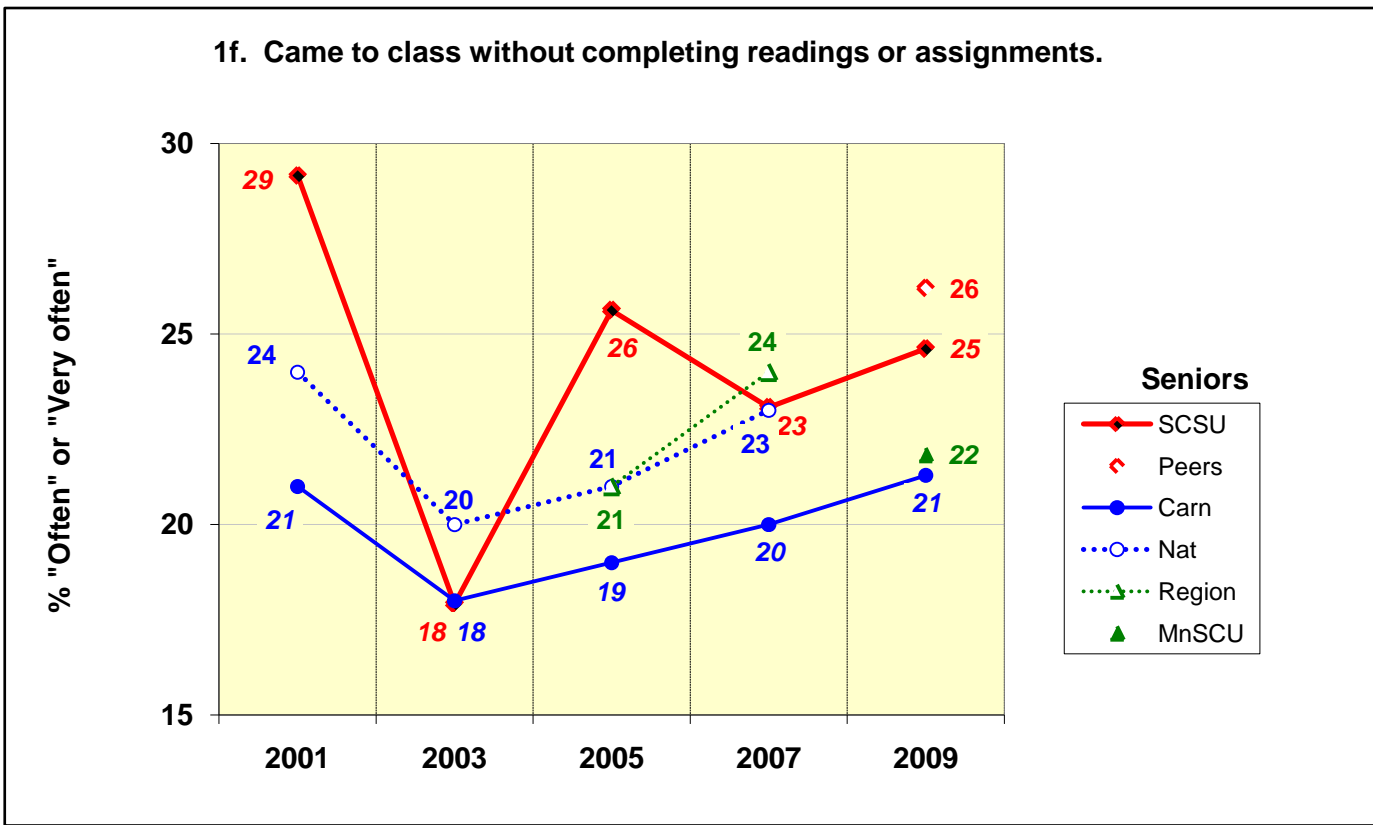


Frequency of students' engagement in activities known to be associated with positive outcomes.

1f. Came to class without completing readings or assignments.

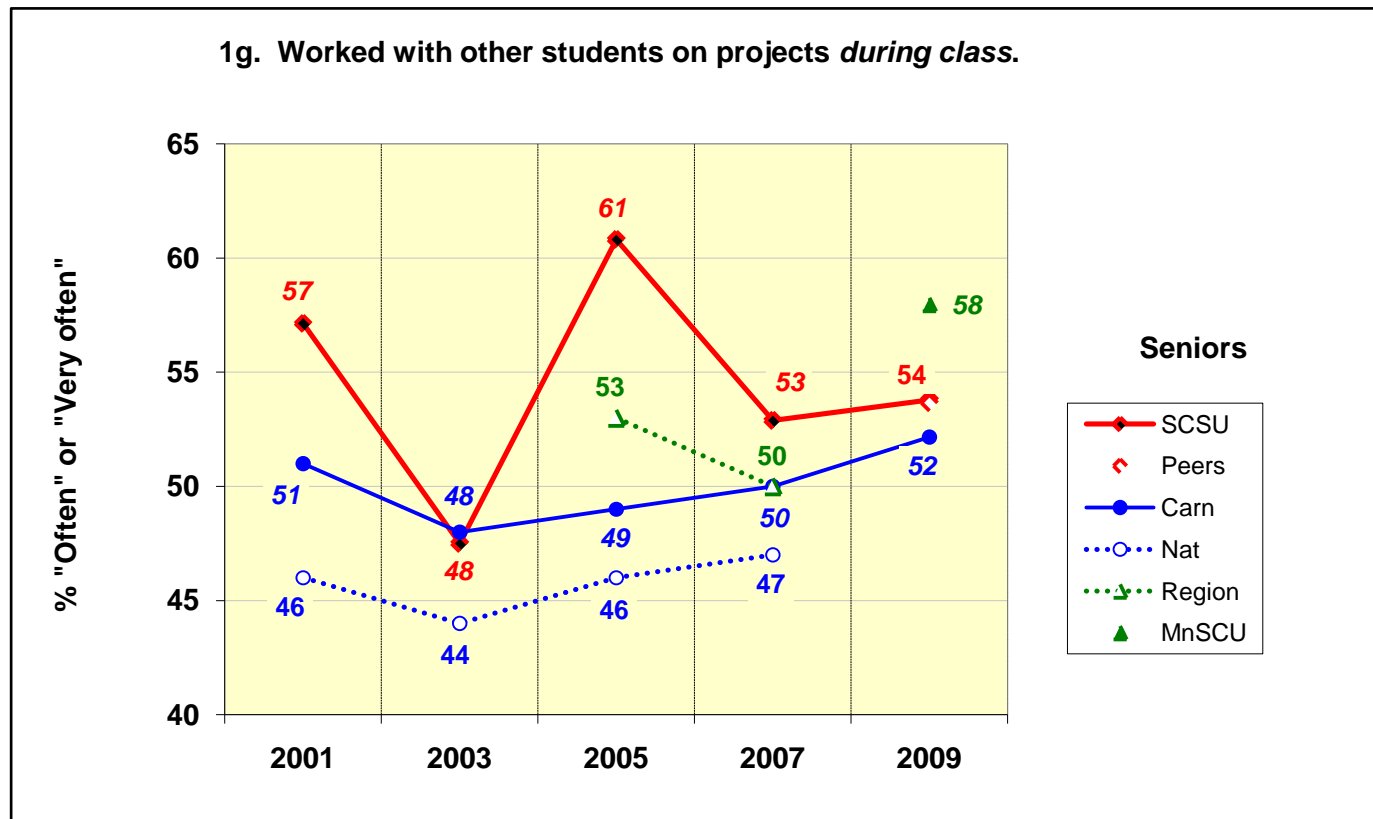
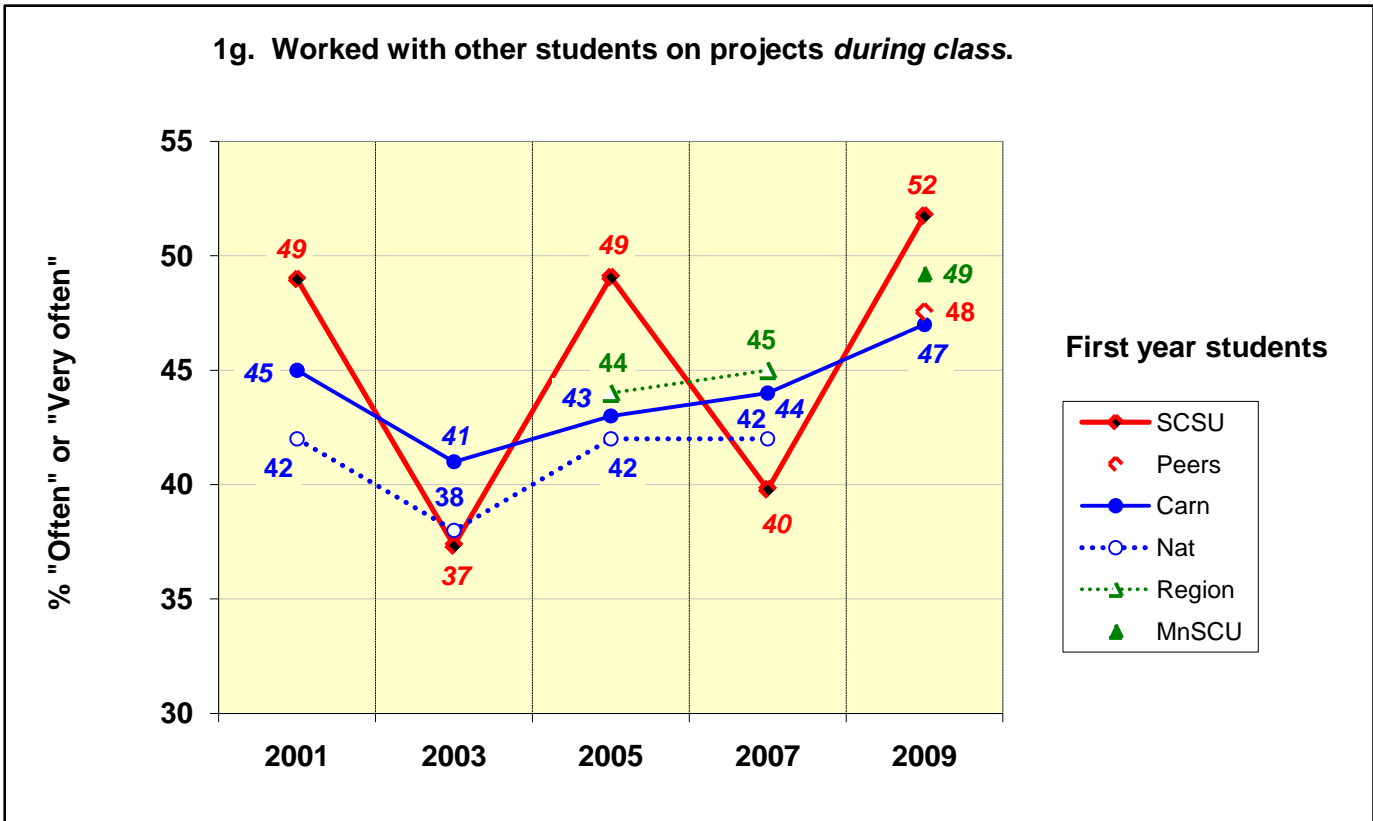


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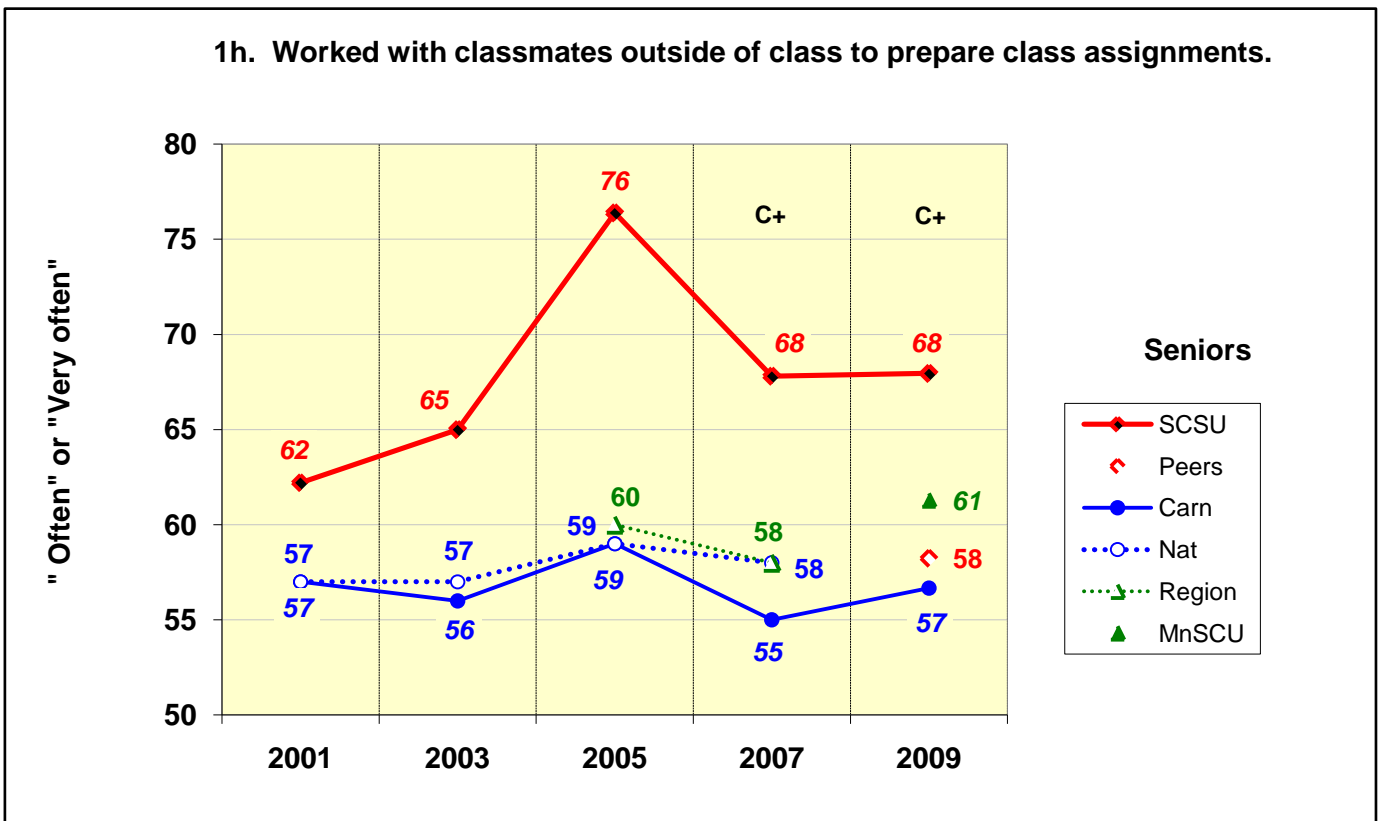
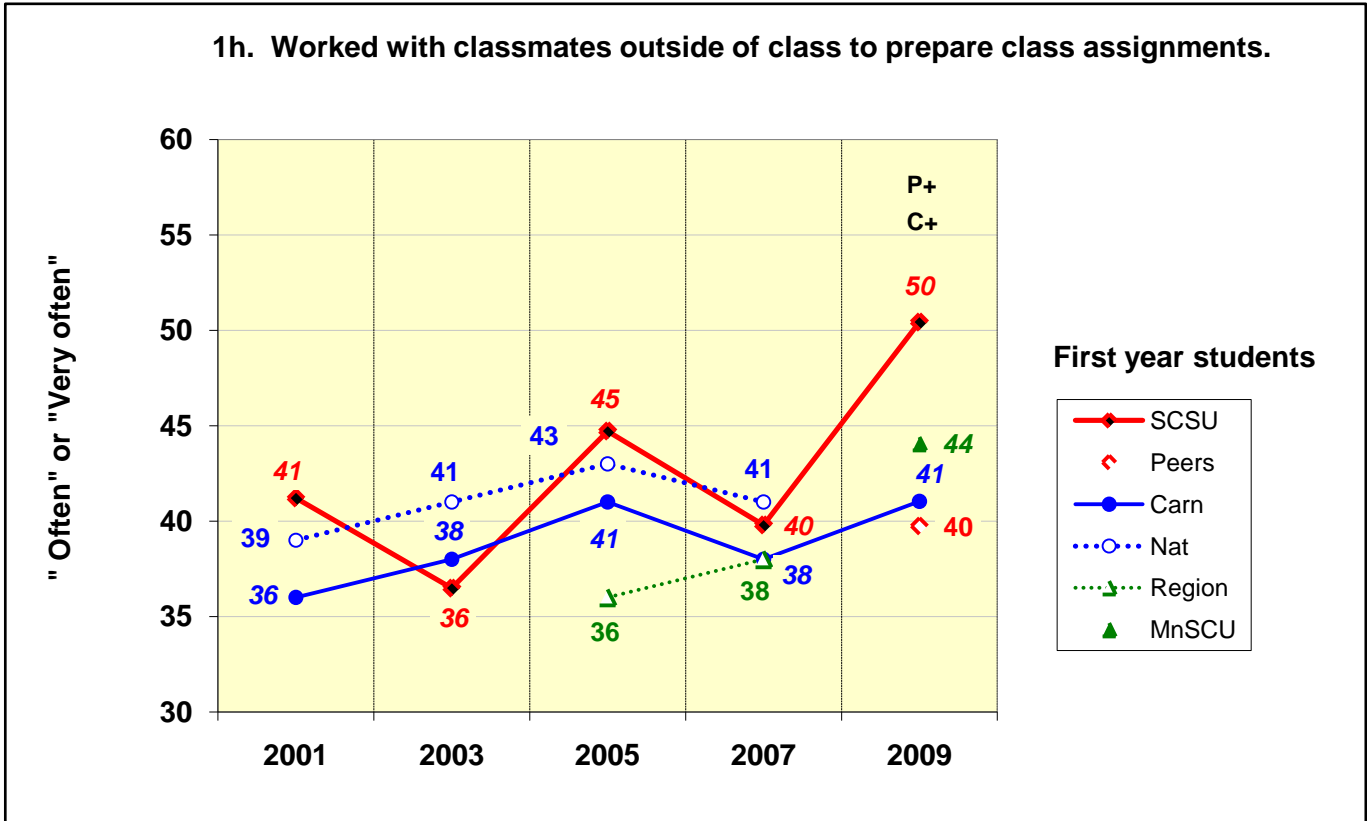




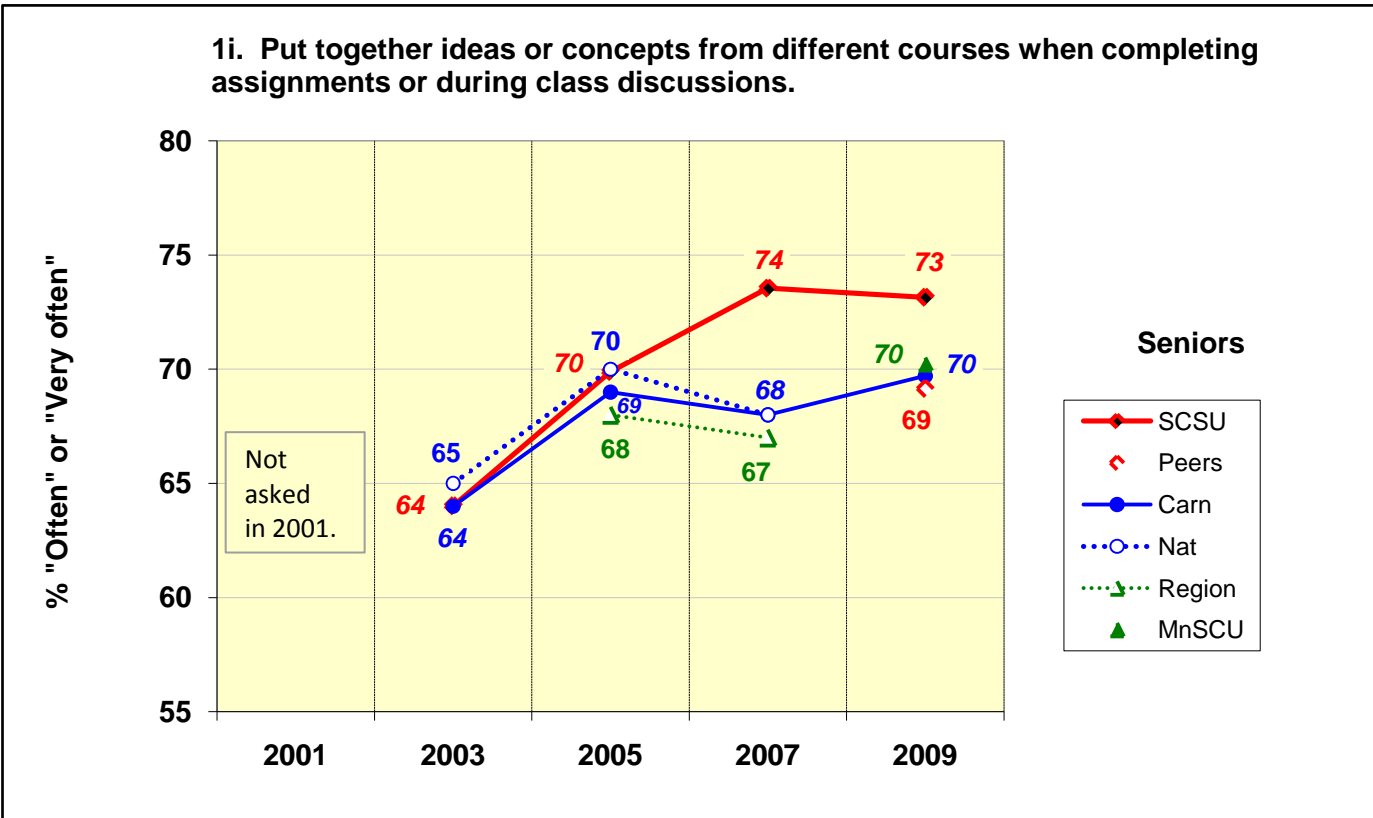
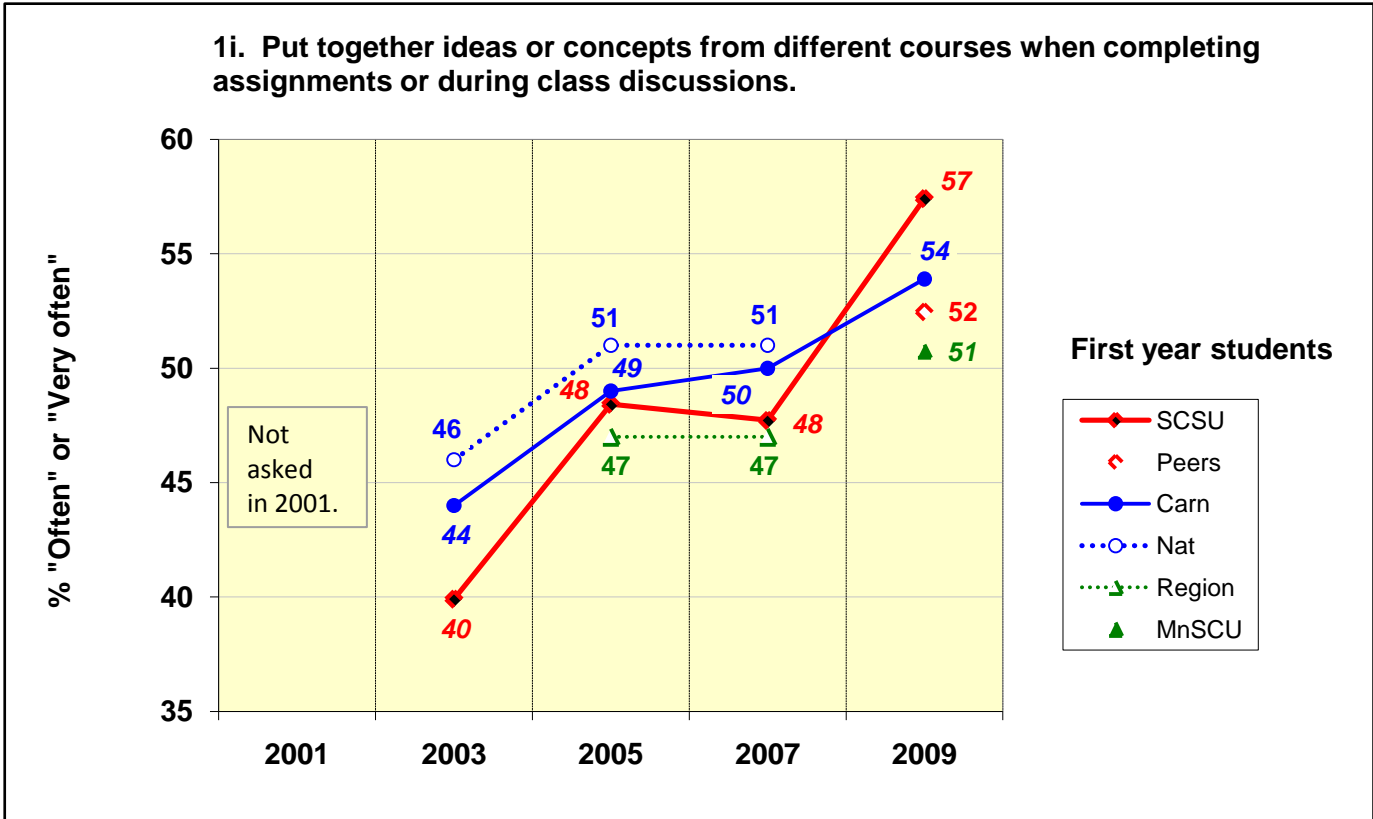
Frequency of students' engagement in activities known to be associated with positive outcomes.



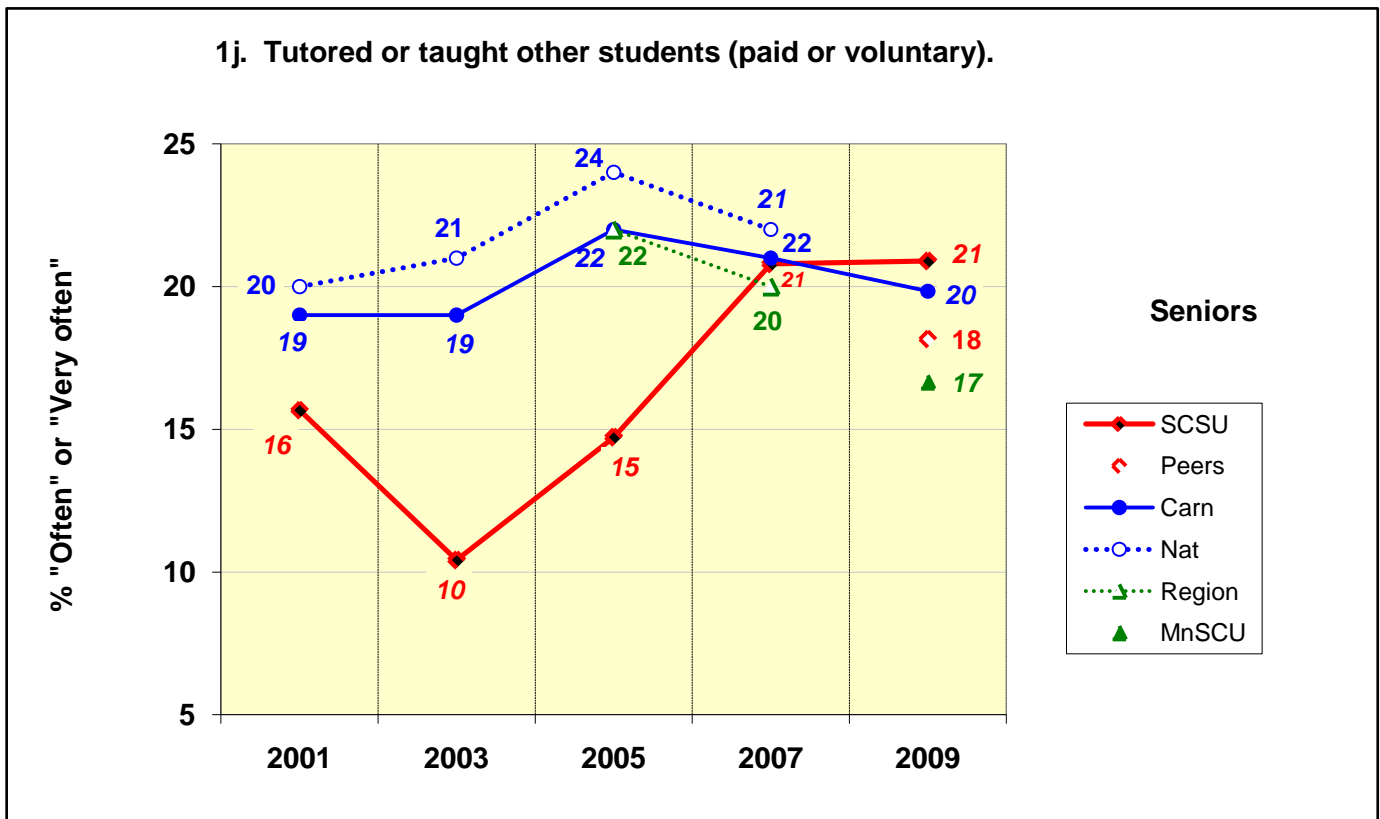
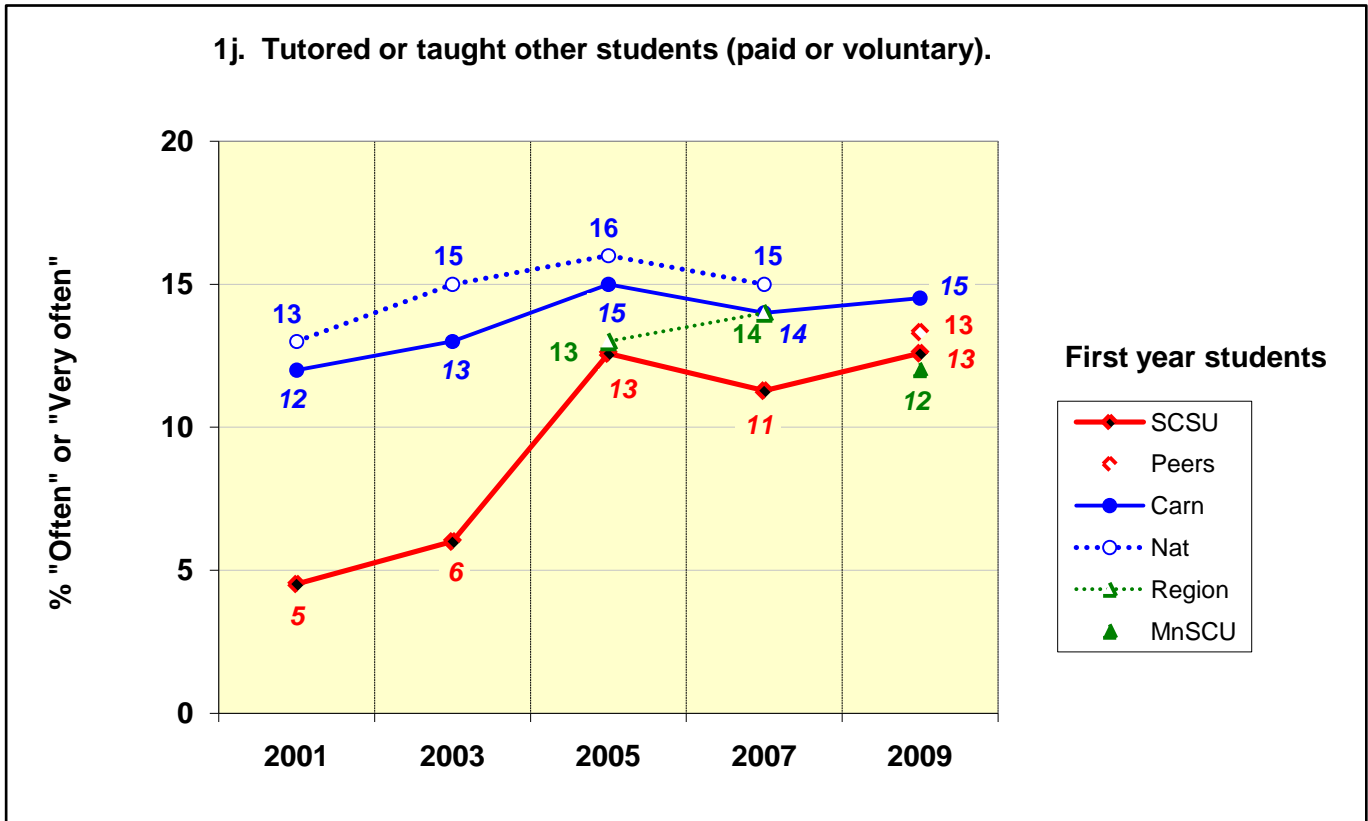
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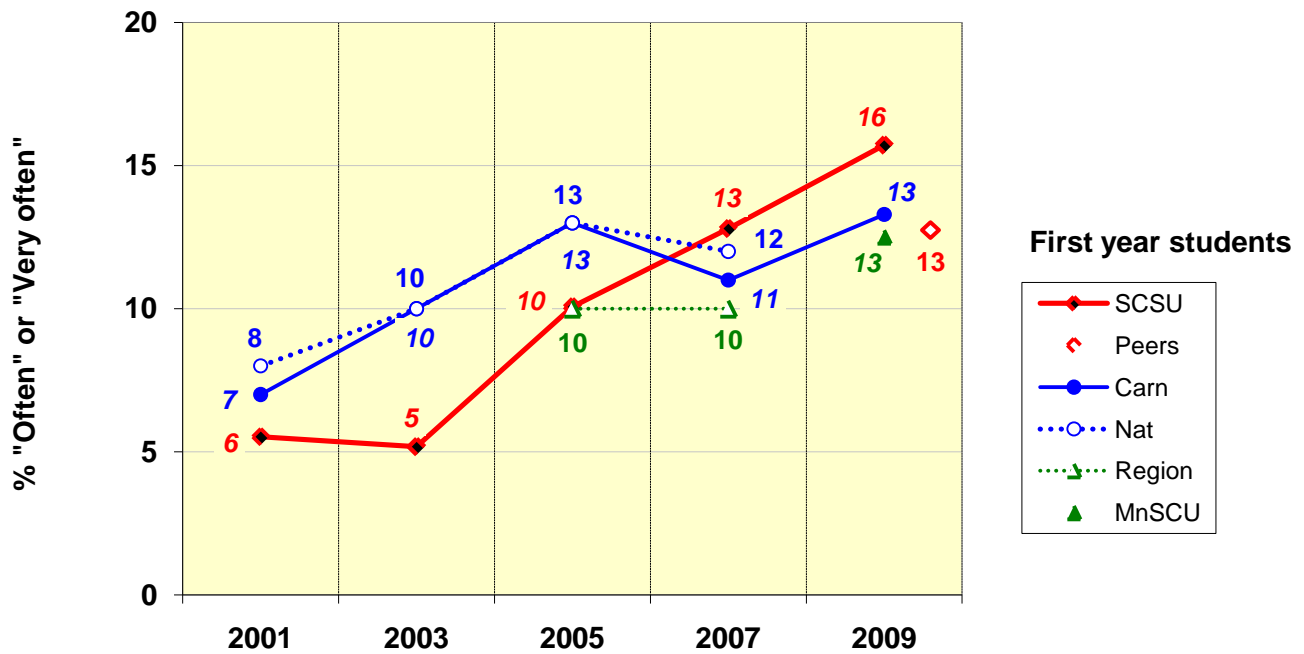


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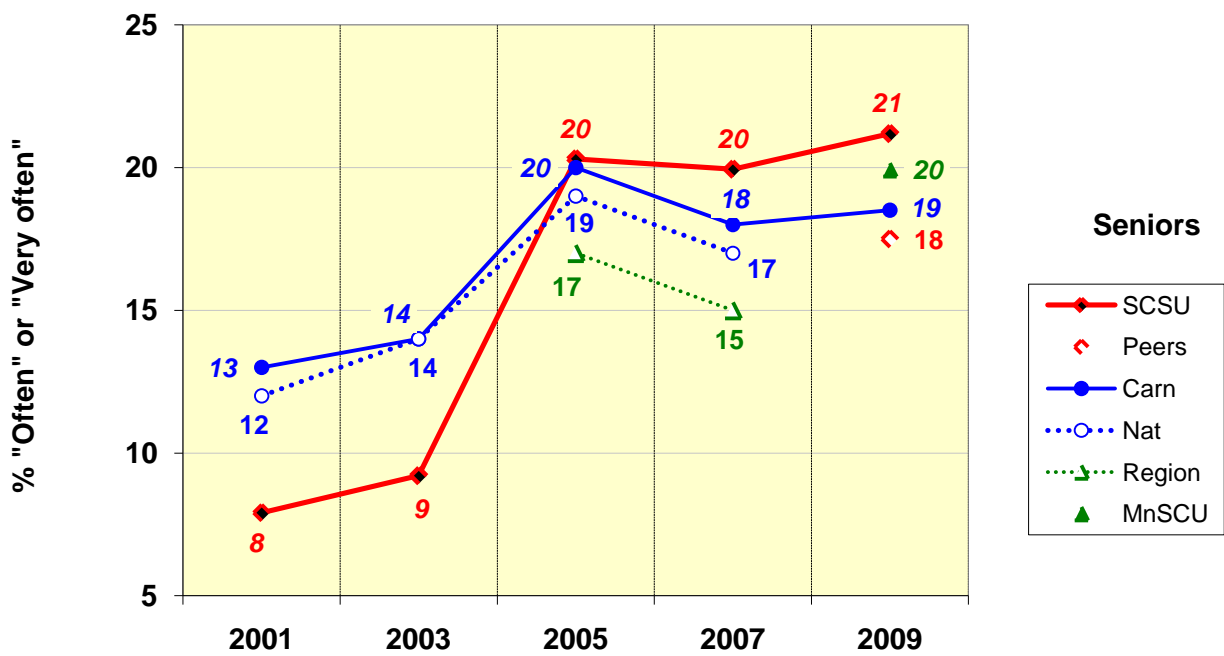


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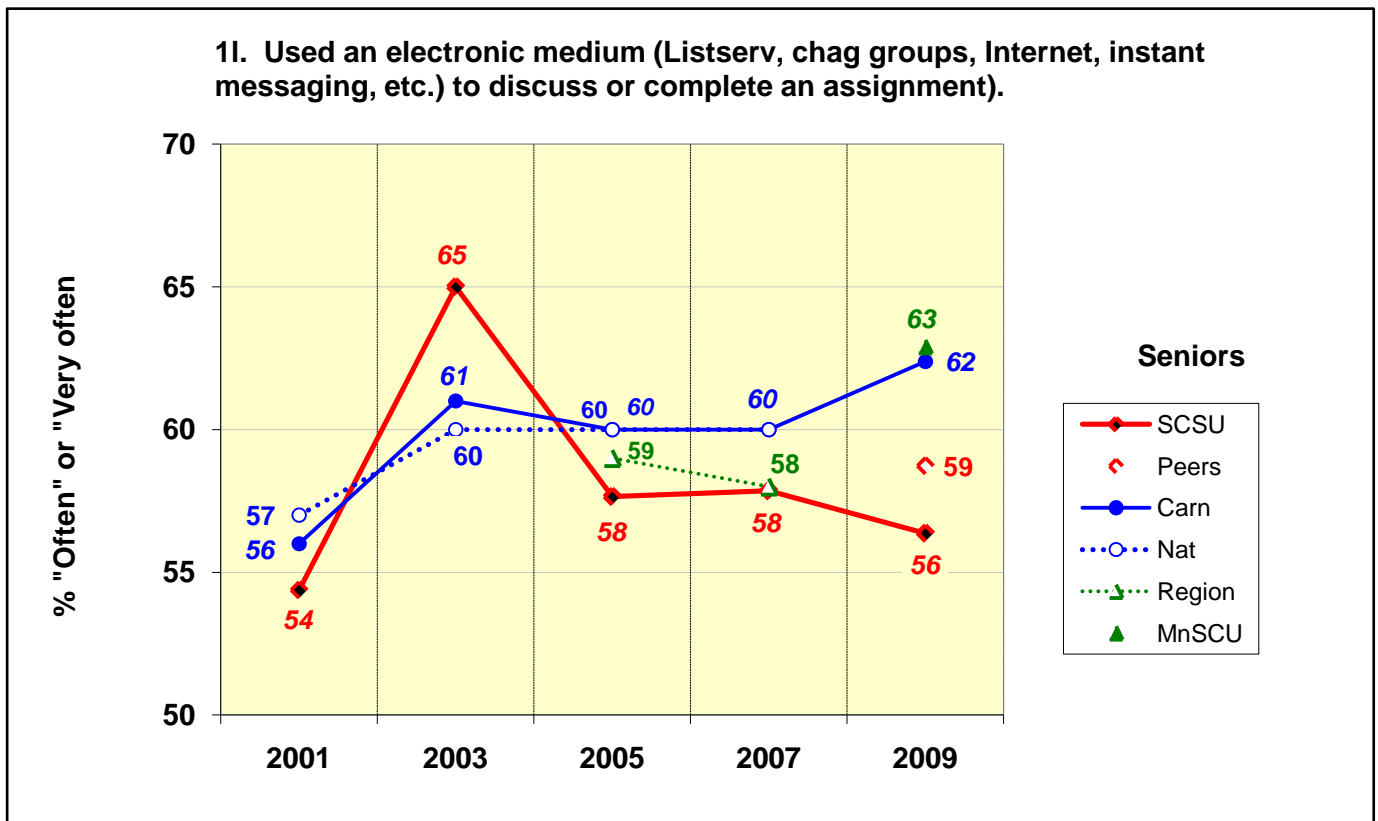
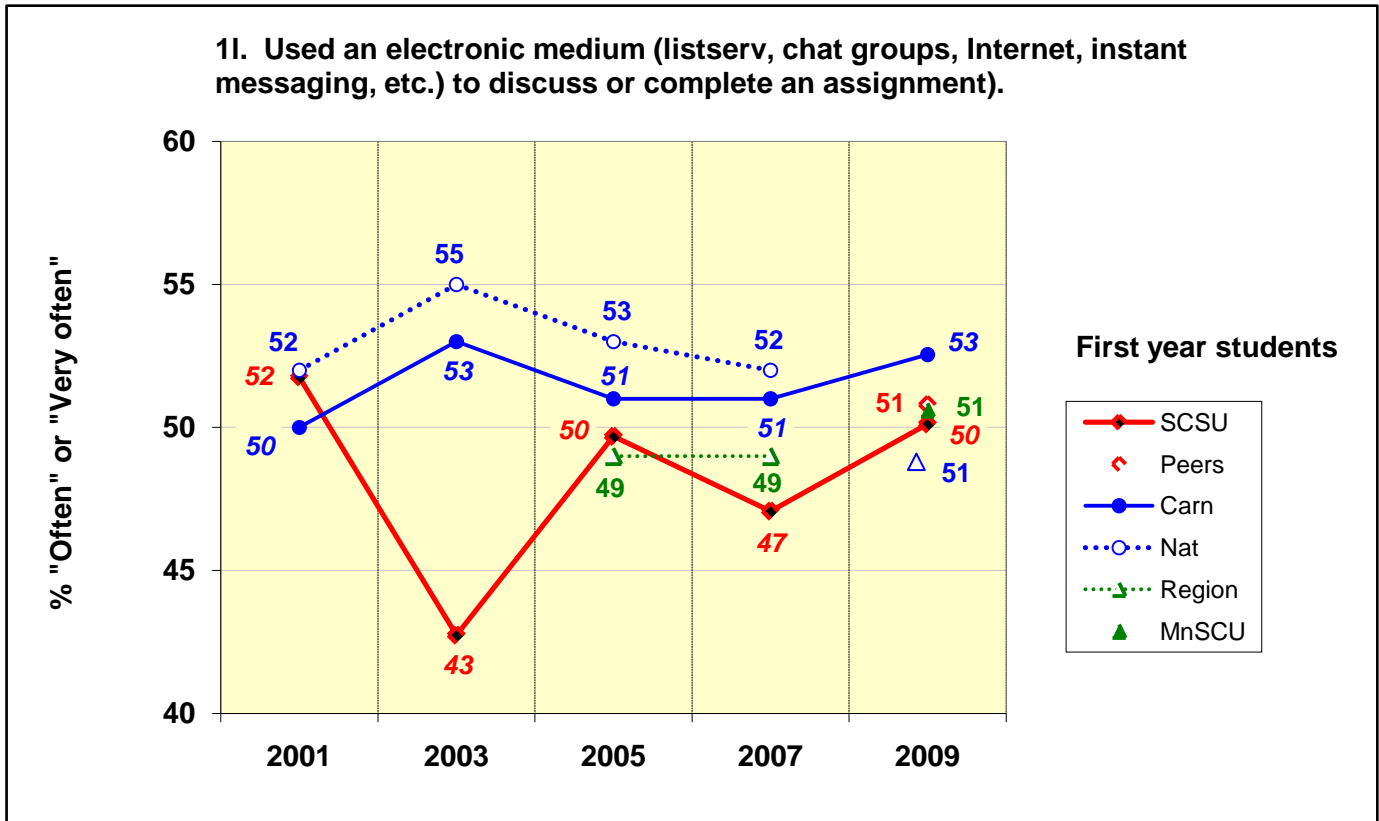
1k. Participated in a community-based project (e.g., service learning) as part of a regular course.



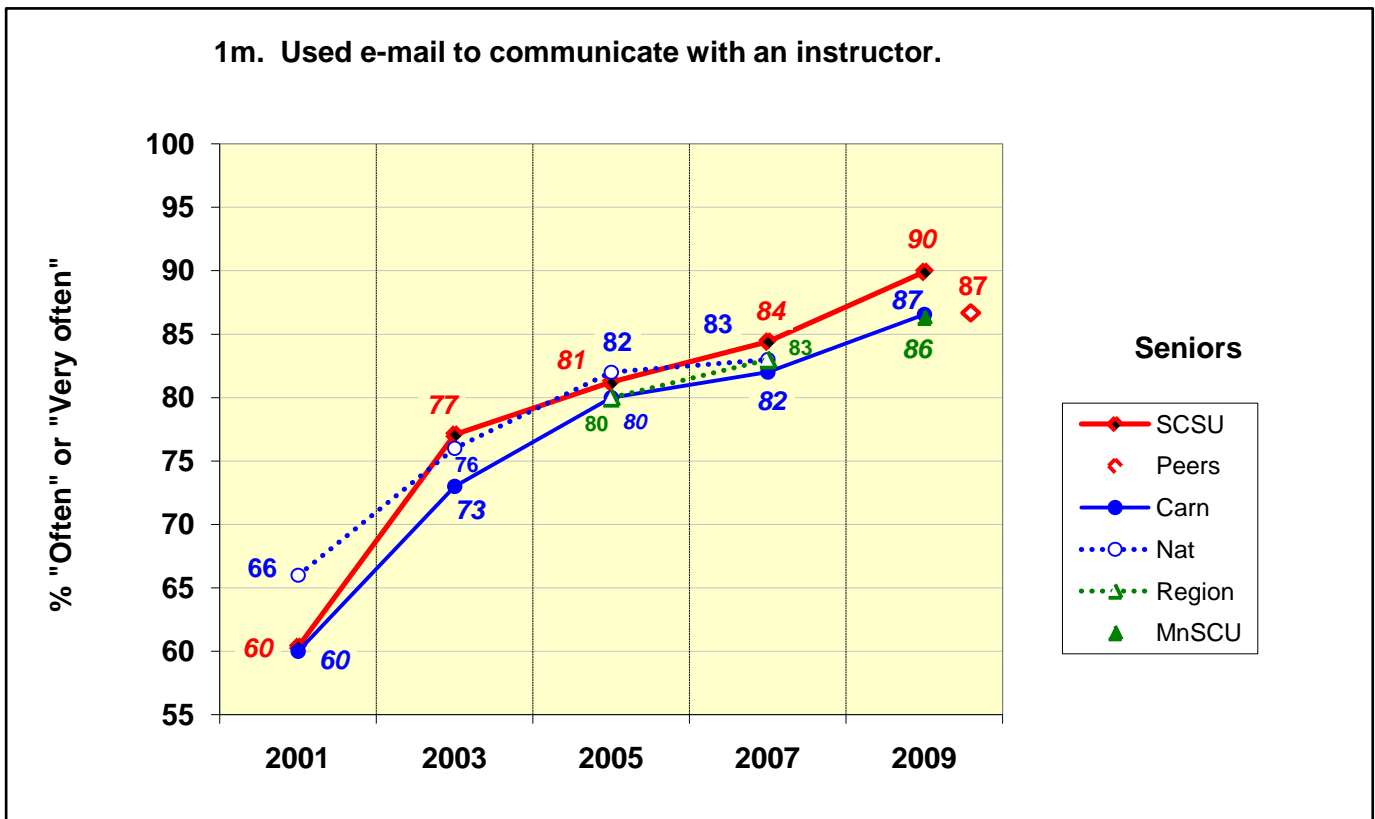
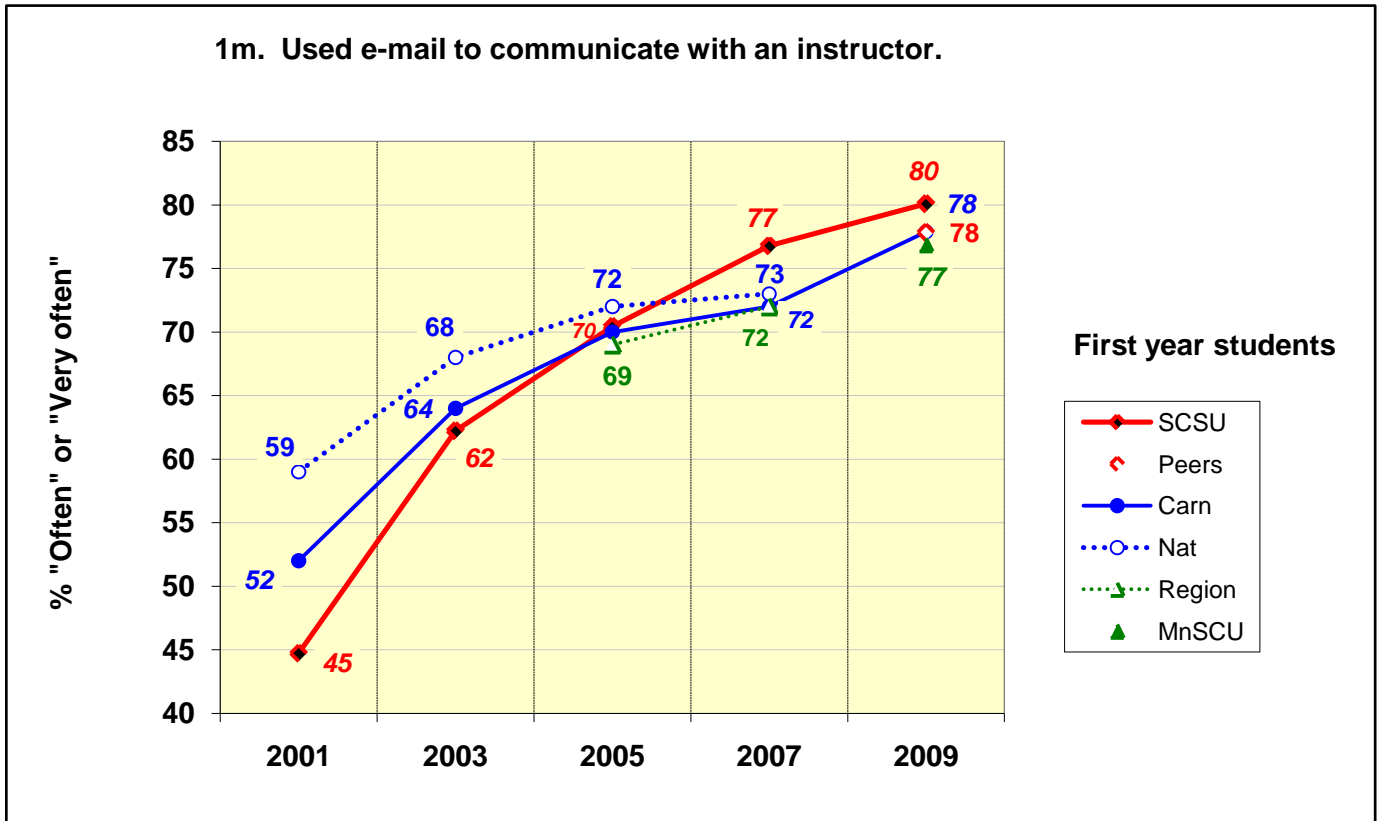
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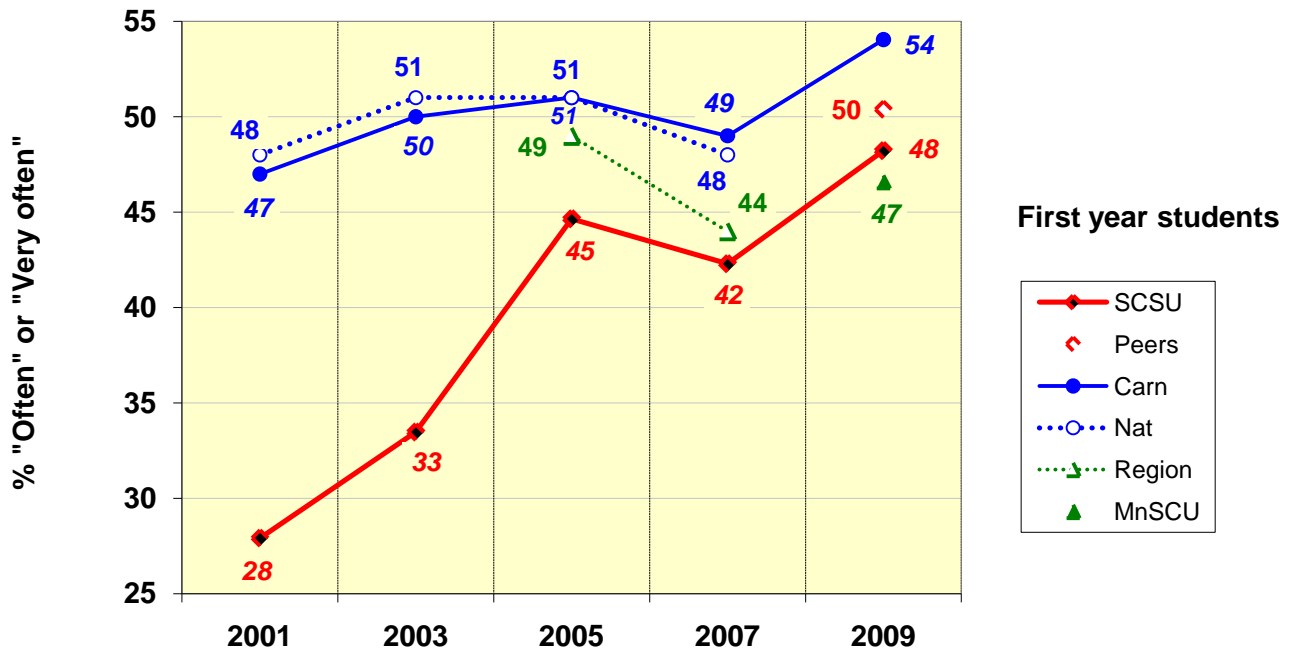


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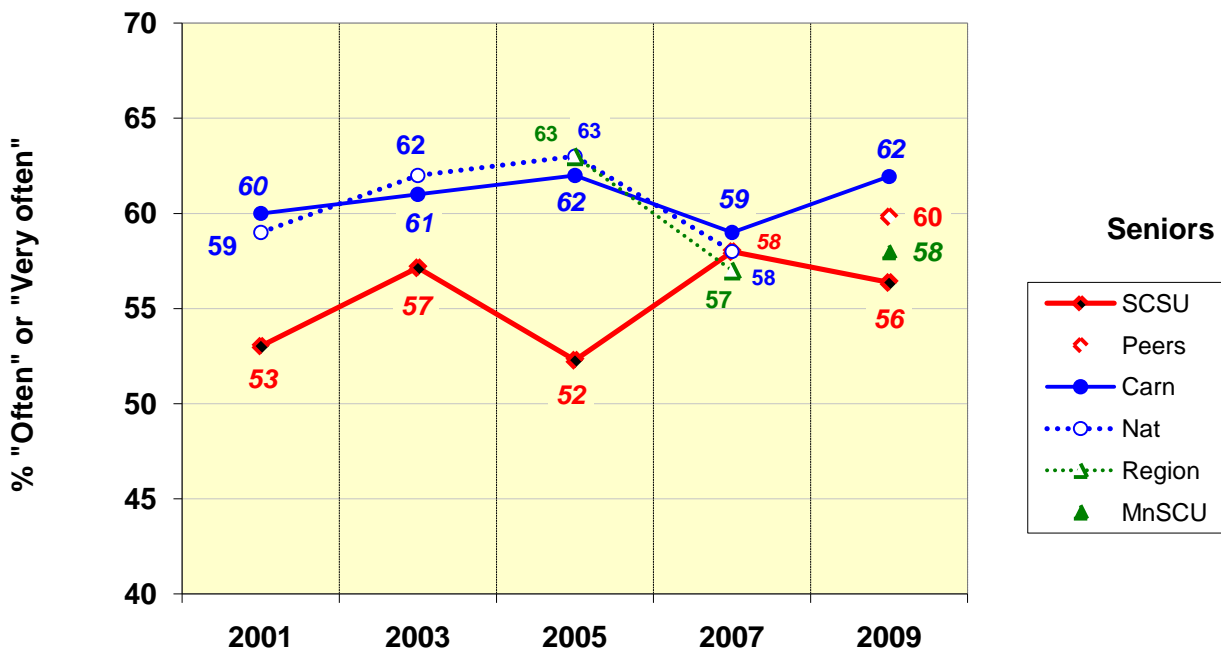


Frequency of students' engagement in activities known to be associated with positive outcomes.

1n. Discussed grades or assignments with an instructor.

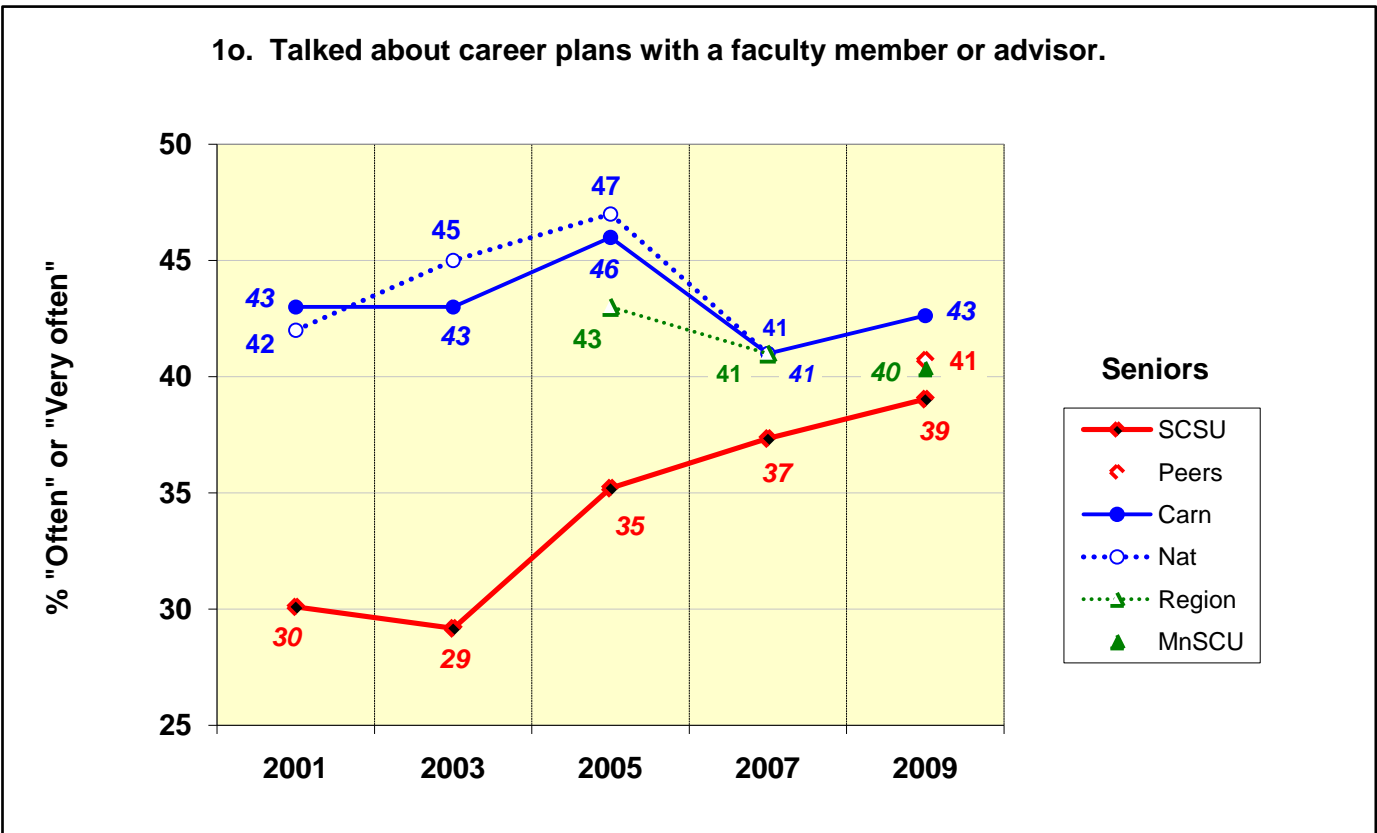
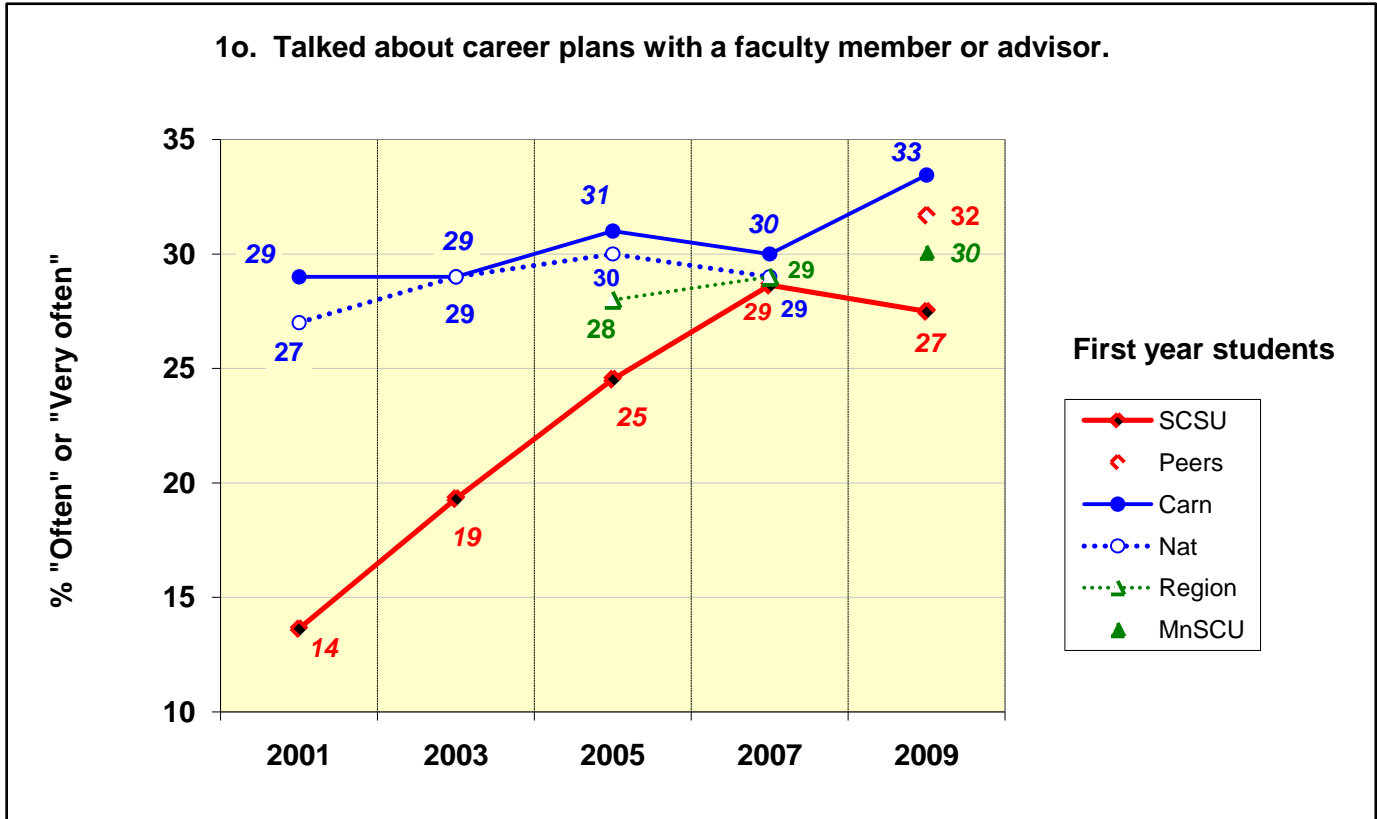


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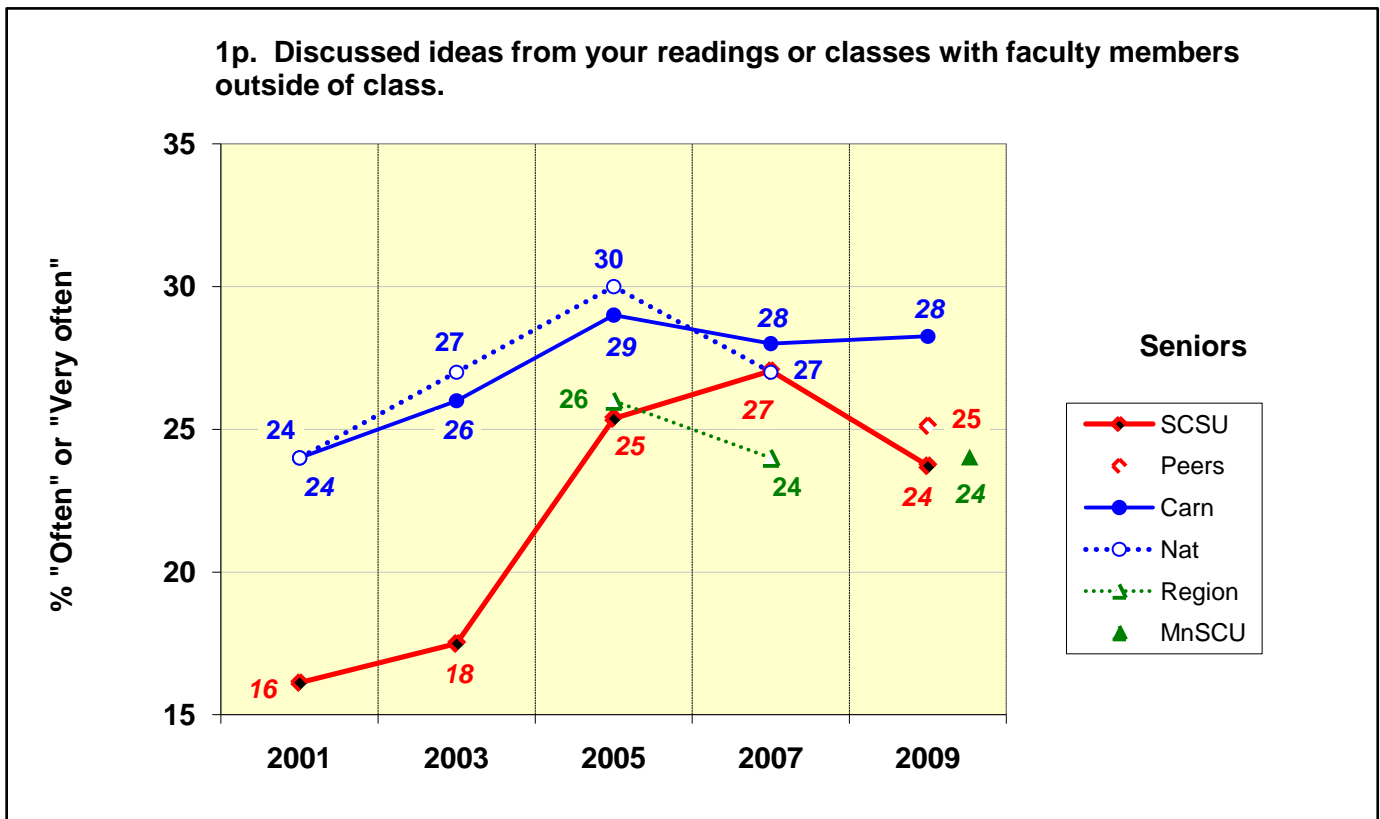
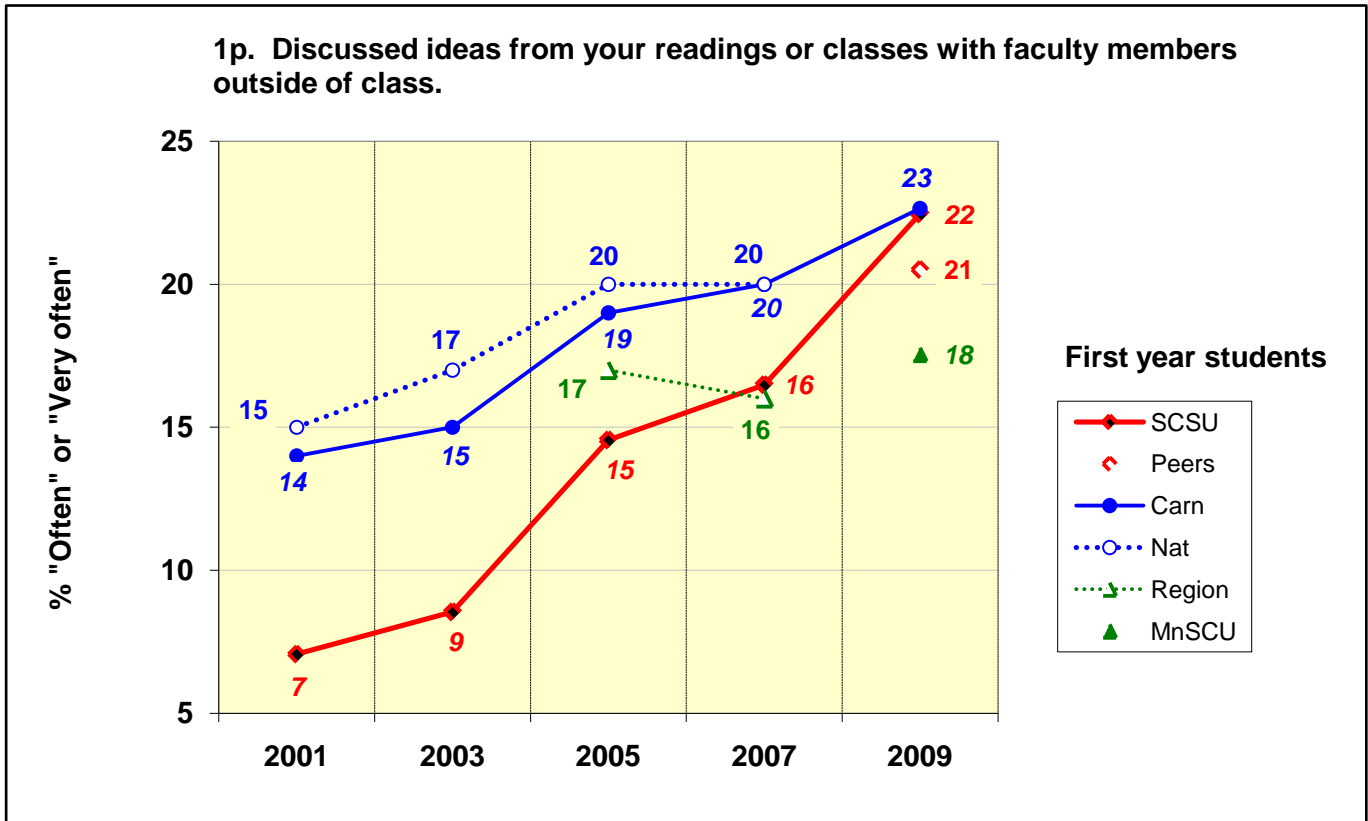




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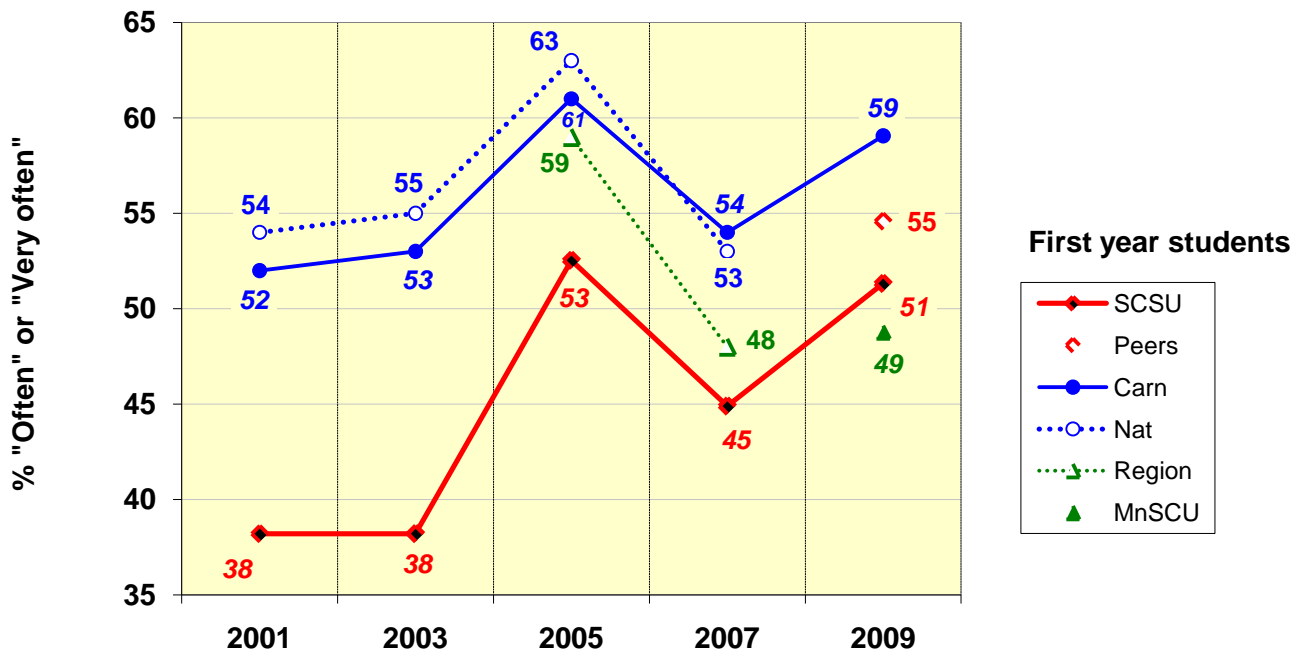


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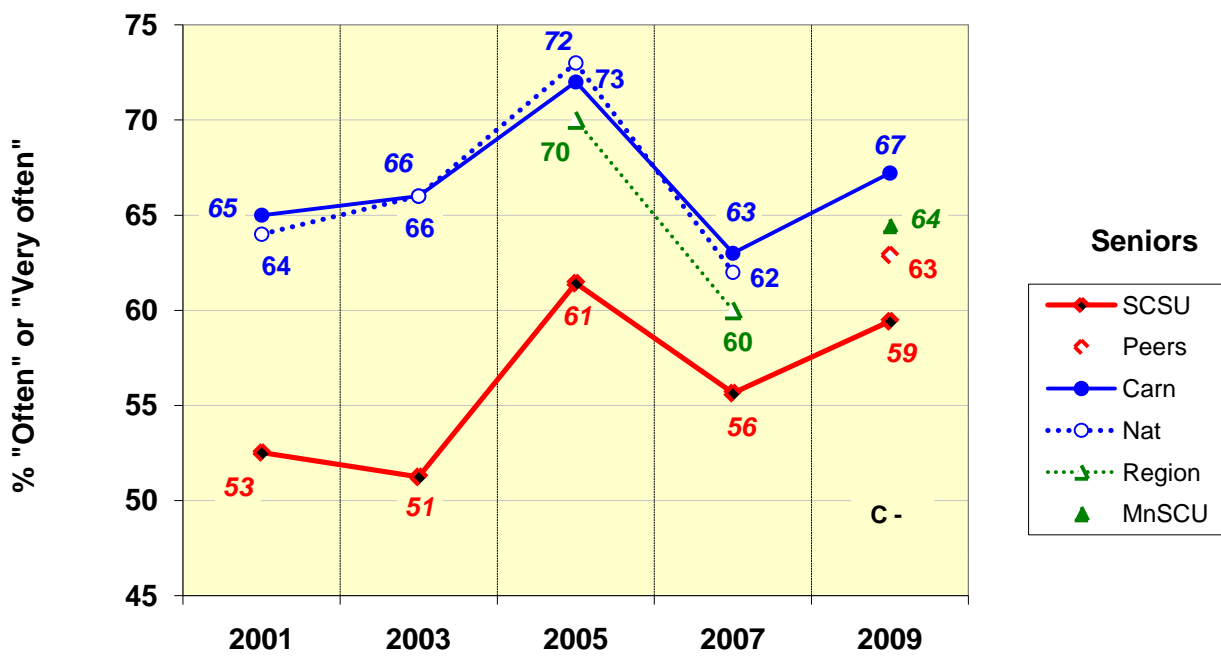


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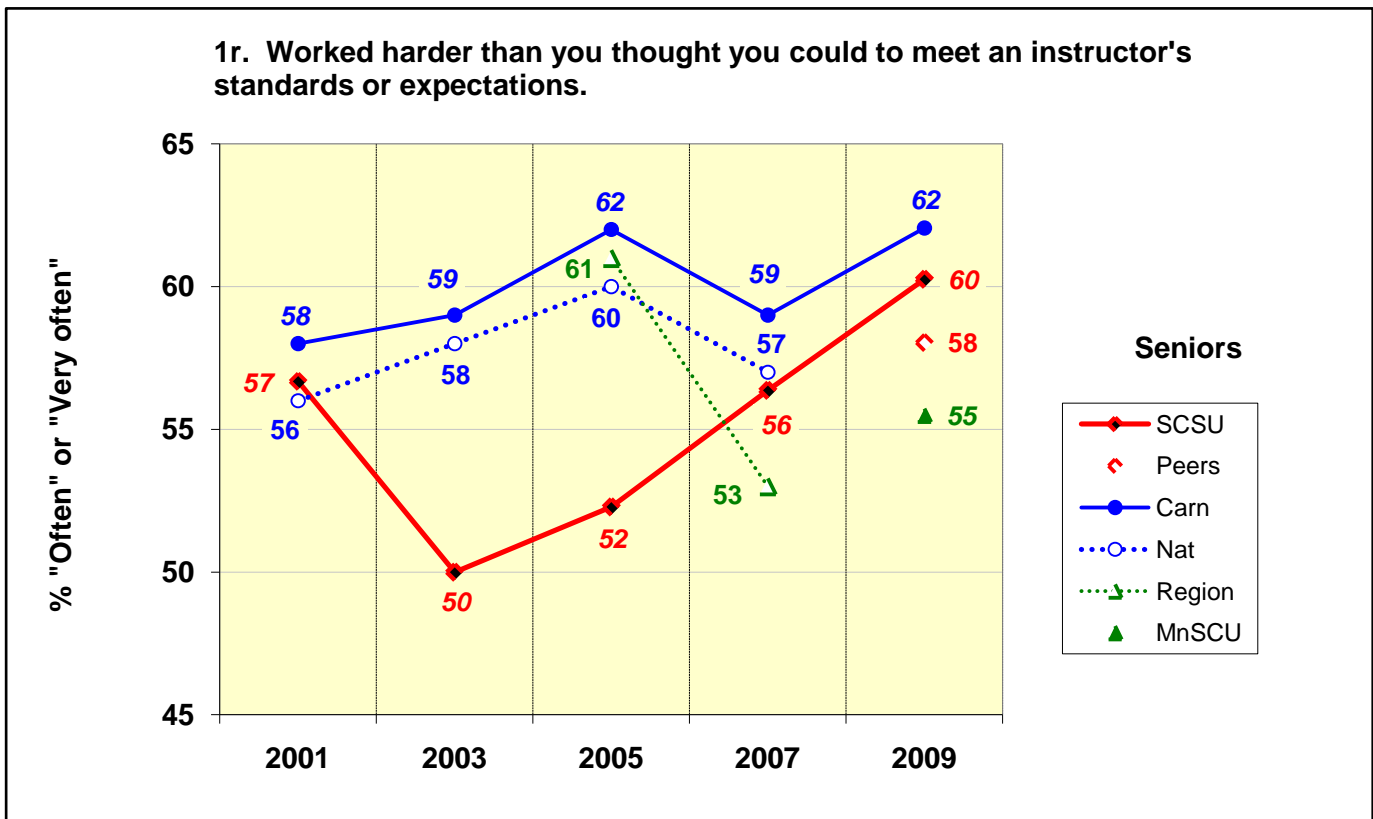
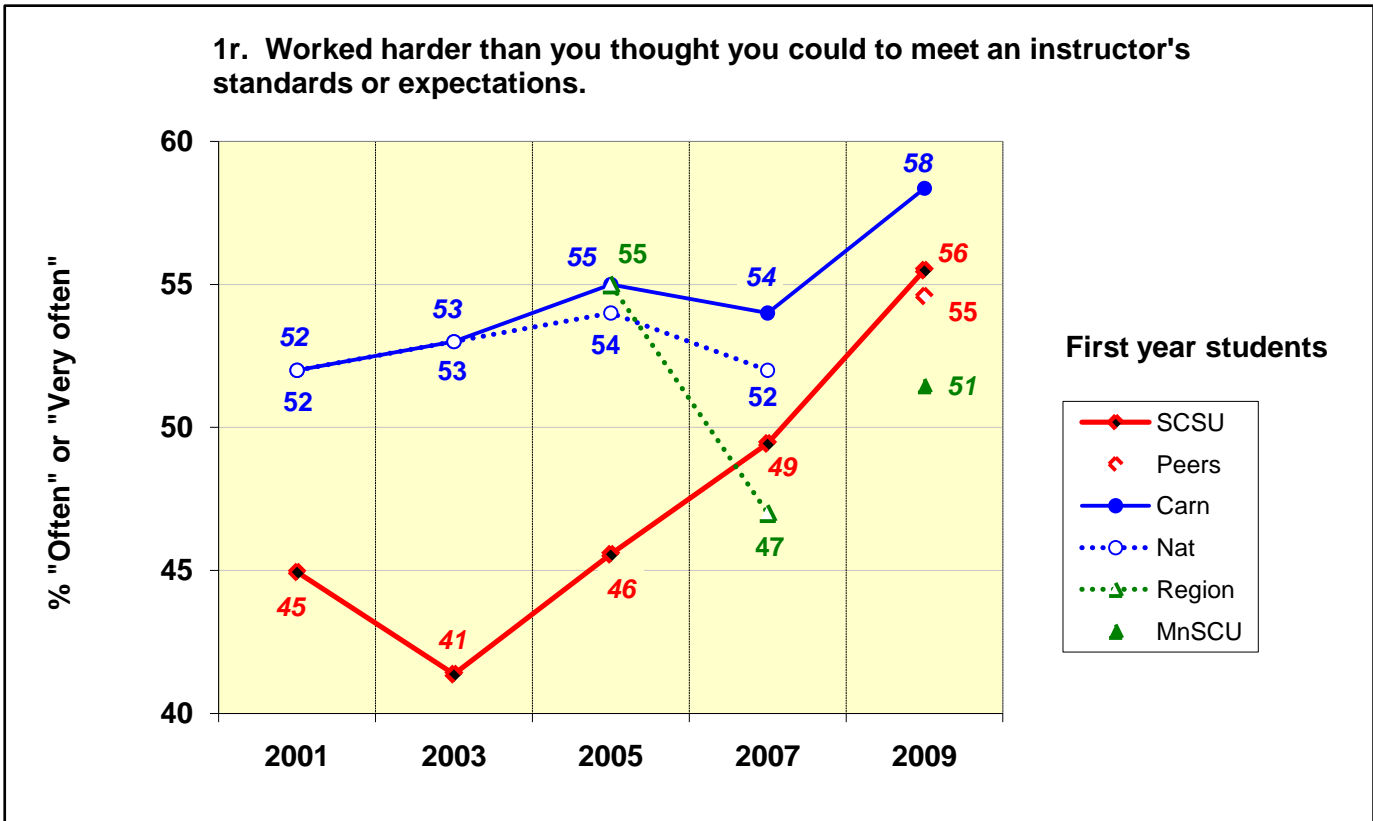
1q. Received prompt feedback from faculty on your academic performance (written or oral).



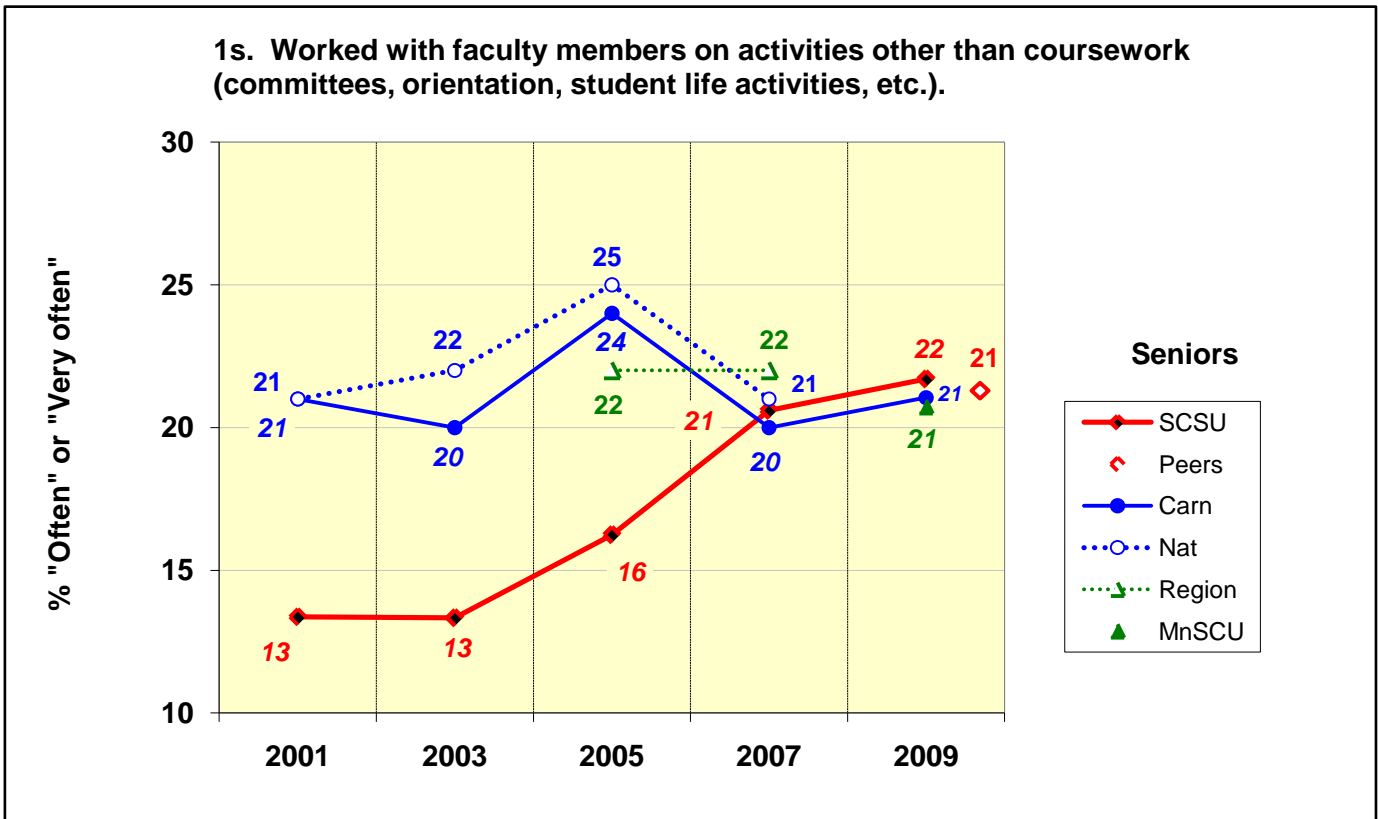
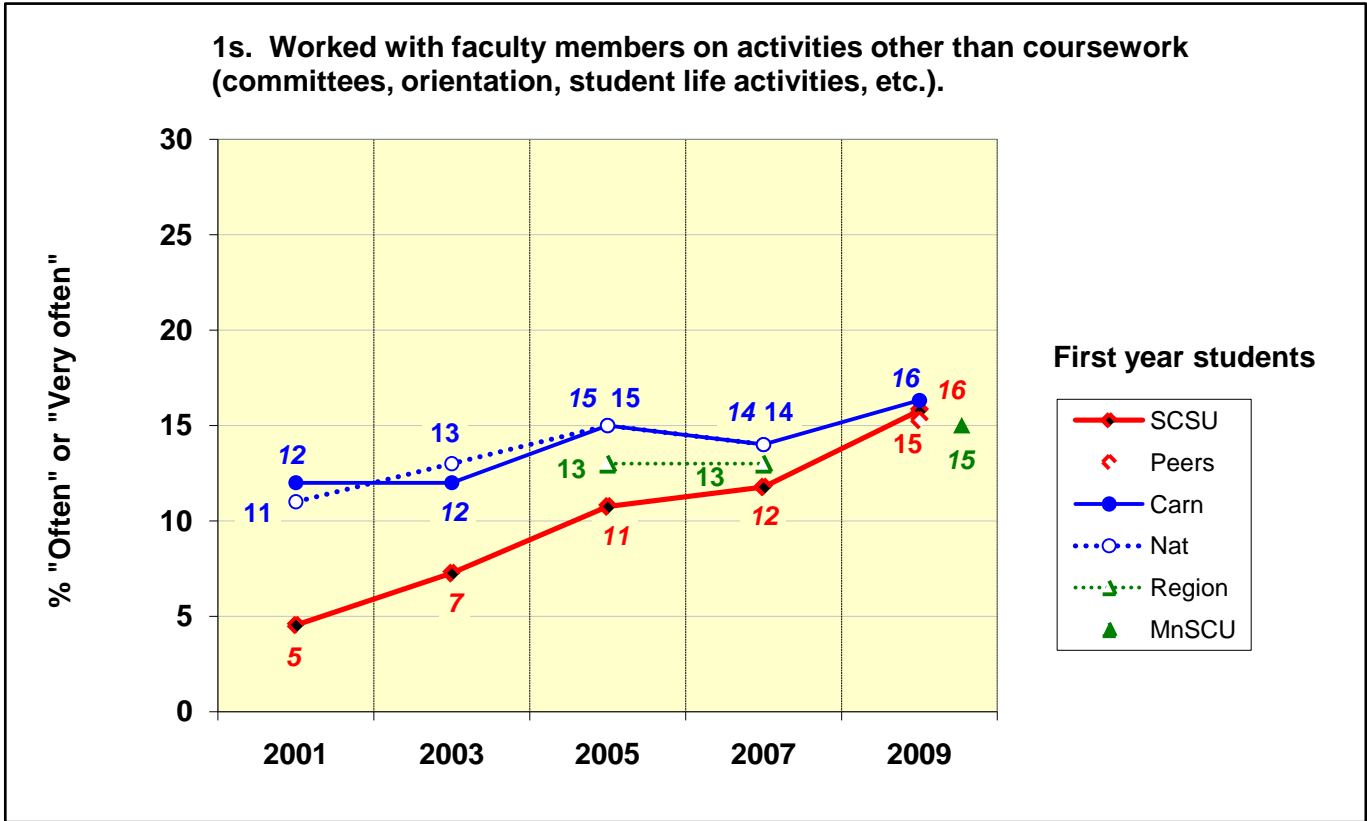
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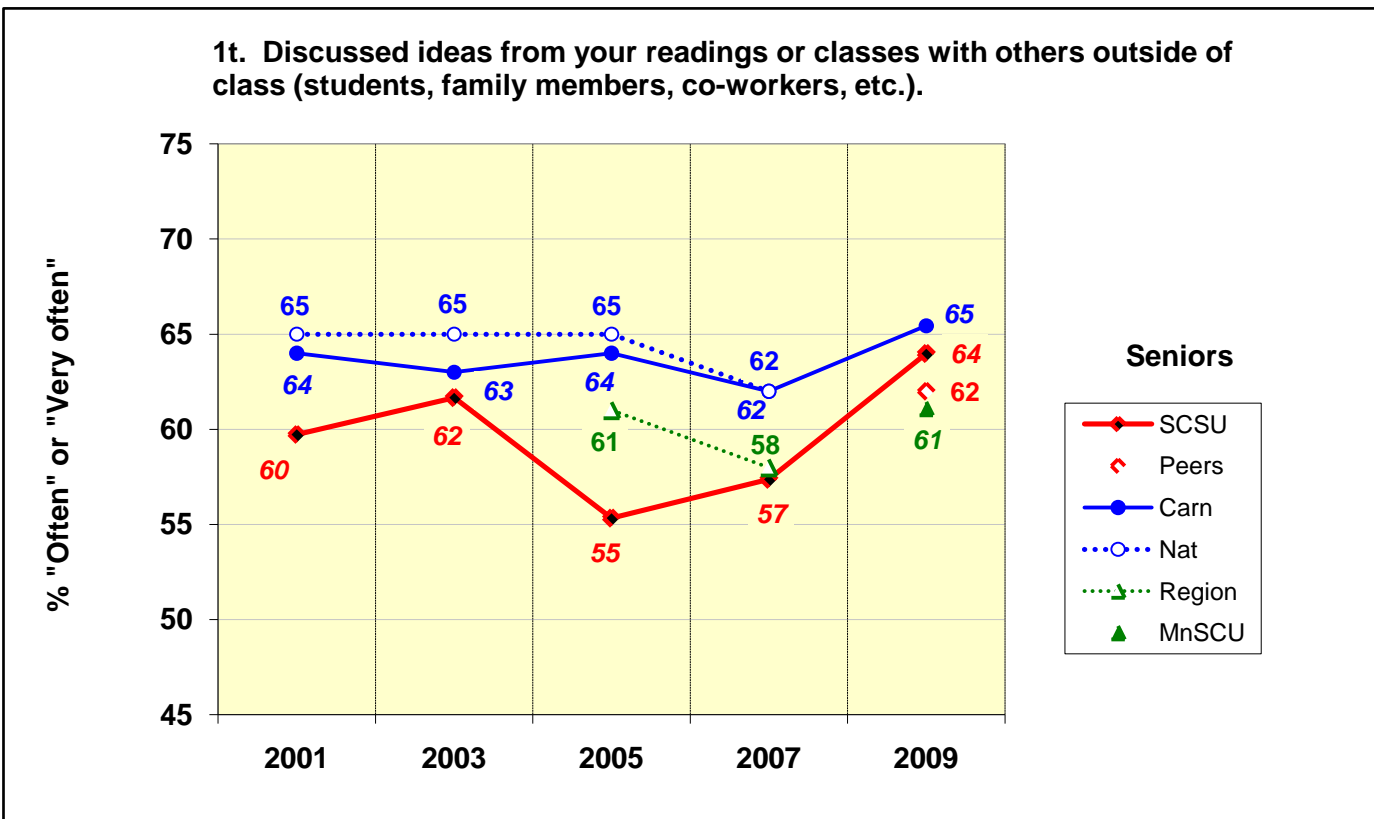
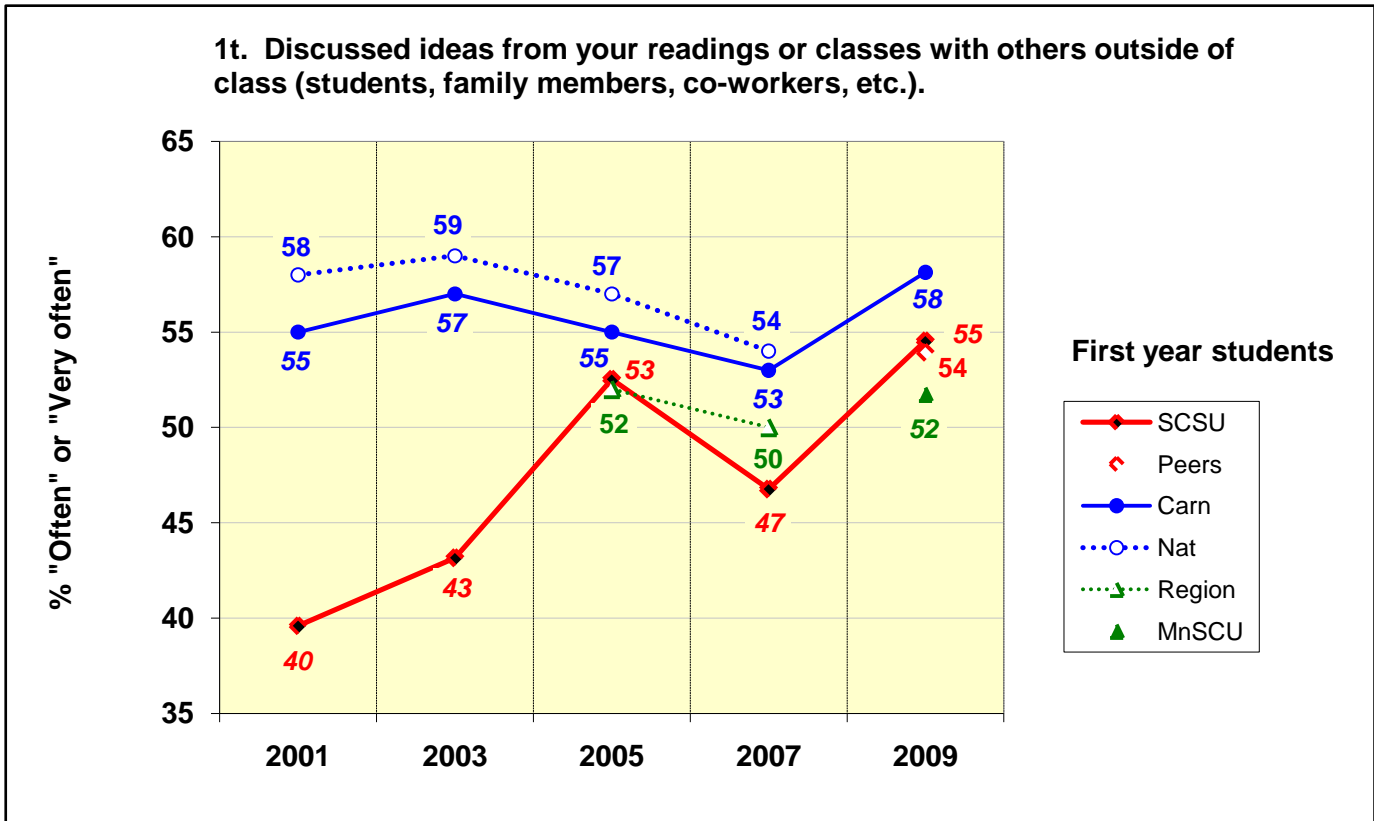
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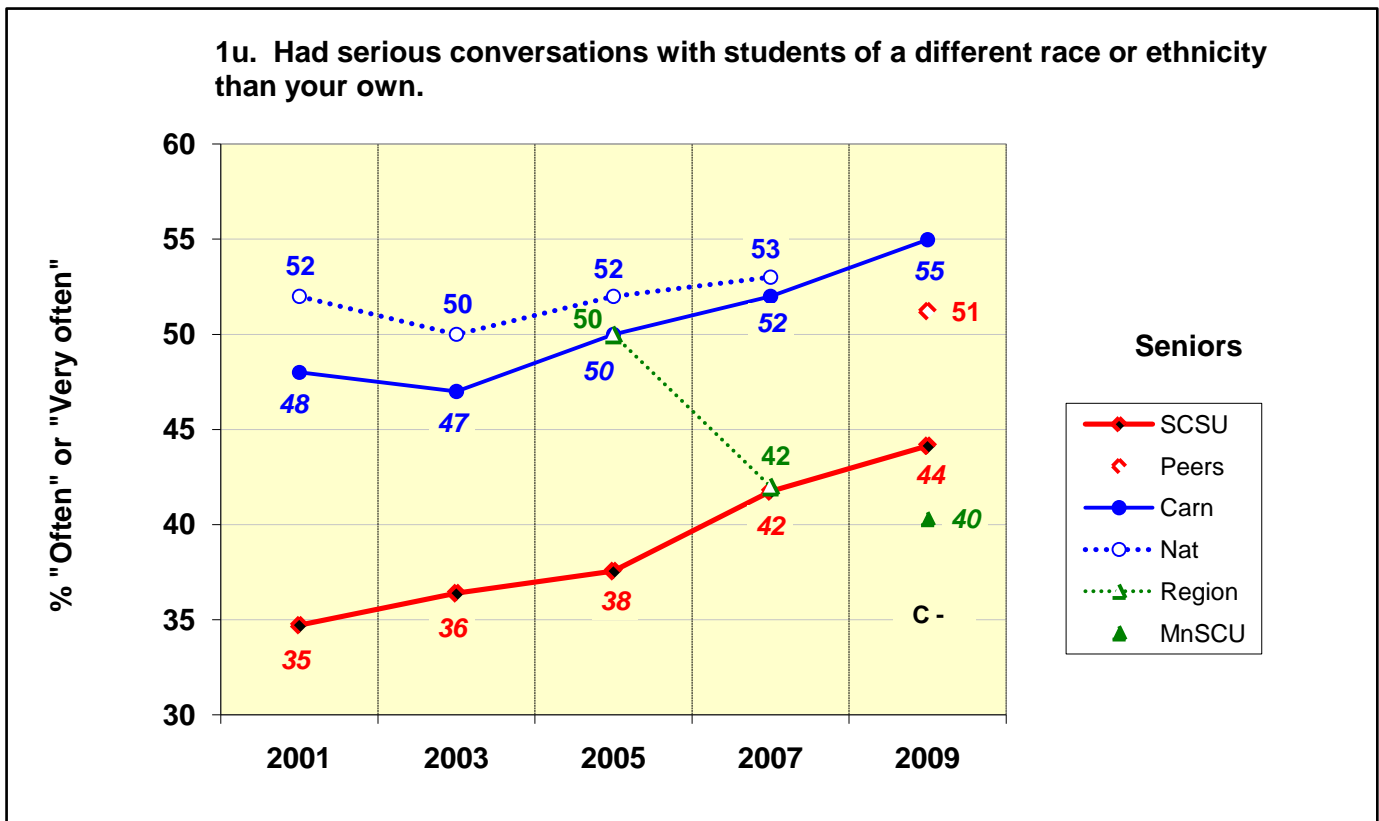
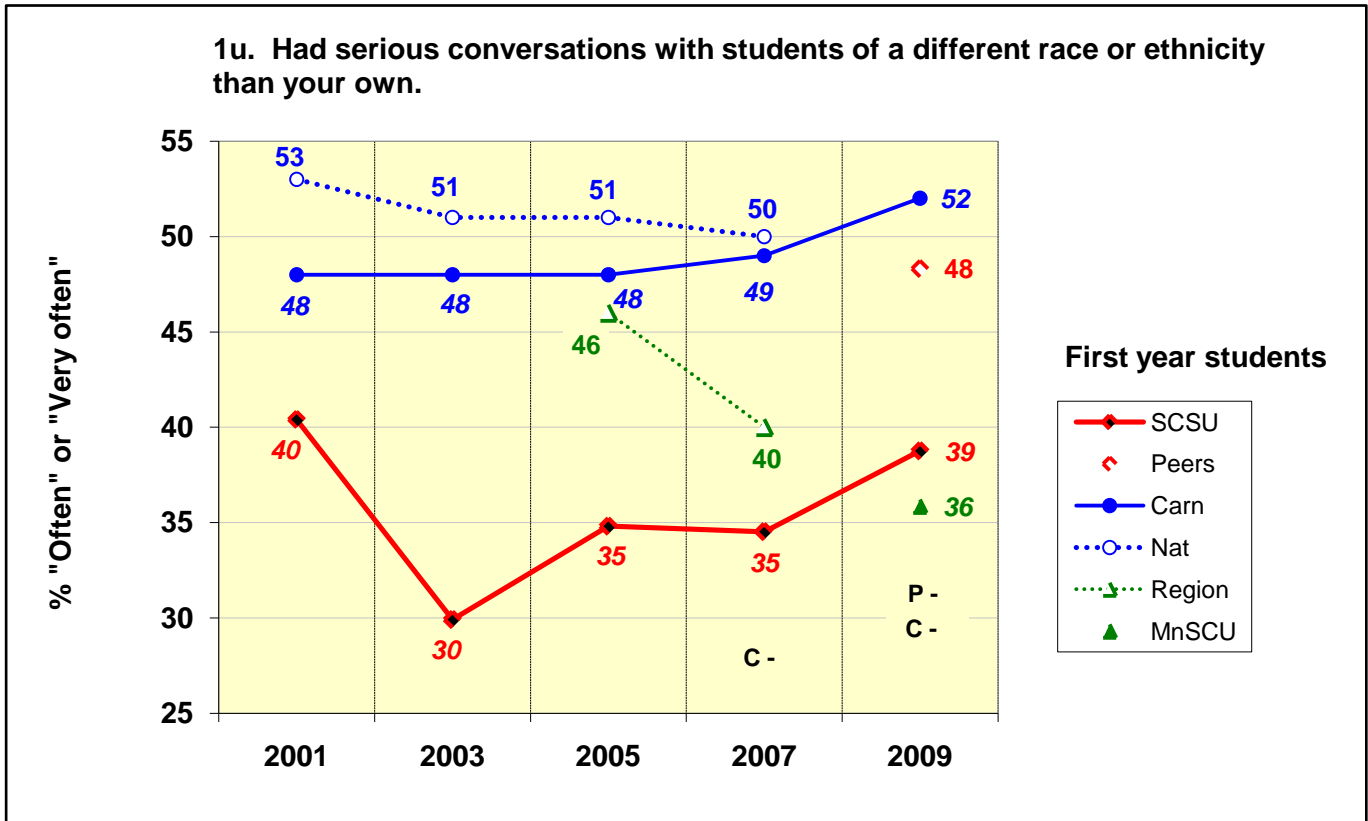
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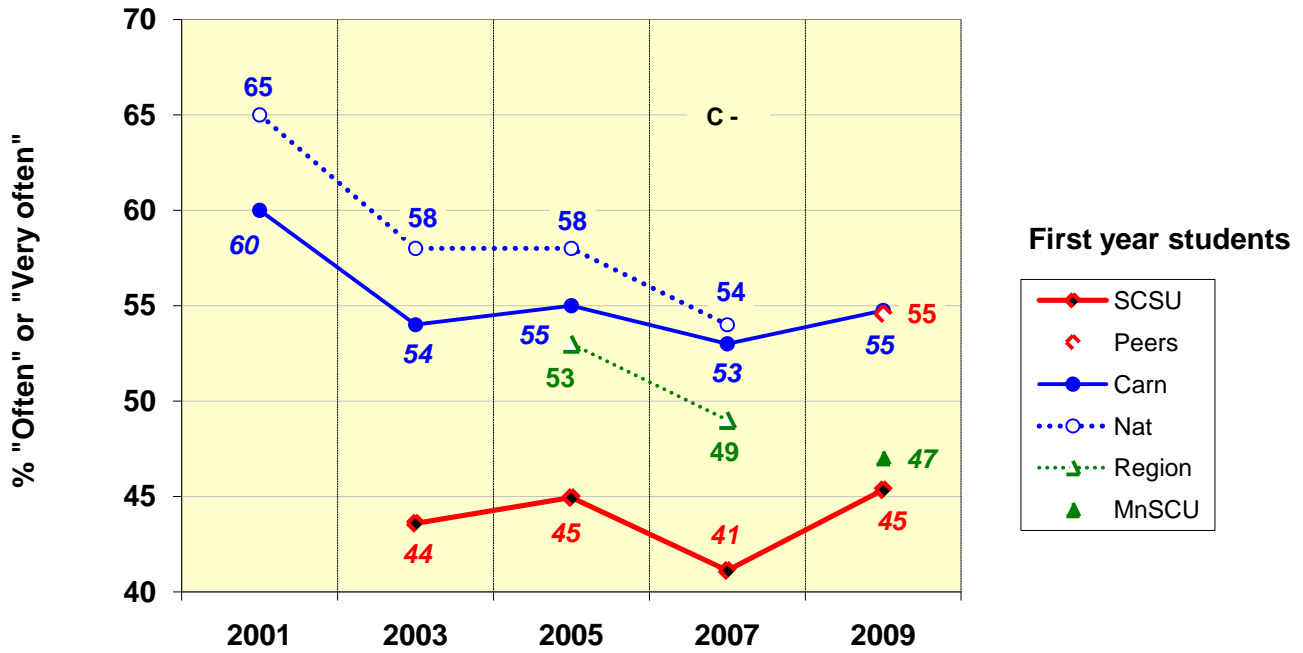


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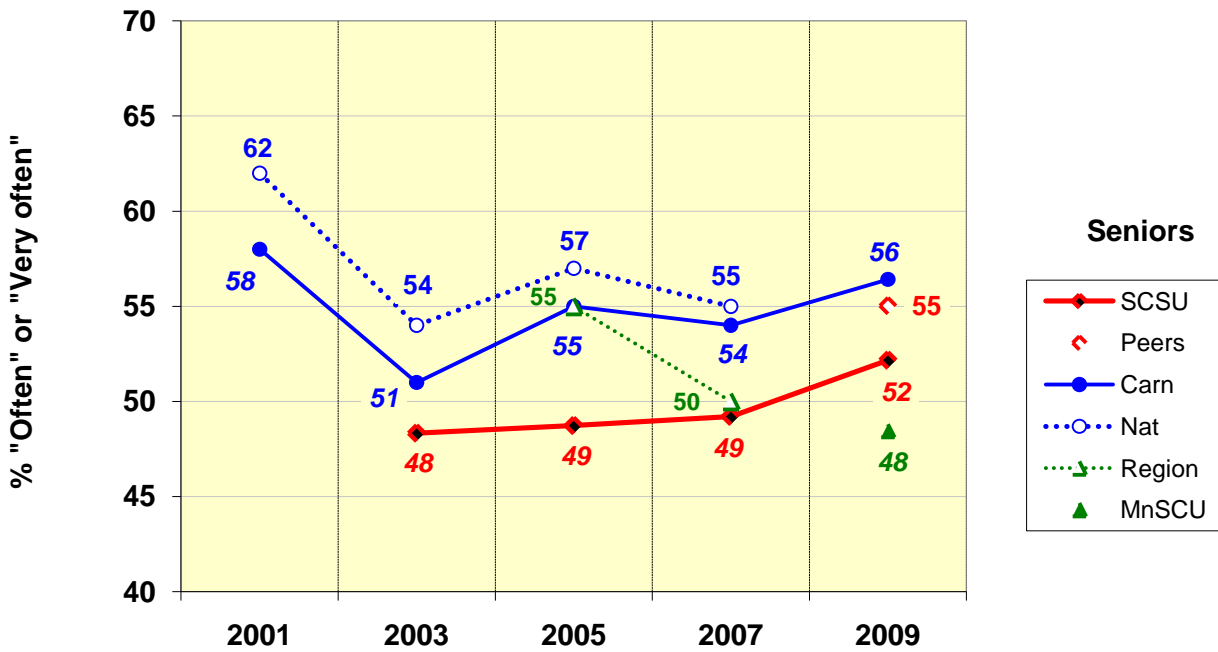


Frequency of students' engagement in activities known to be associated with positive outcomes.

1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.



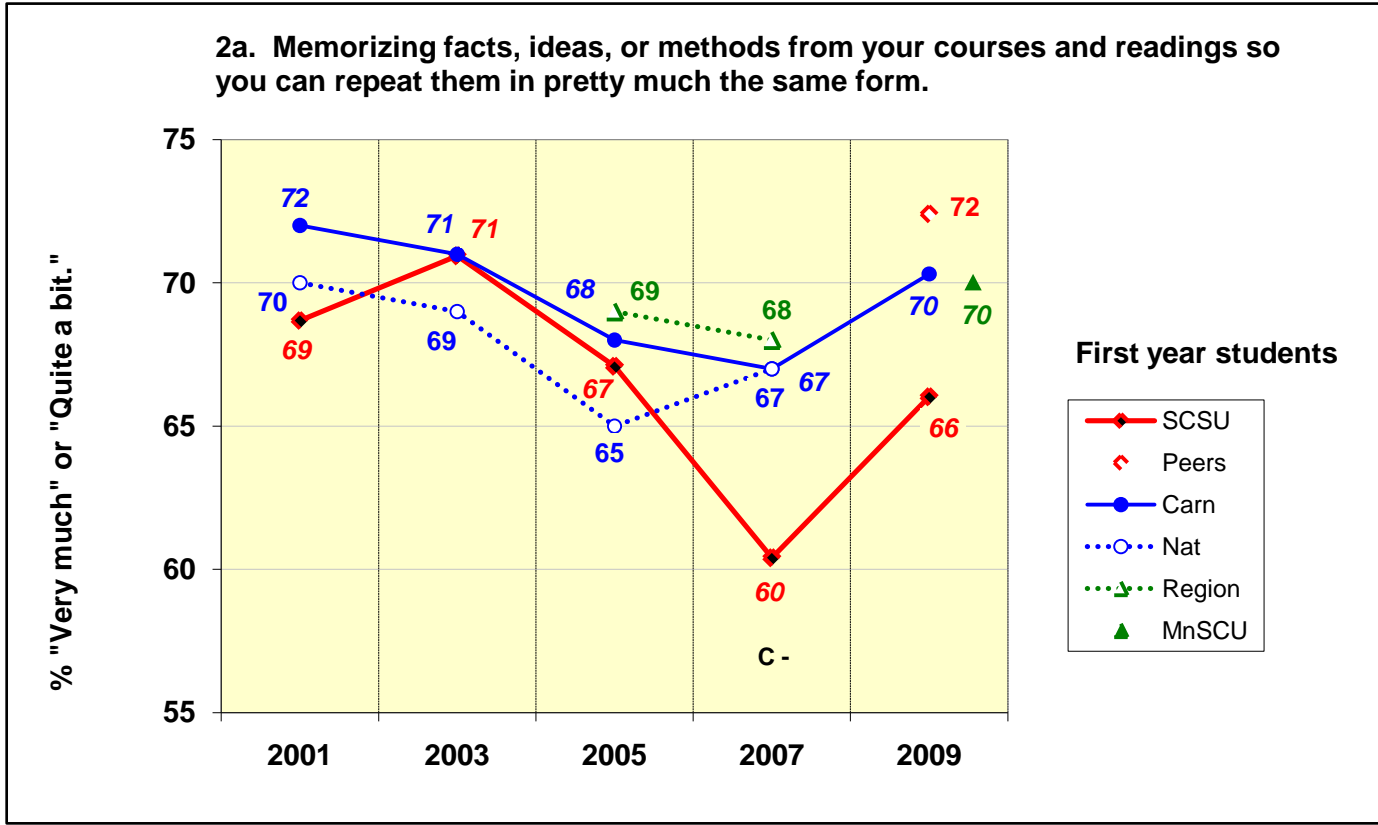
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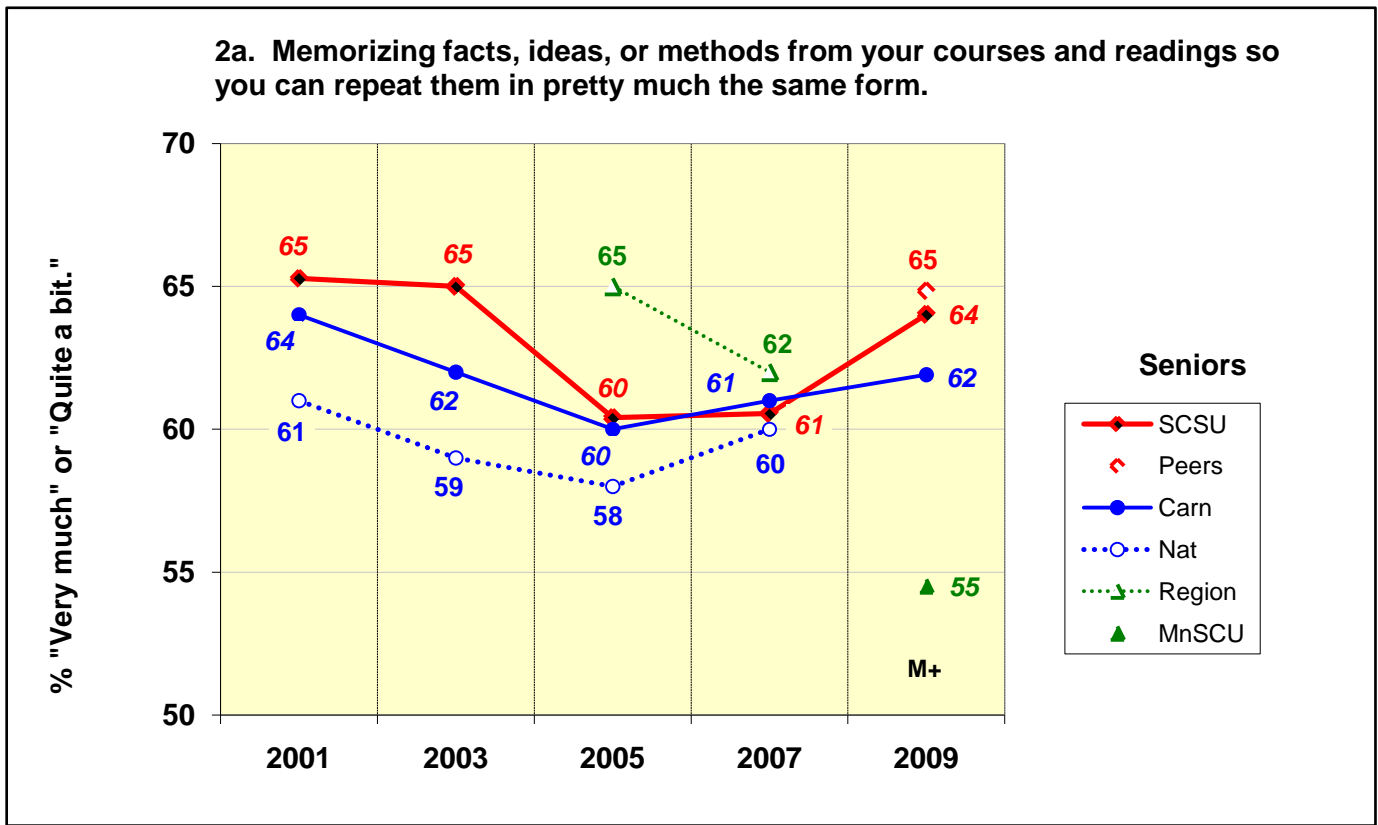


Degree of cognitive emphases in coursework.

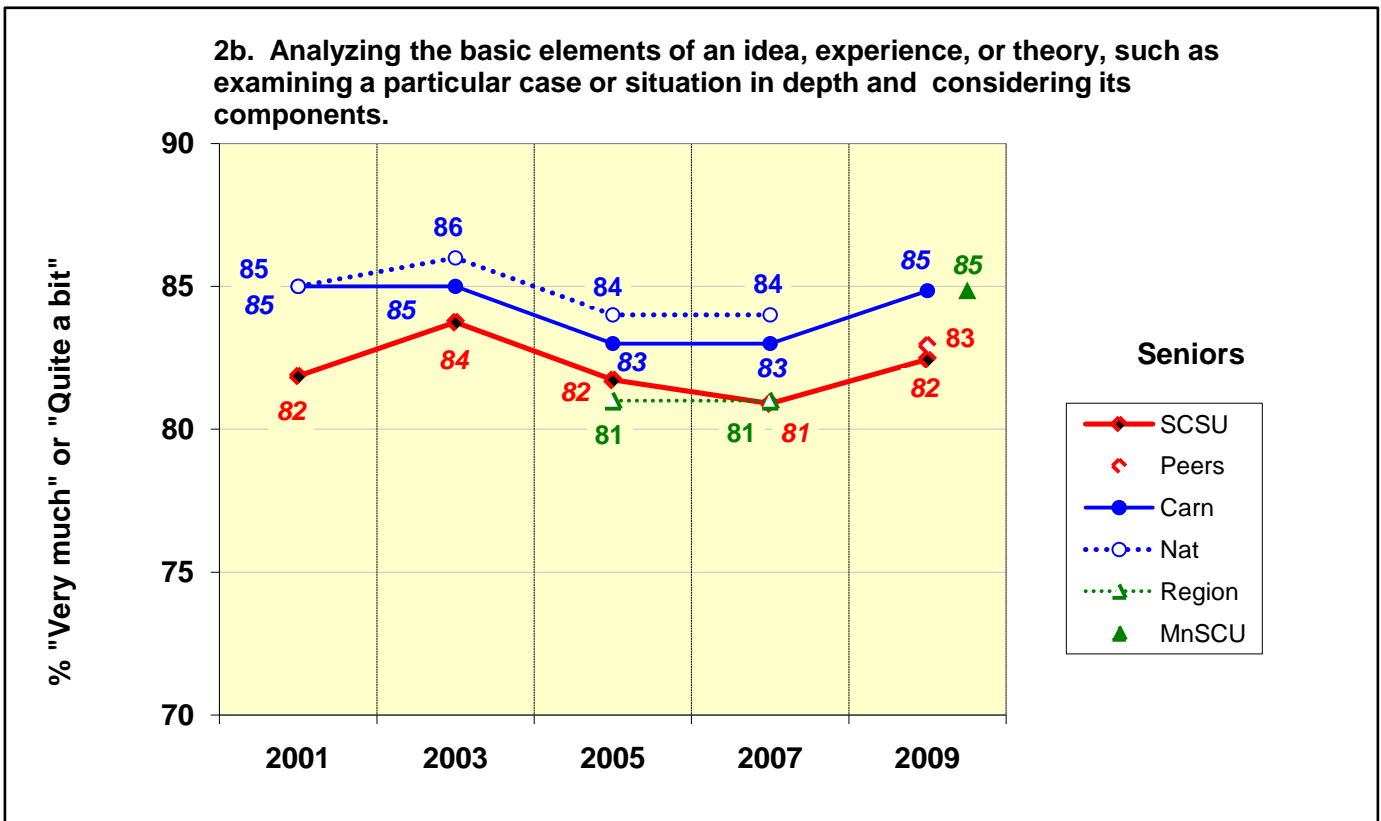
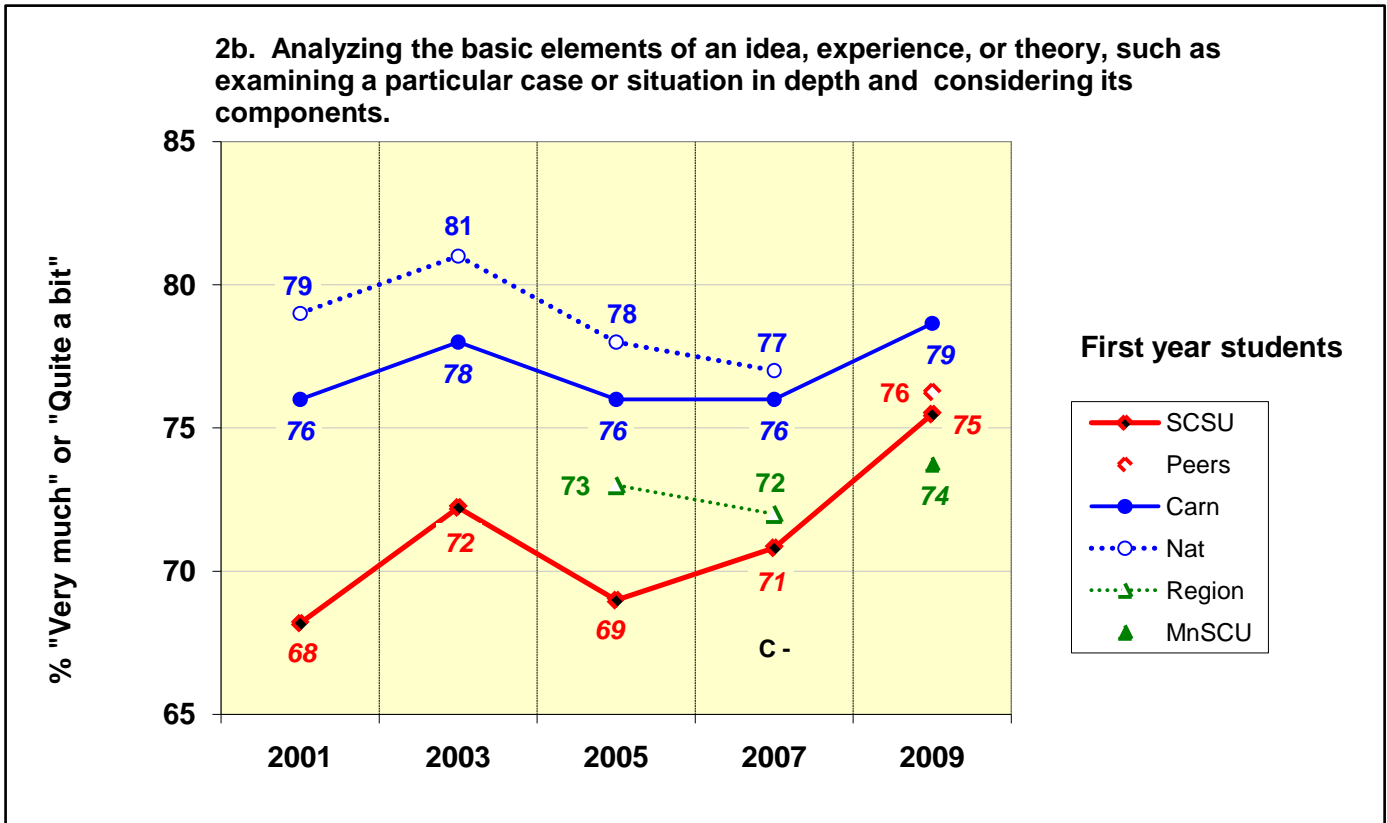
2a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.



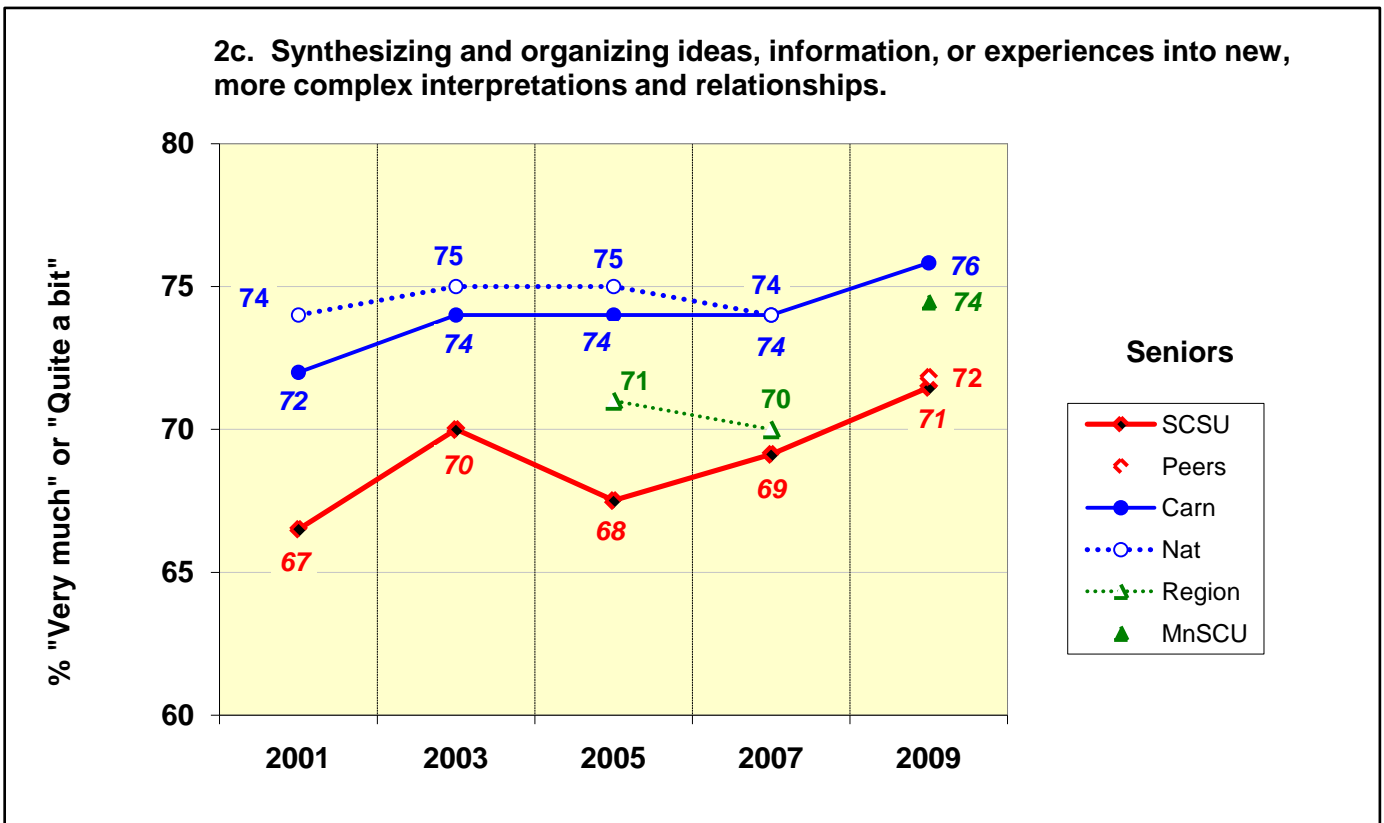
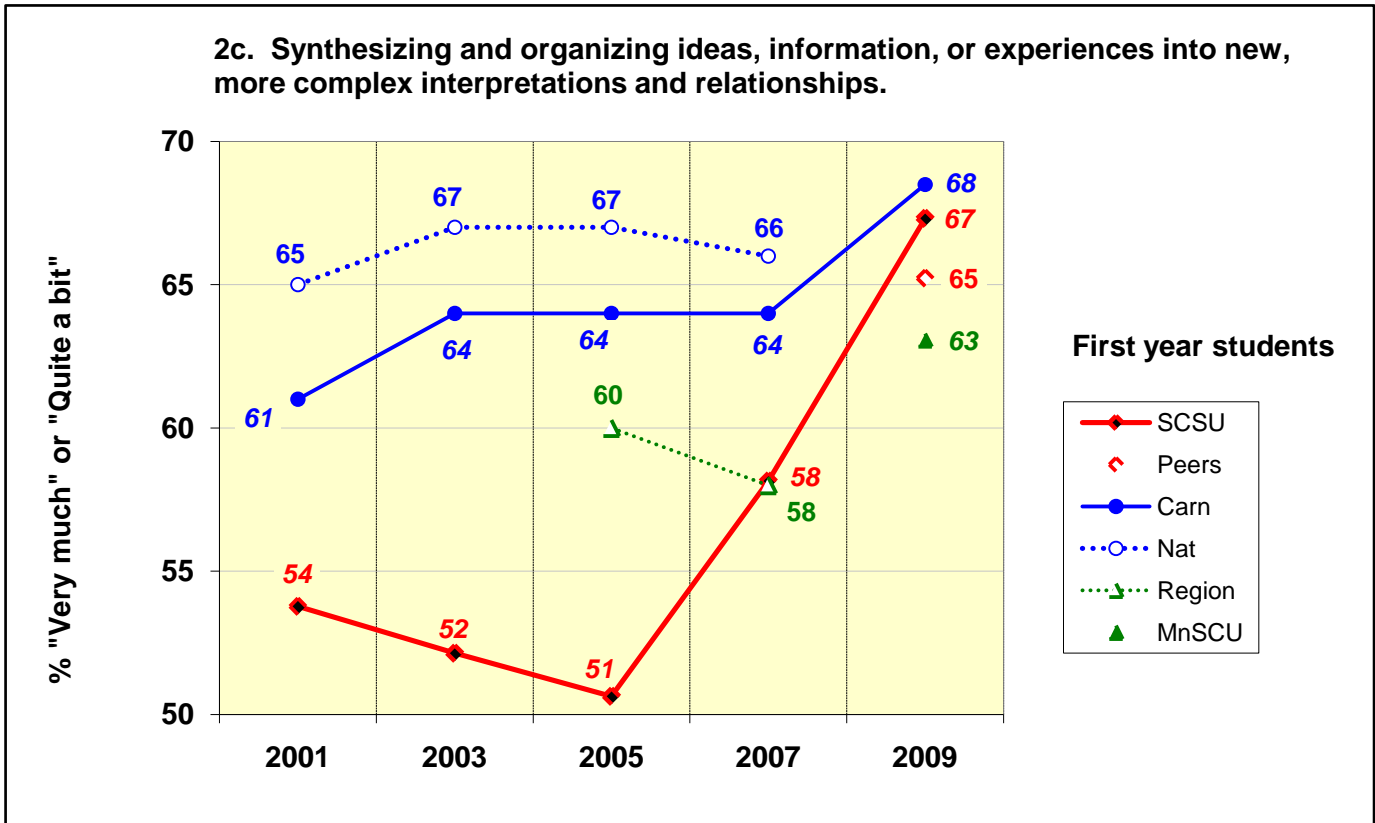
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Degree of cognitive emphases in coursework.

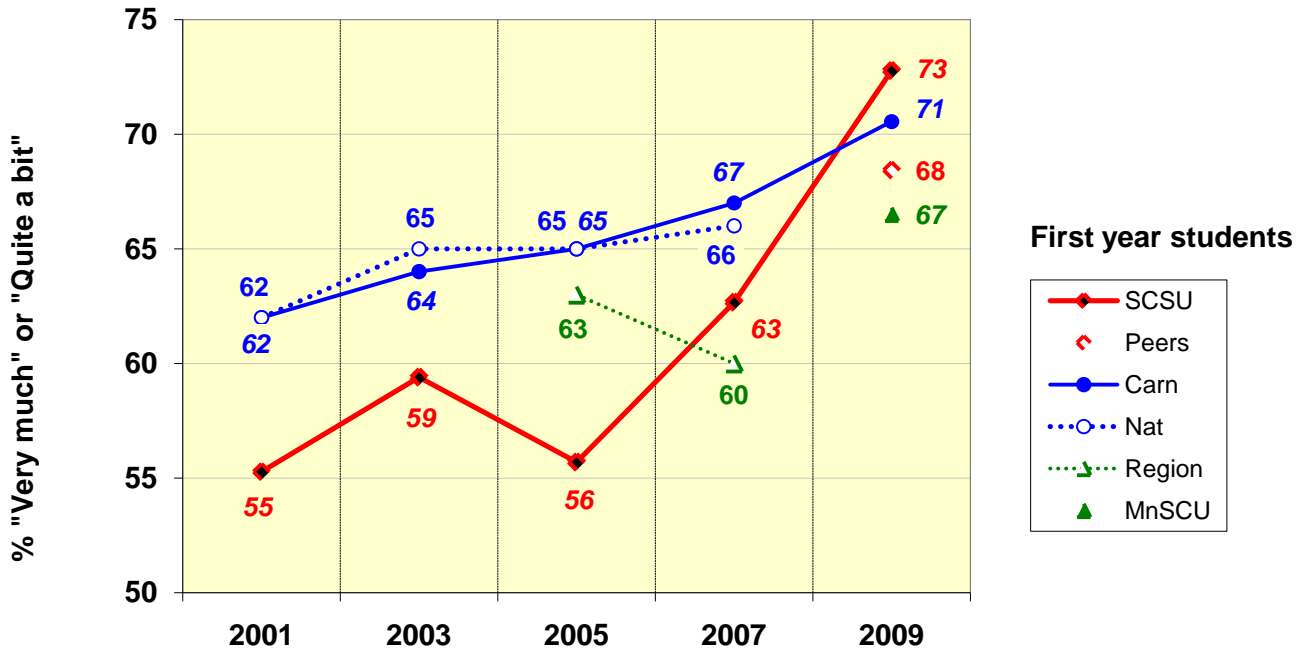


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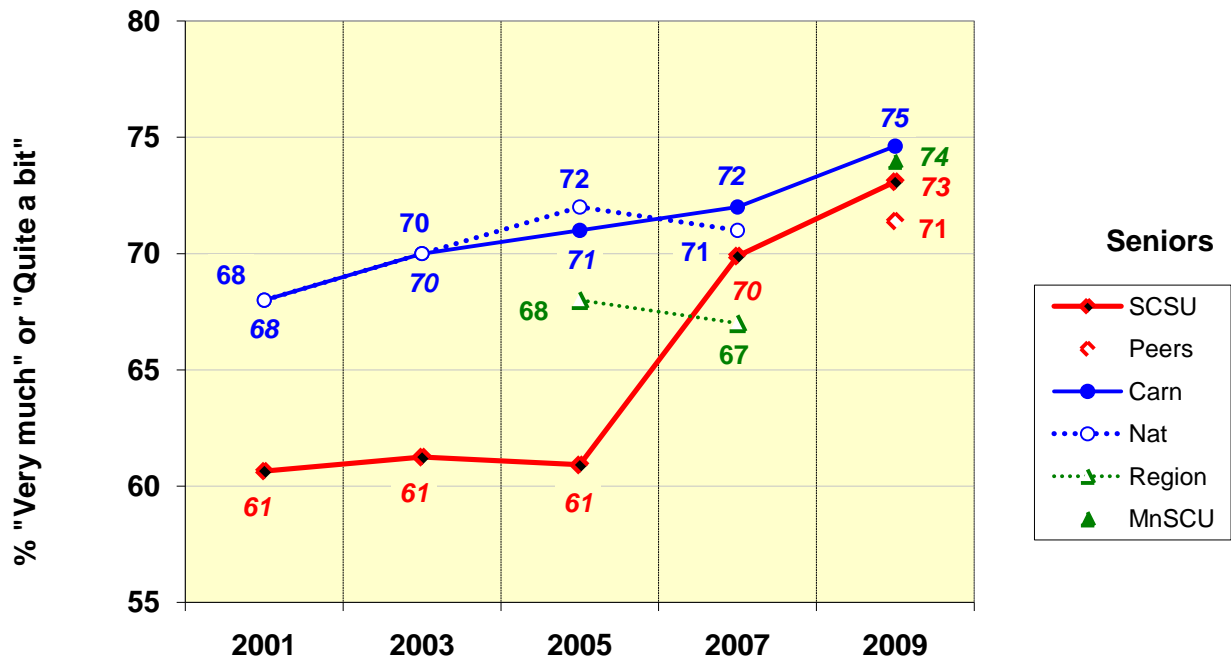


Degree of cognitive emphases in coursework.

2d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.

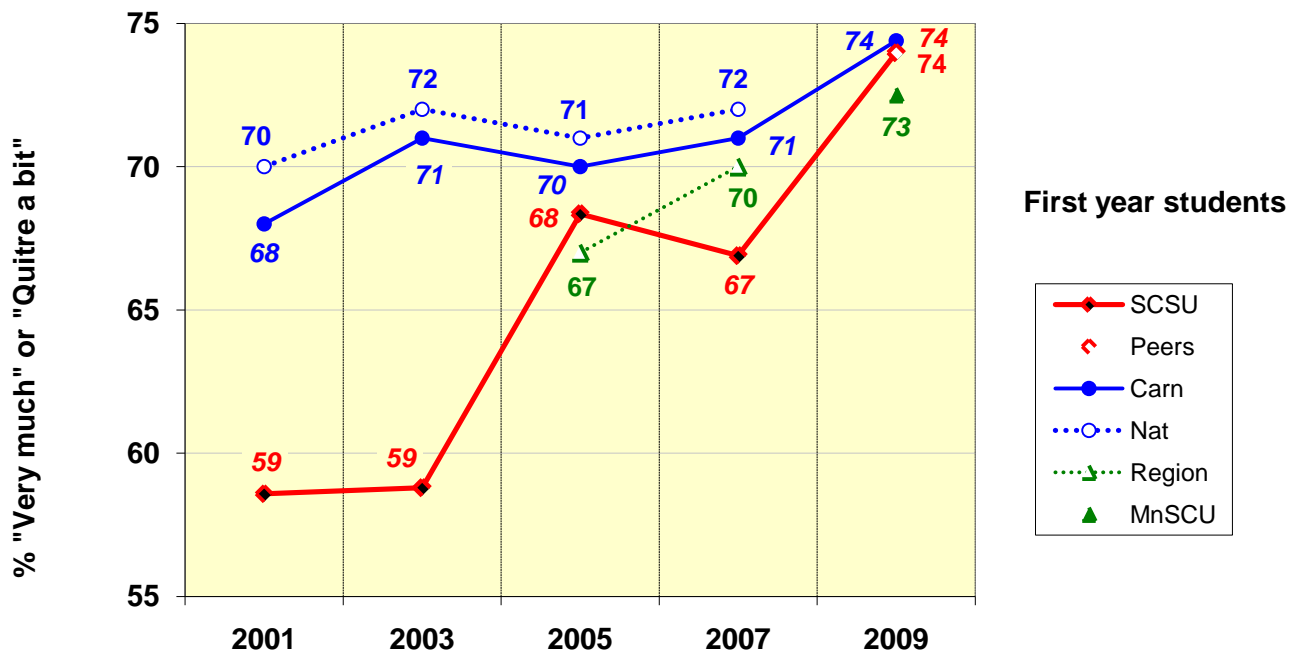


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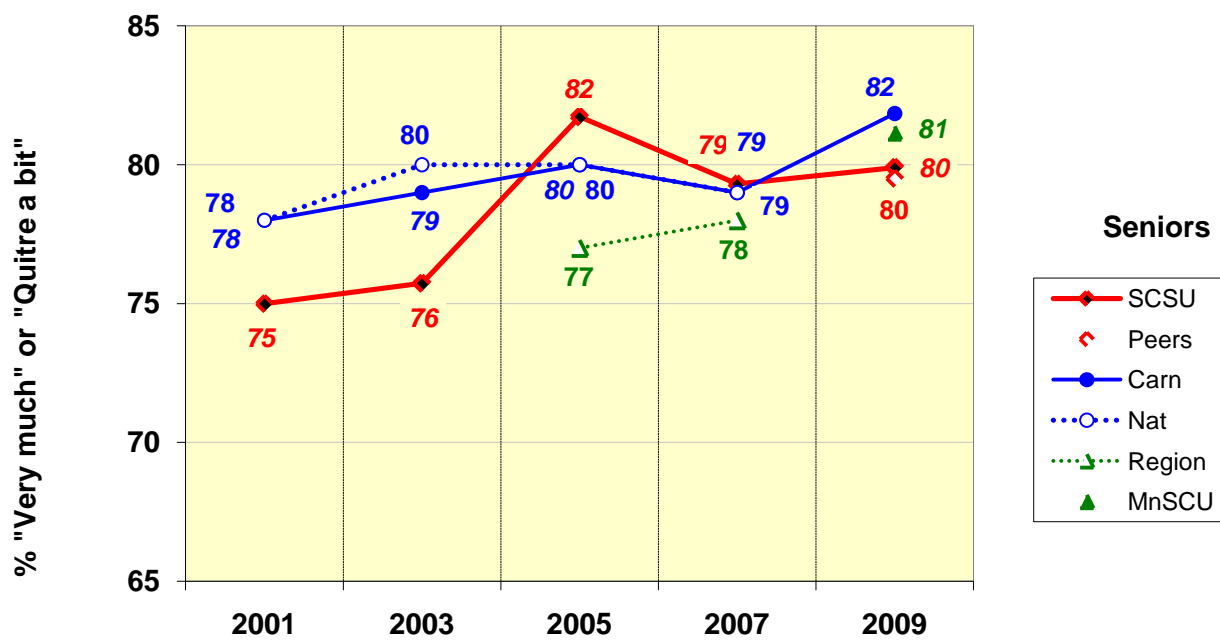


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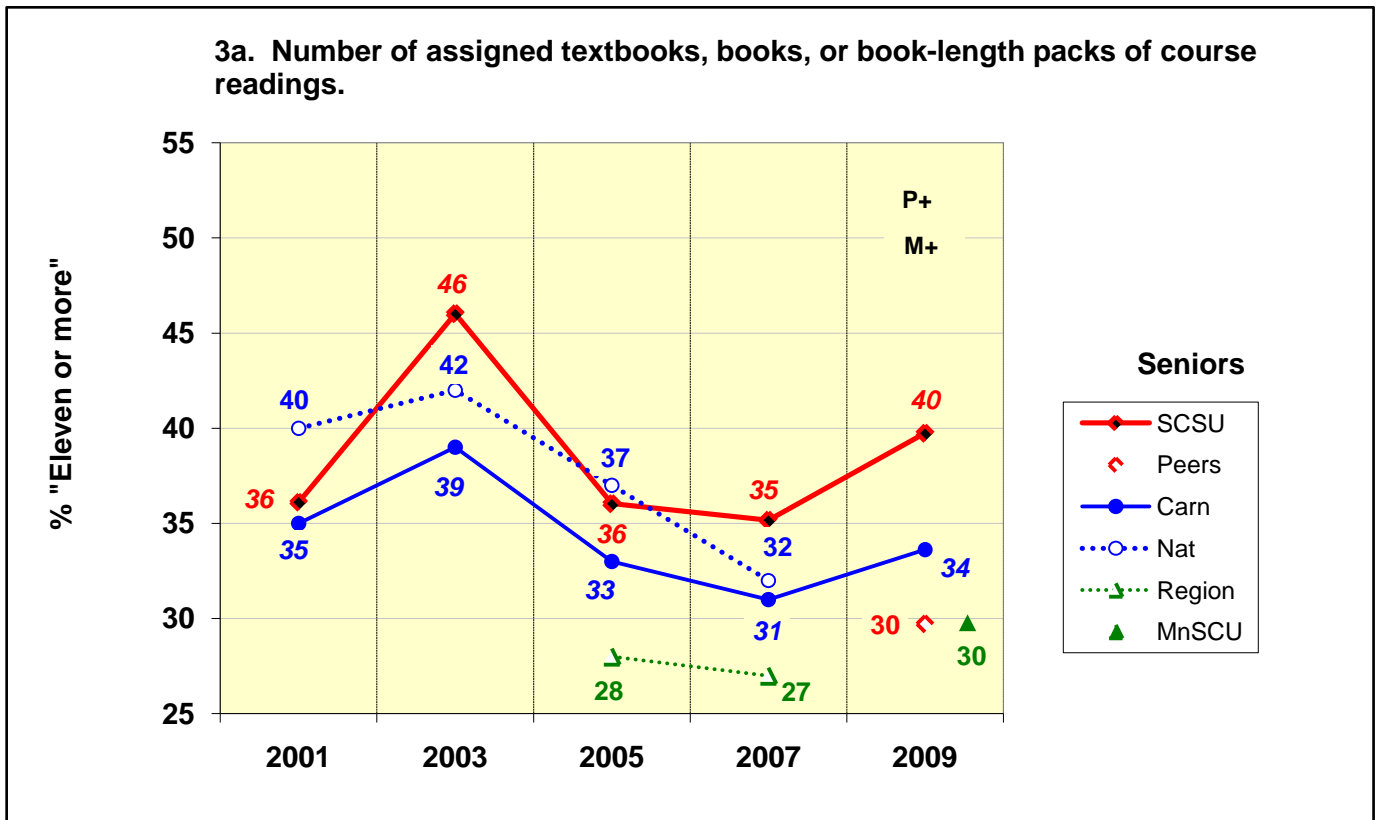
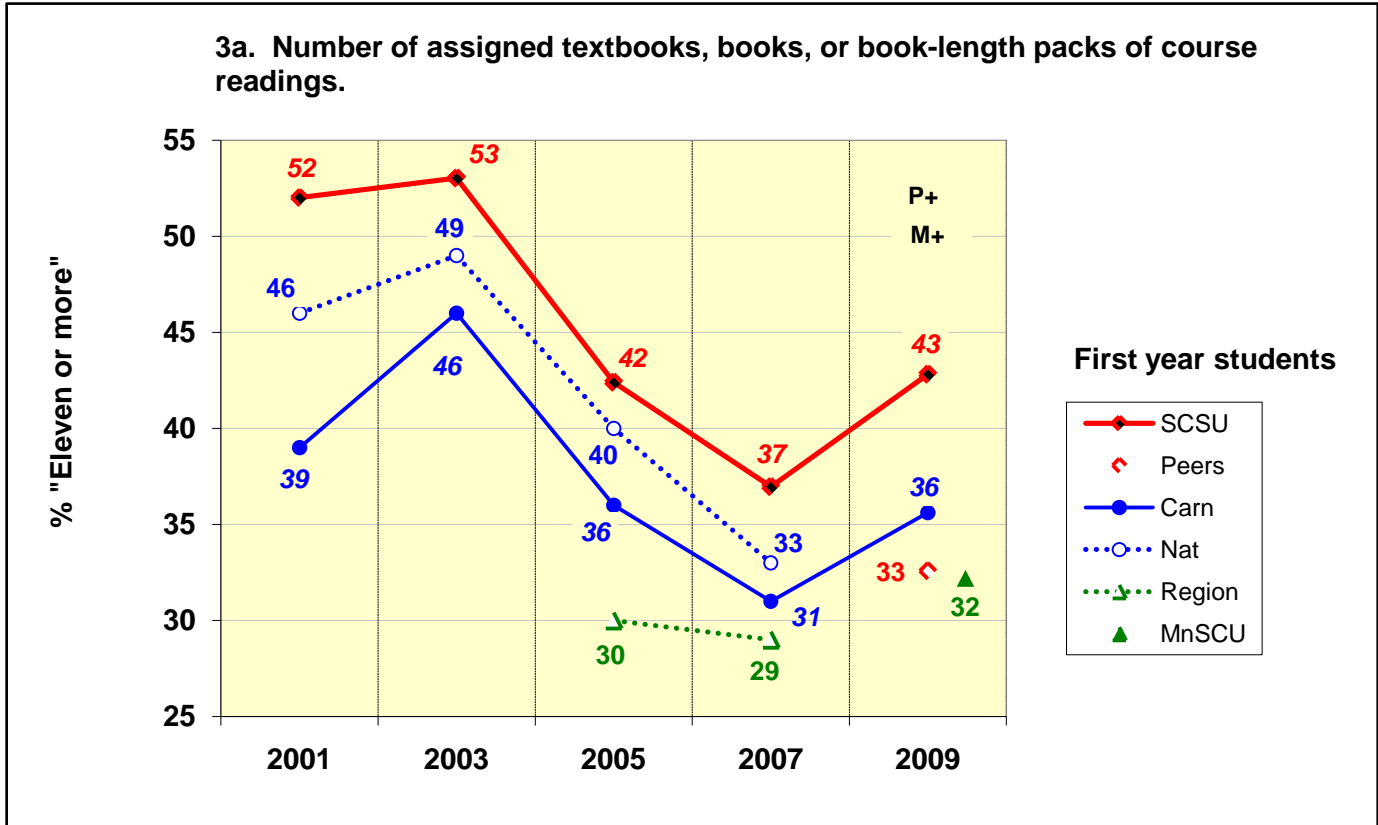
2e. Applying theories or concepts to practical problems or in new situations.



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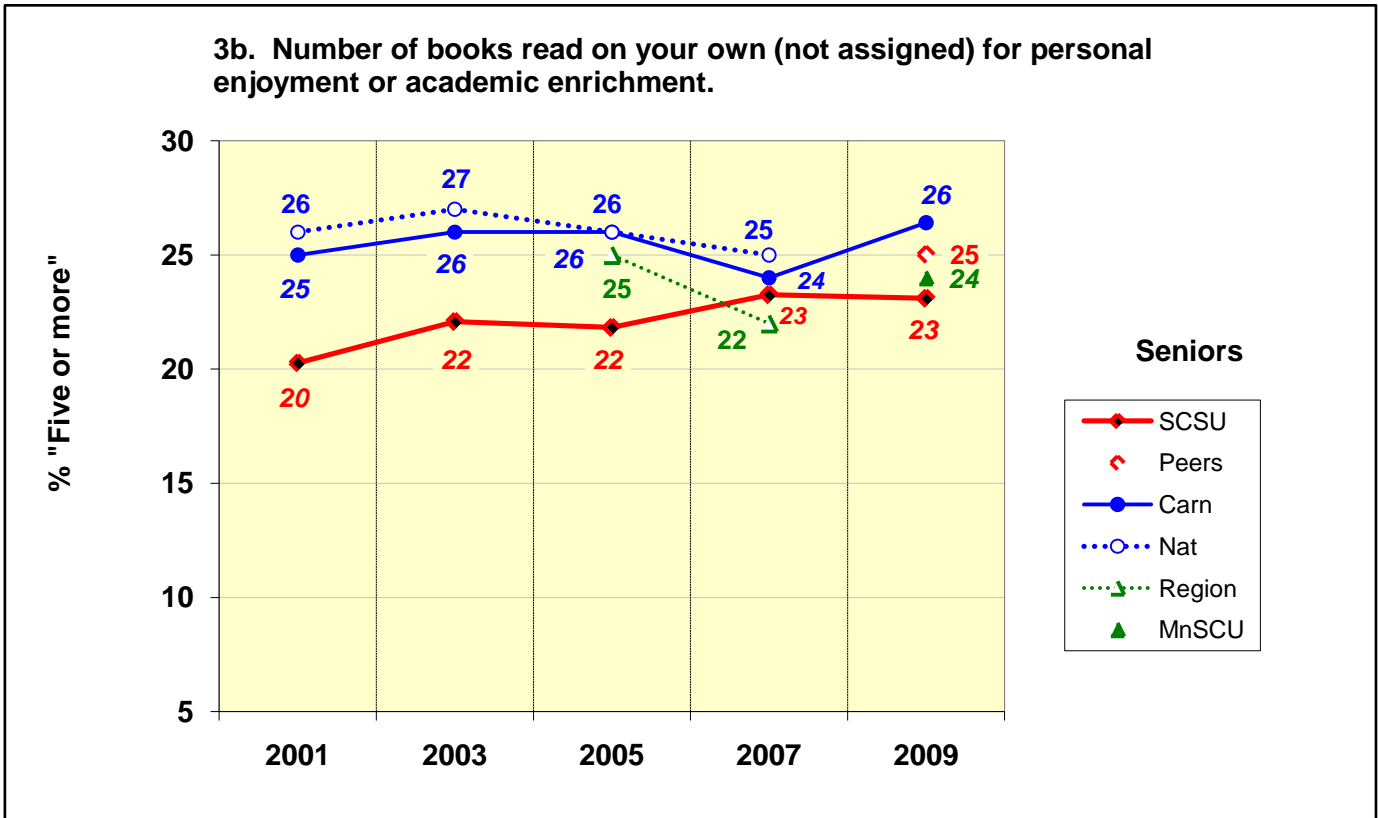
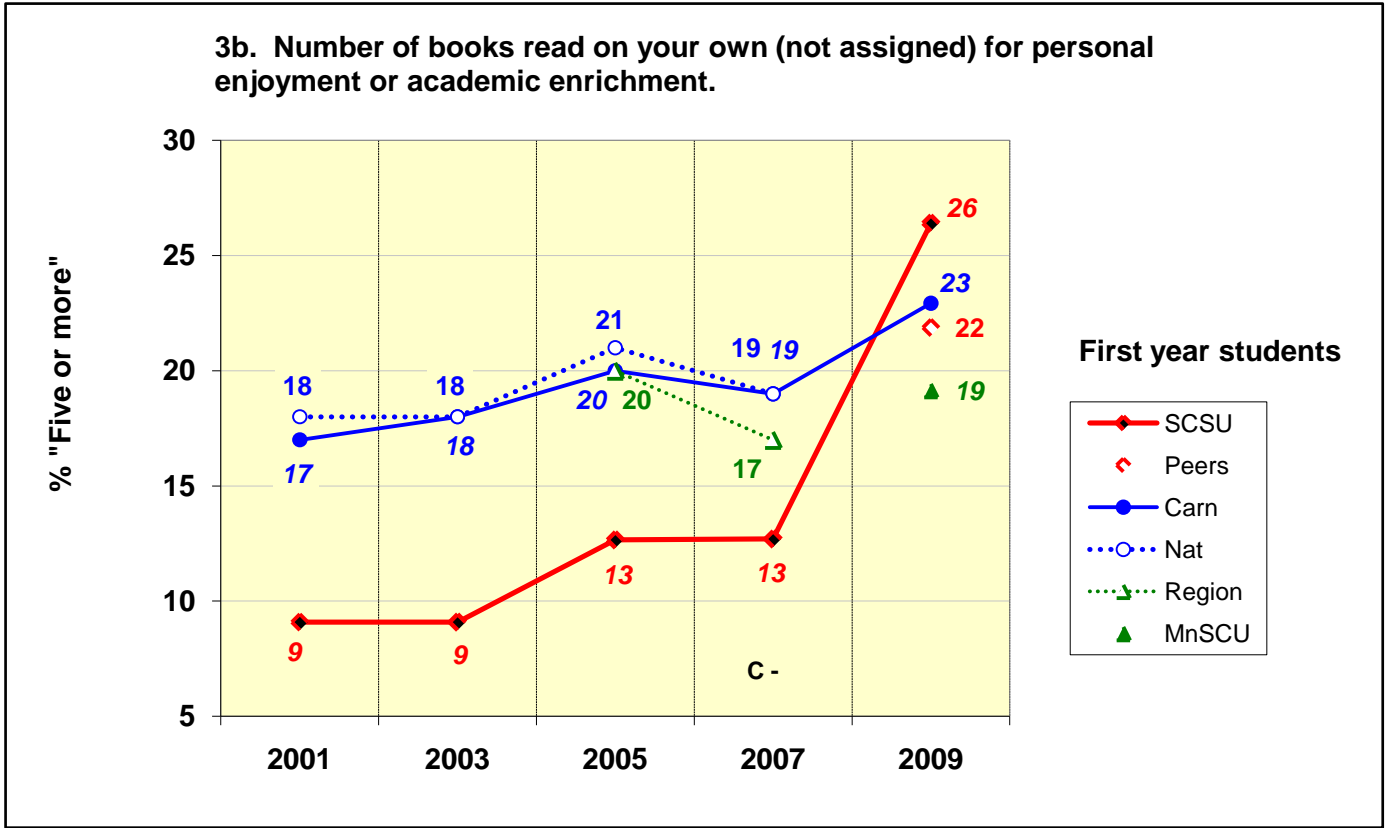
Amount of reading and writing done during current school year.



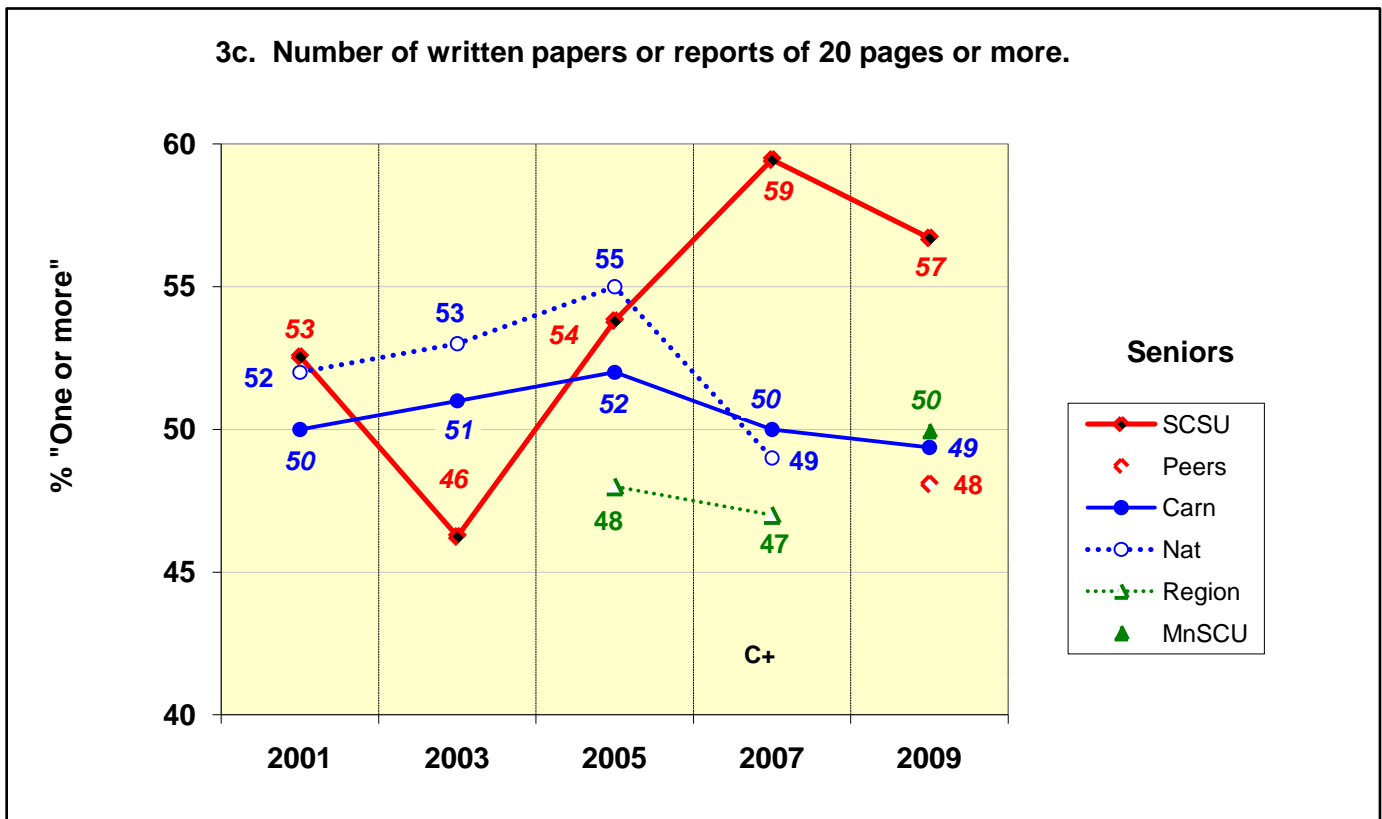
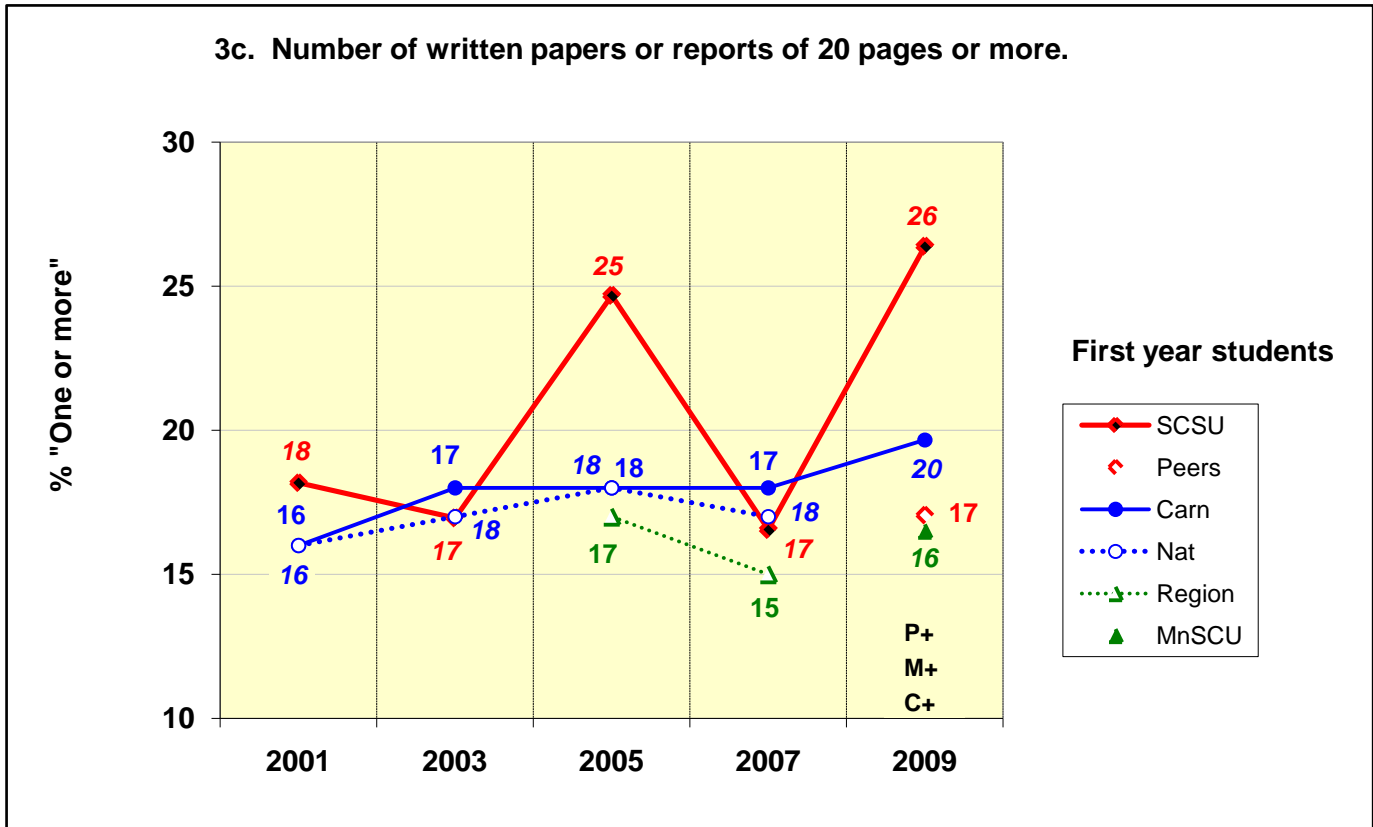
Response options: More than 20, 11-20, 5-10, 1-4, or None.

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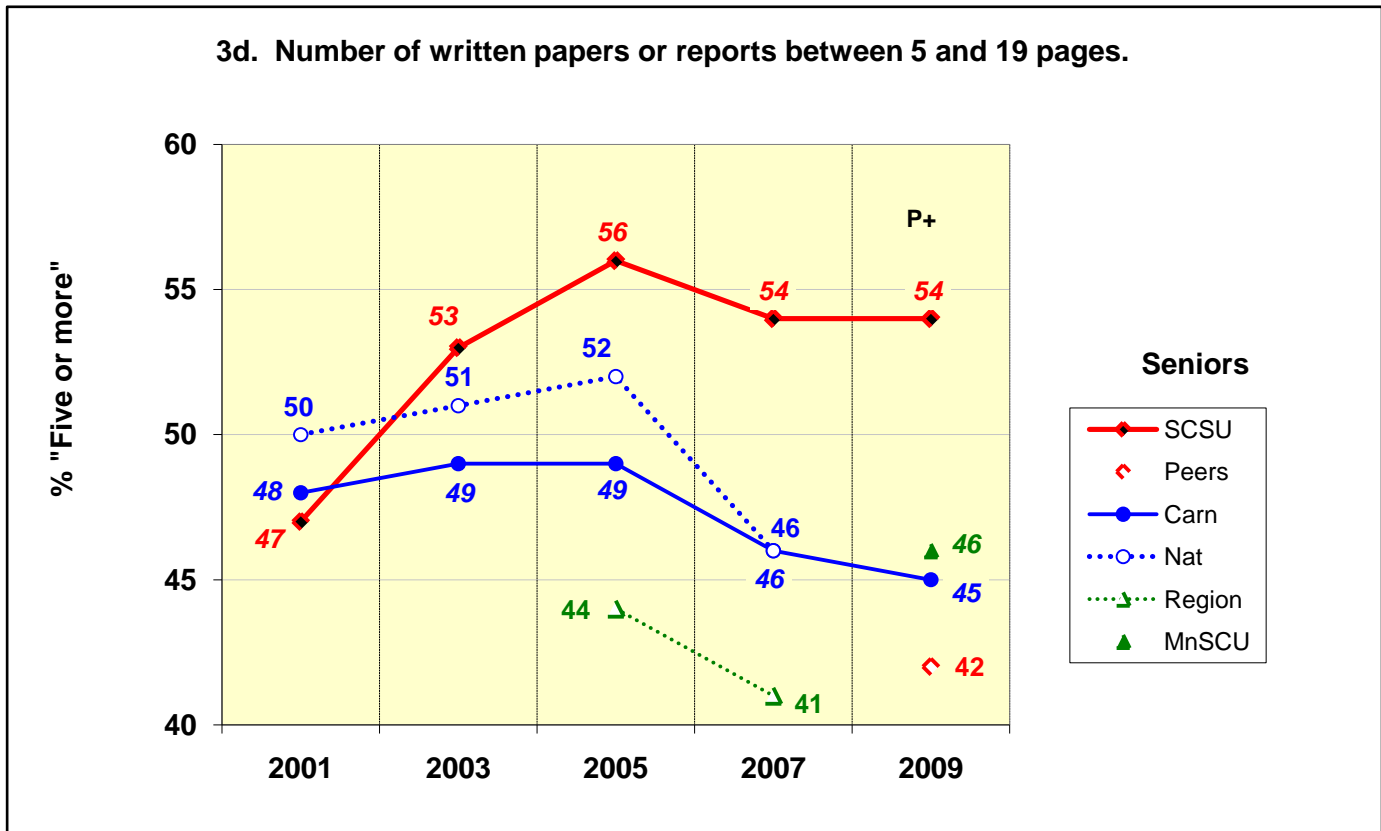
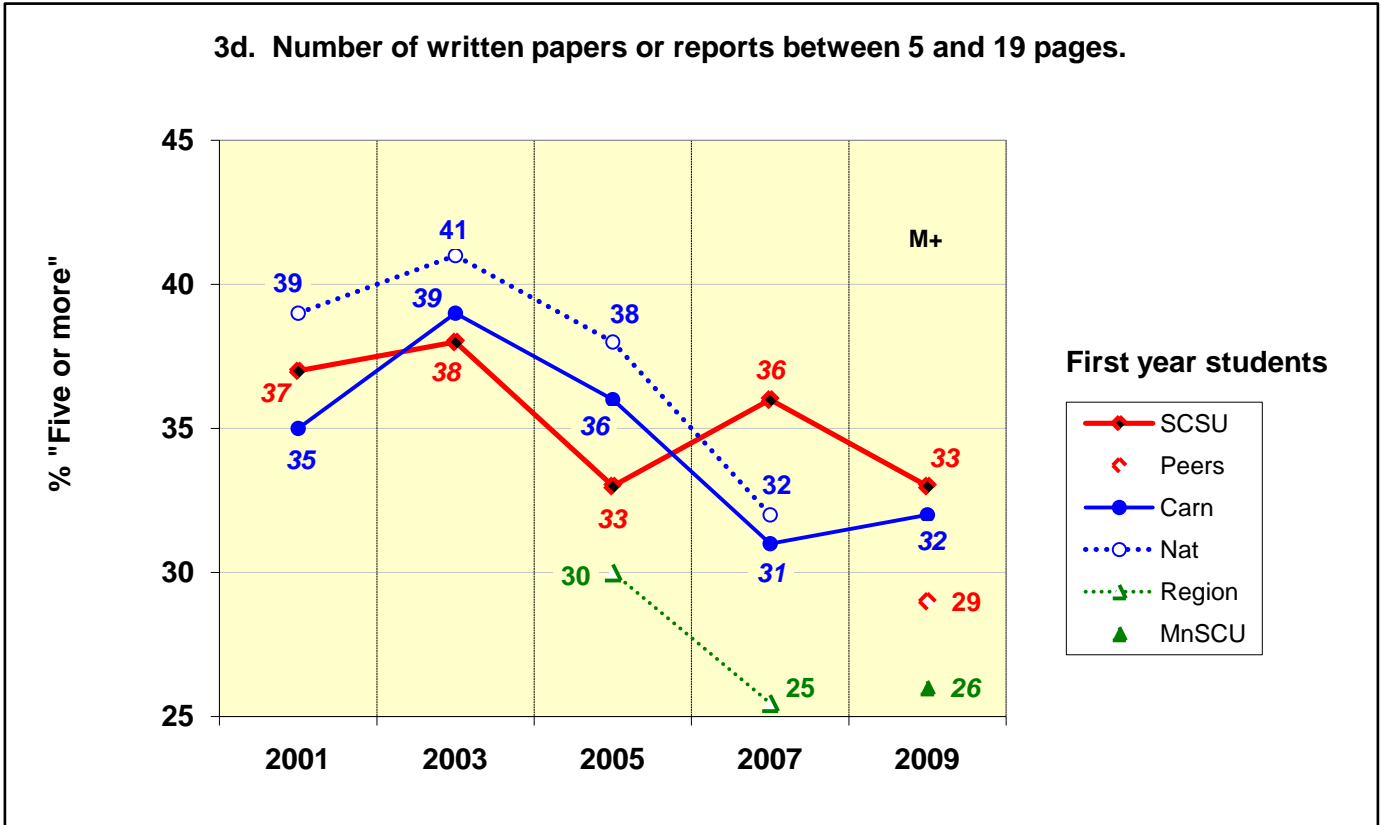


Amount of reading and writing done during current school year.



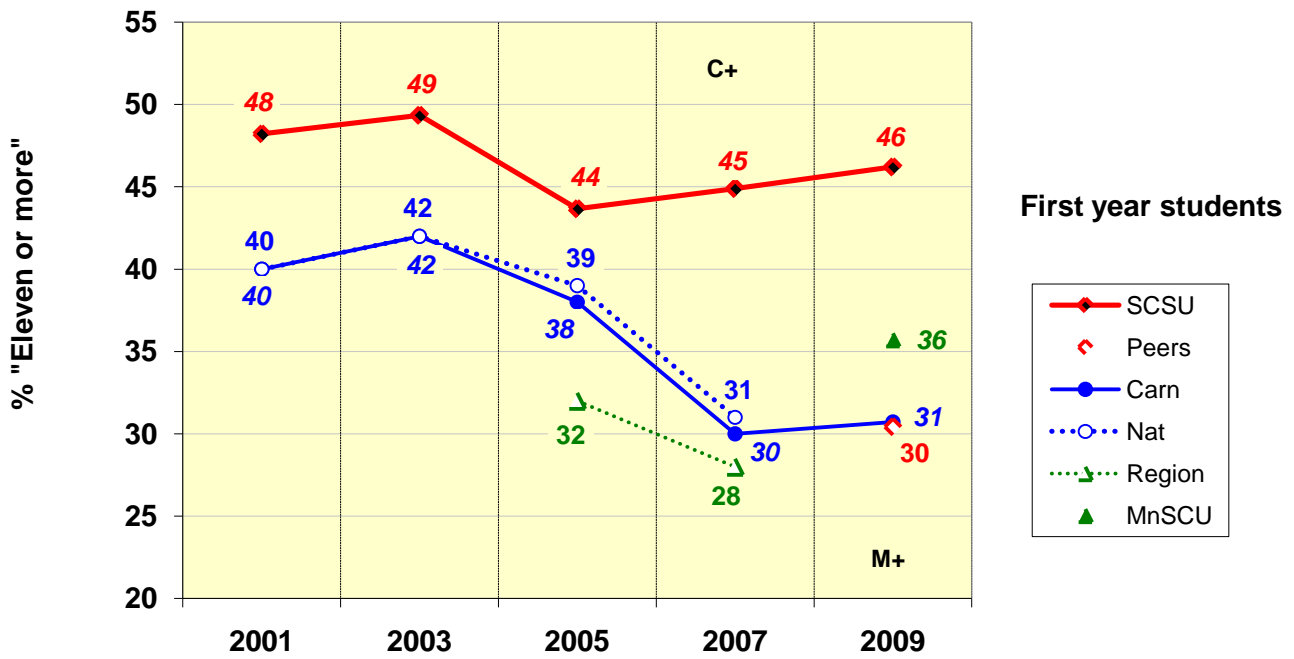


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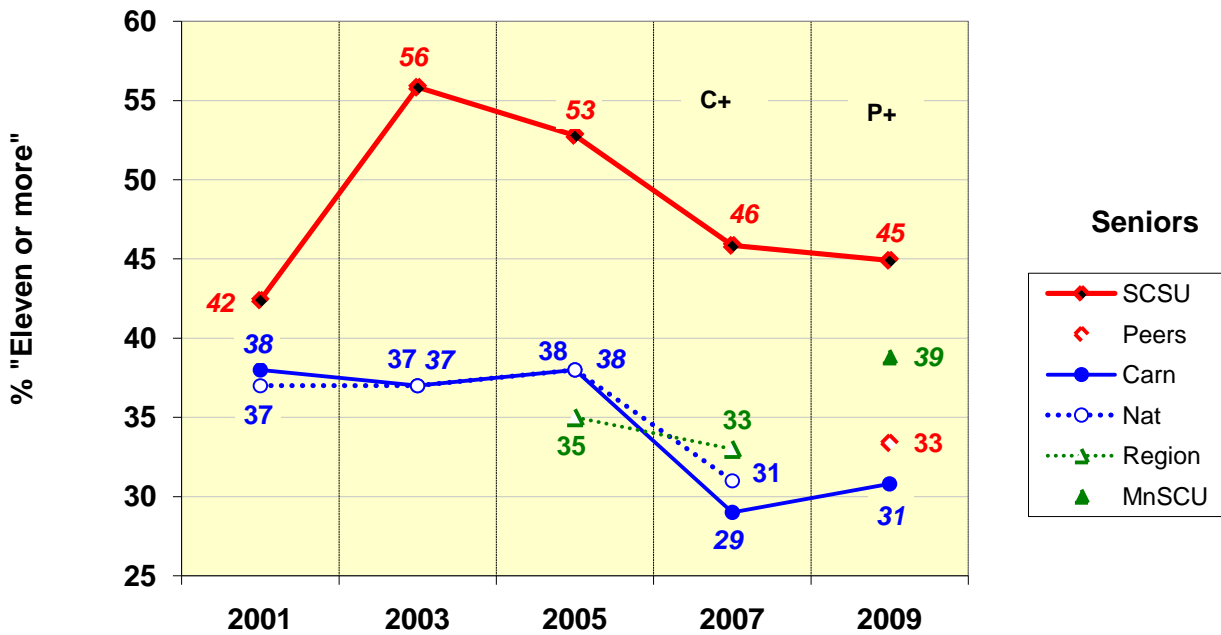


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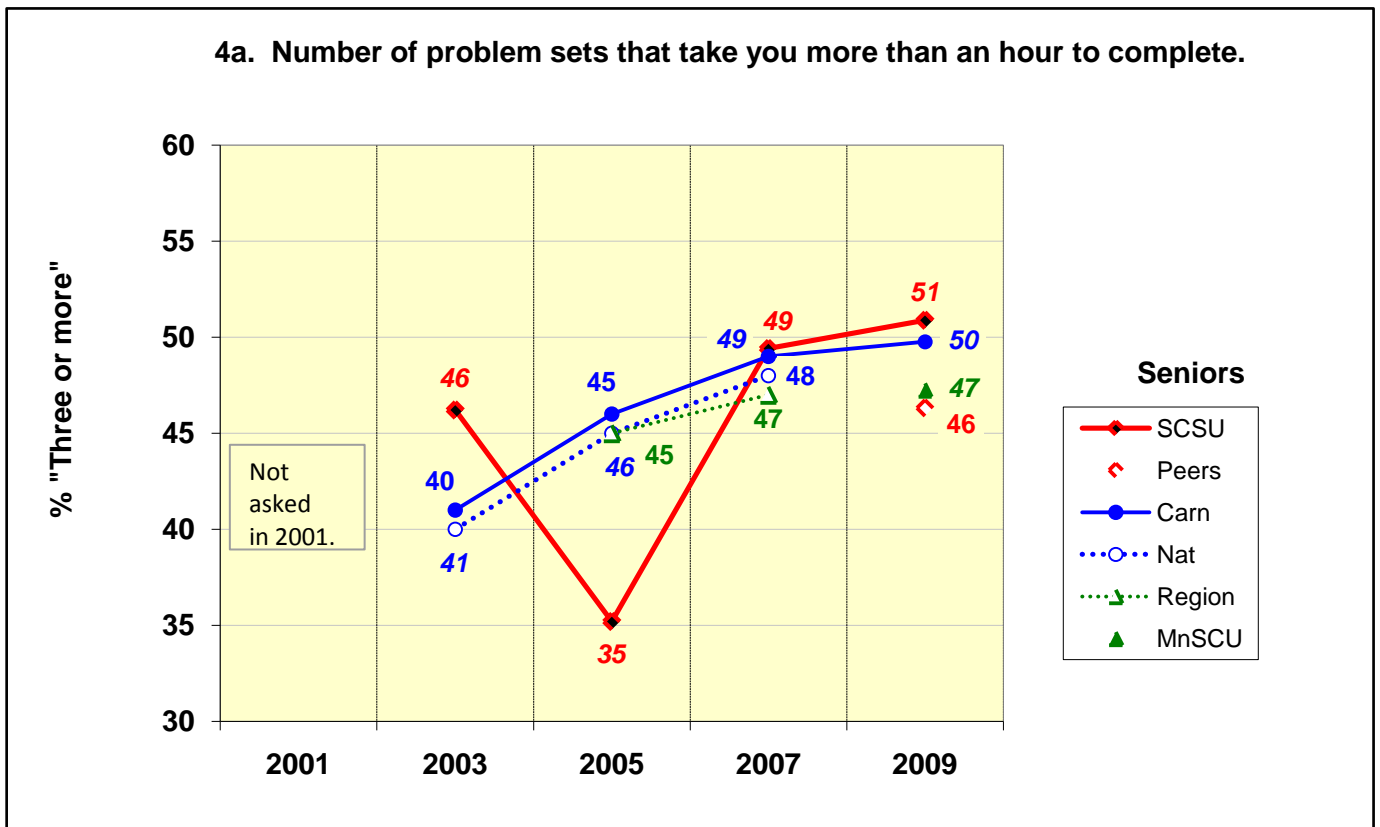
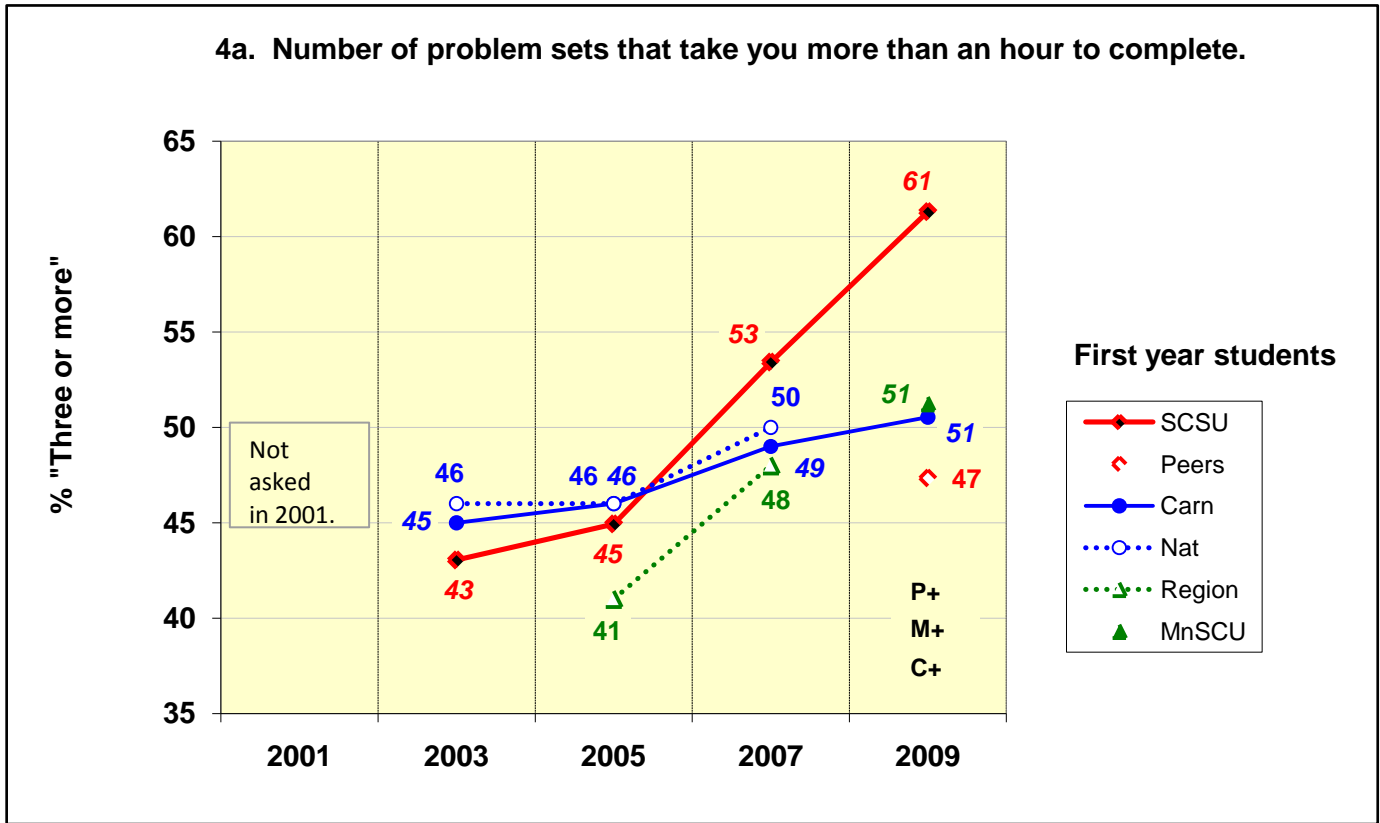
3e. Number of written papers or reports of fewer than 5 pages.



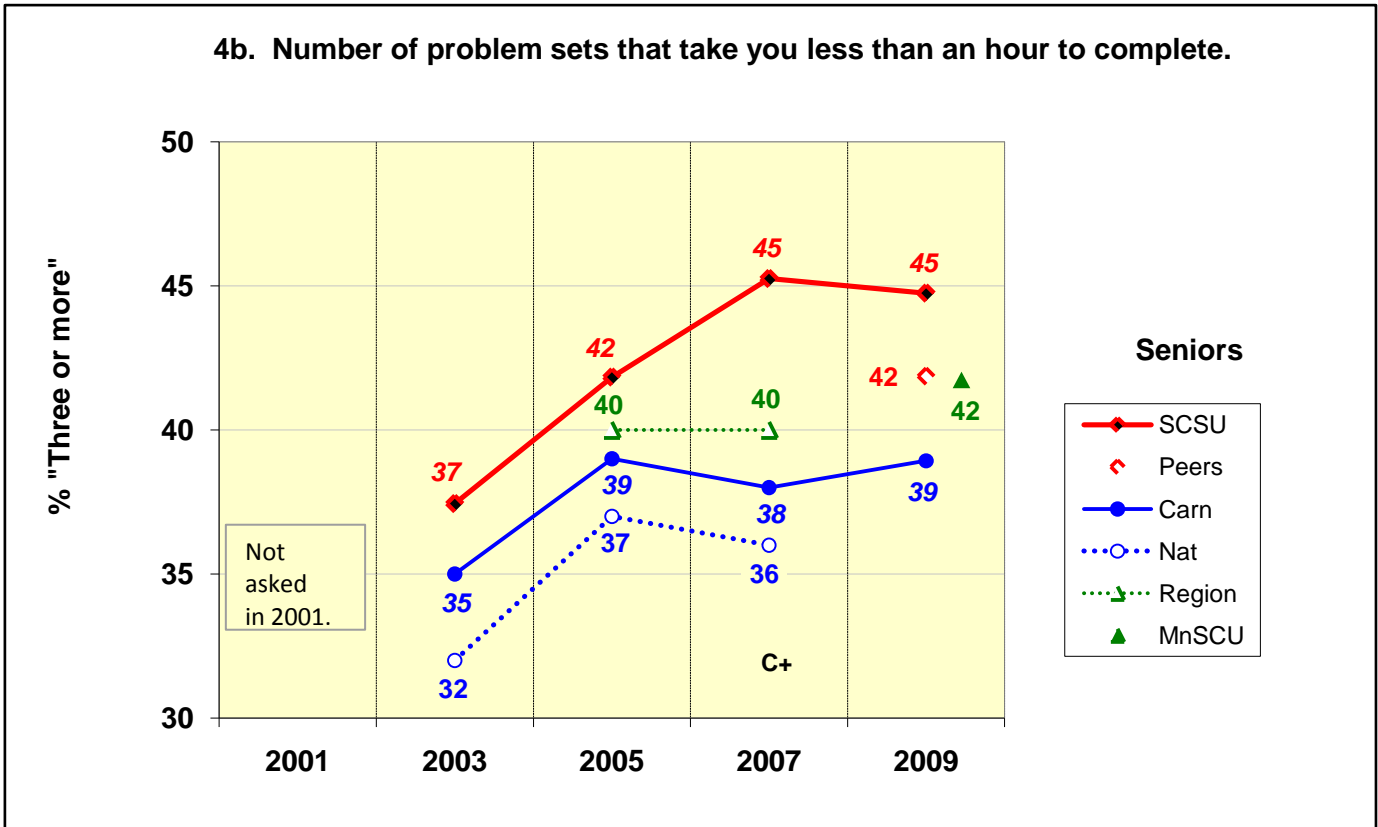
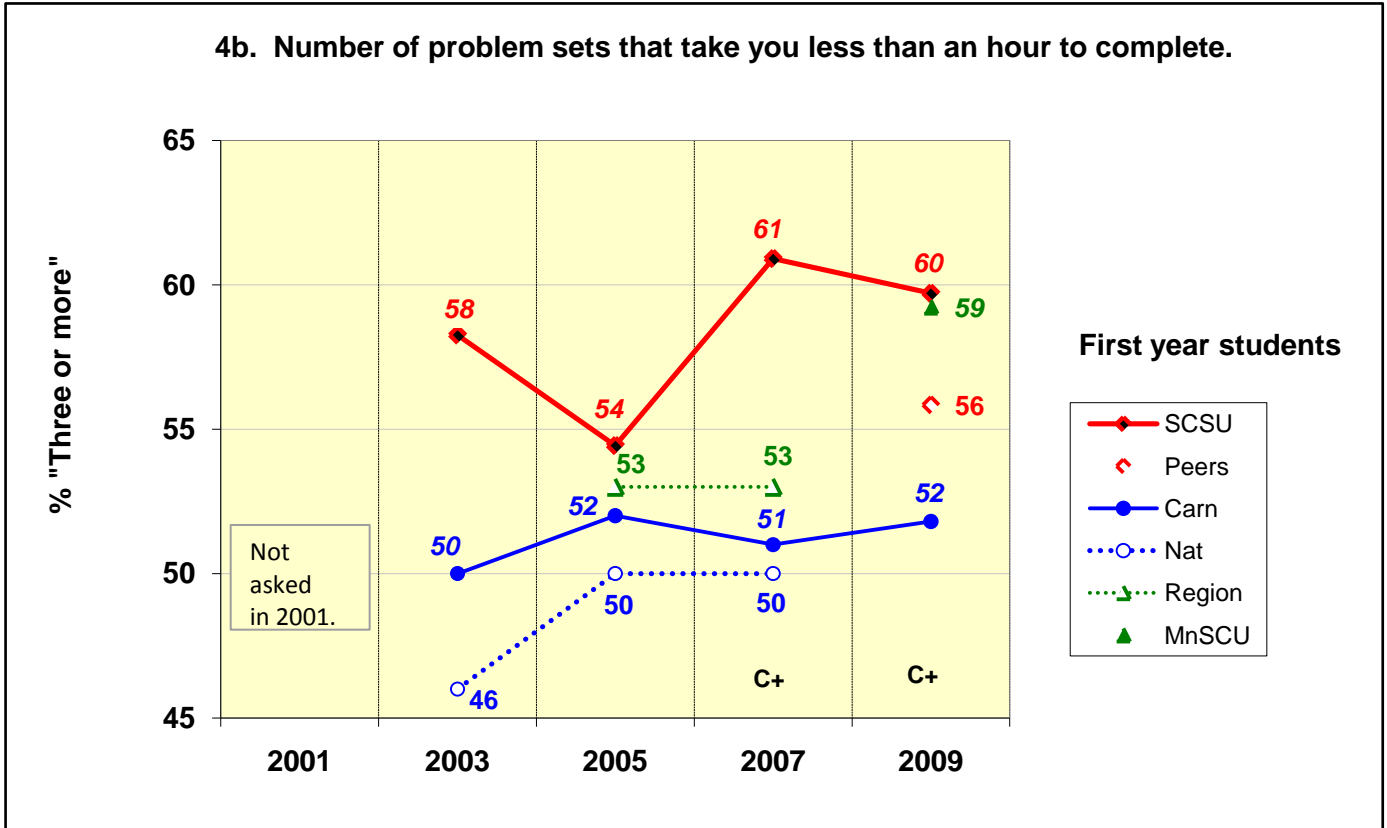
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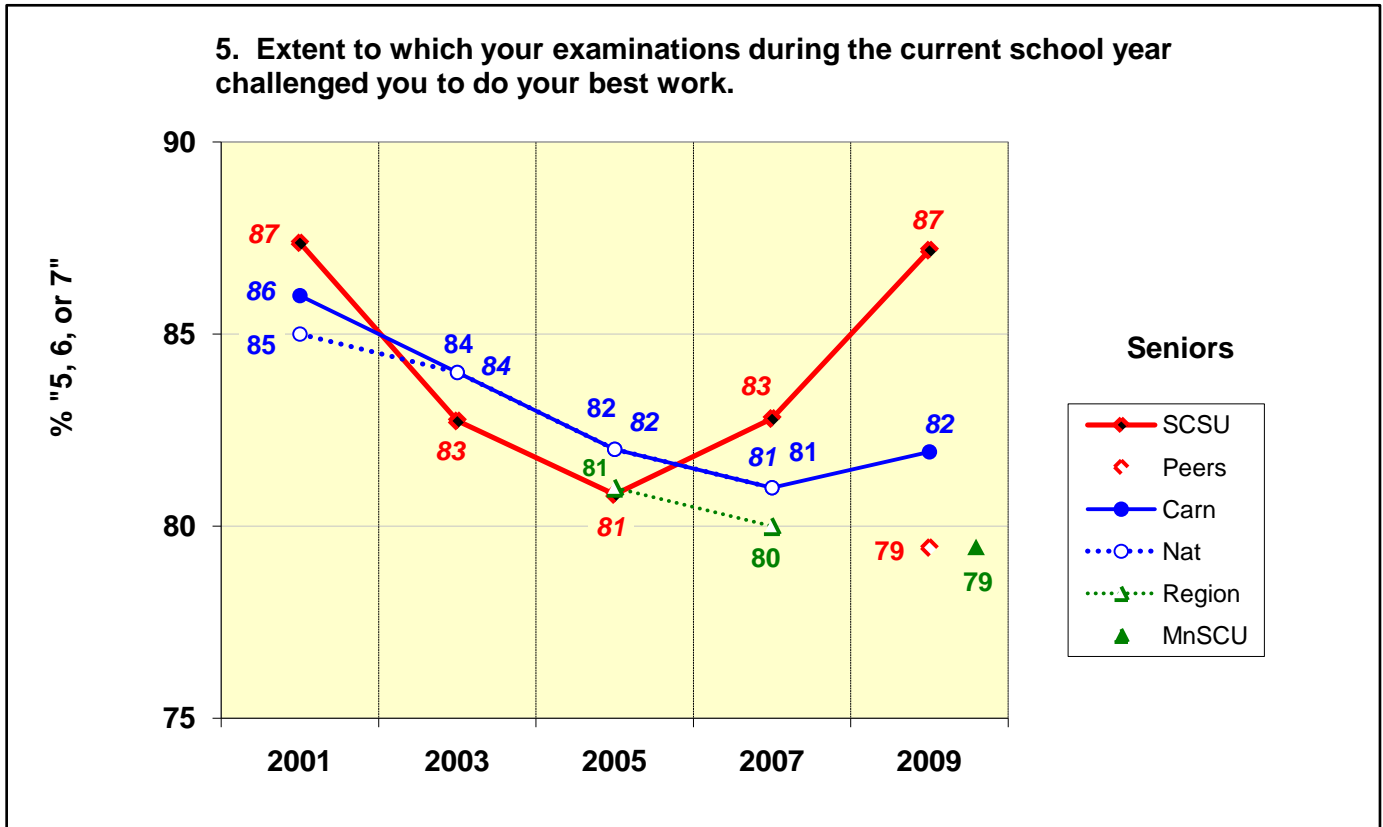
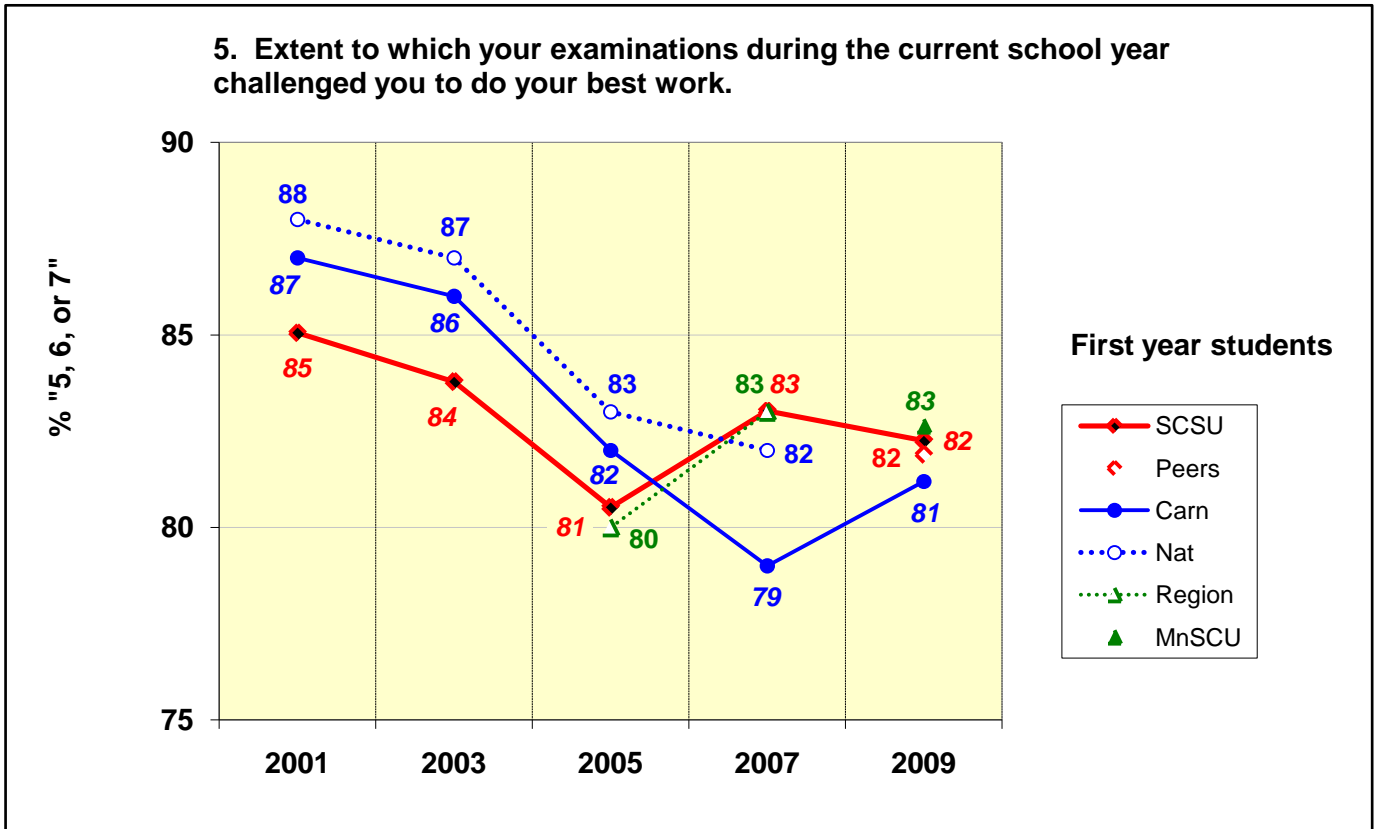
Number of *large* homework problem sets done in a typical week.



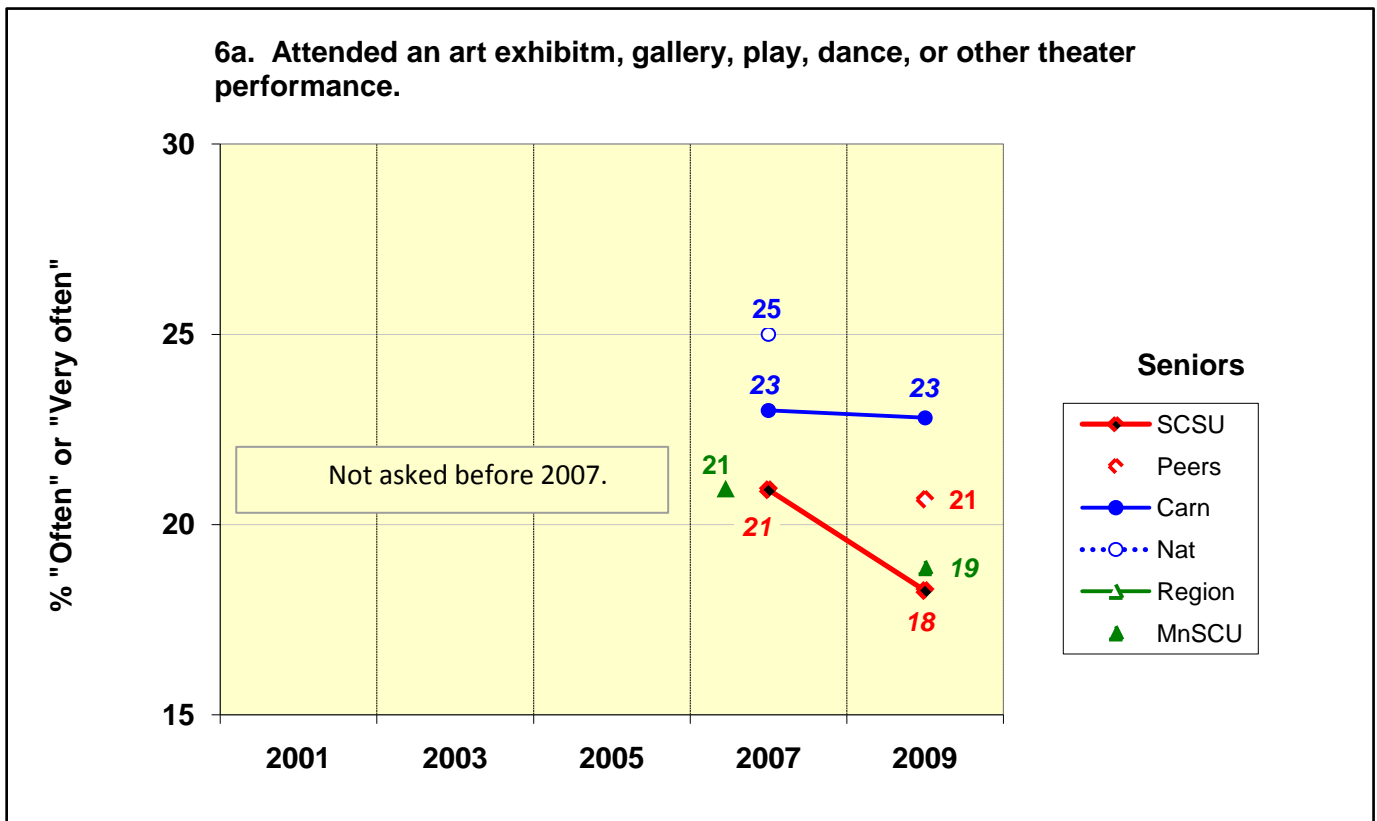
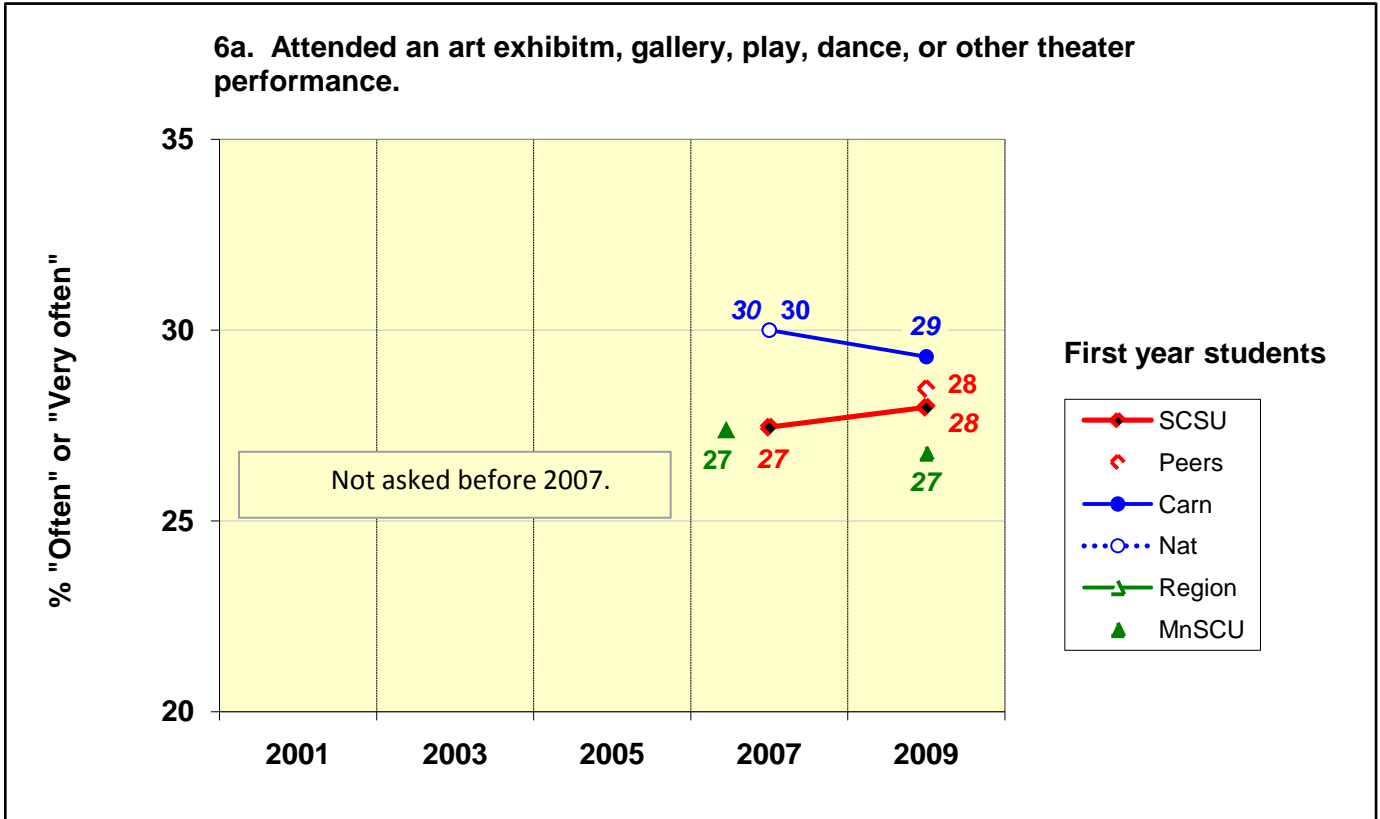
Number of *large* homework problem sets done in a typical week.



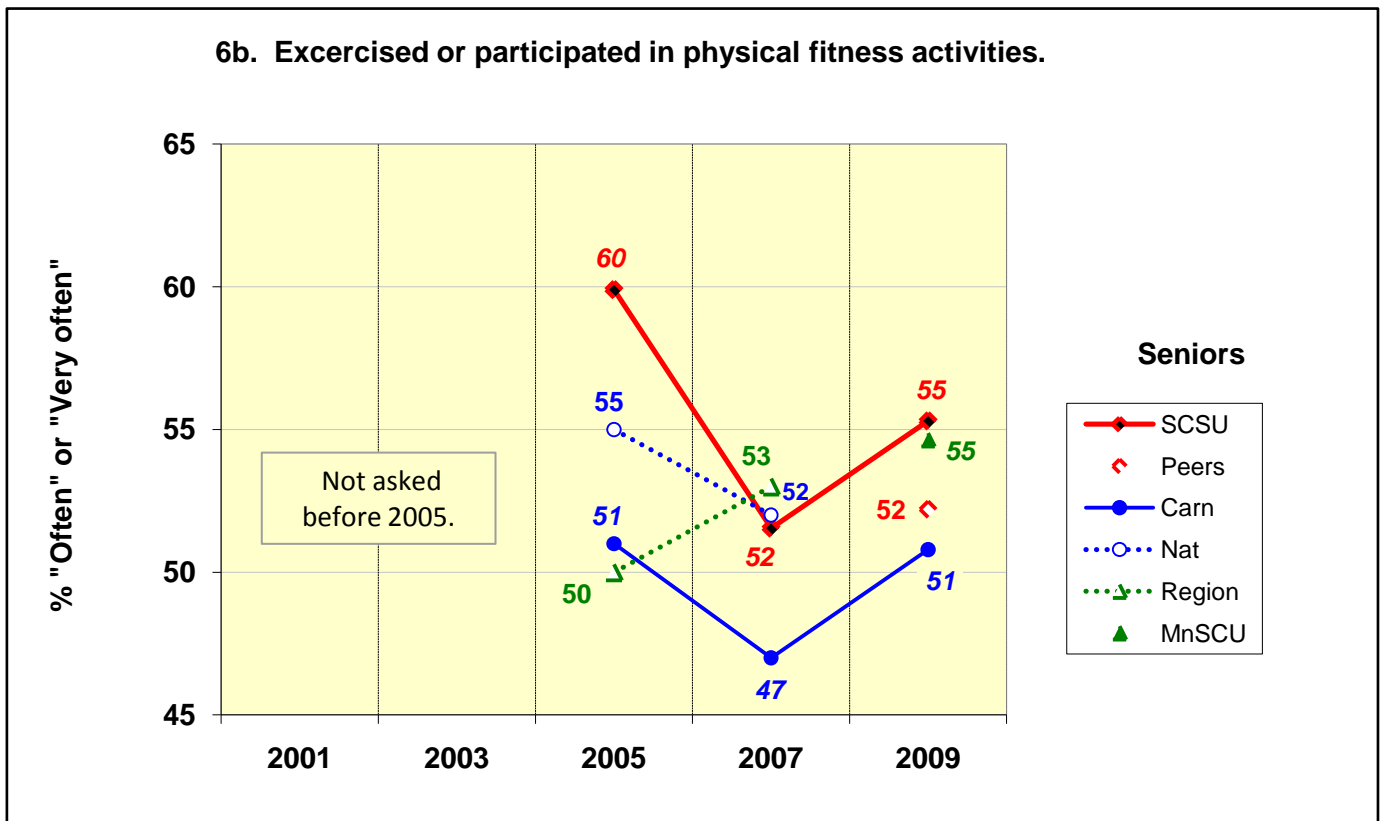
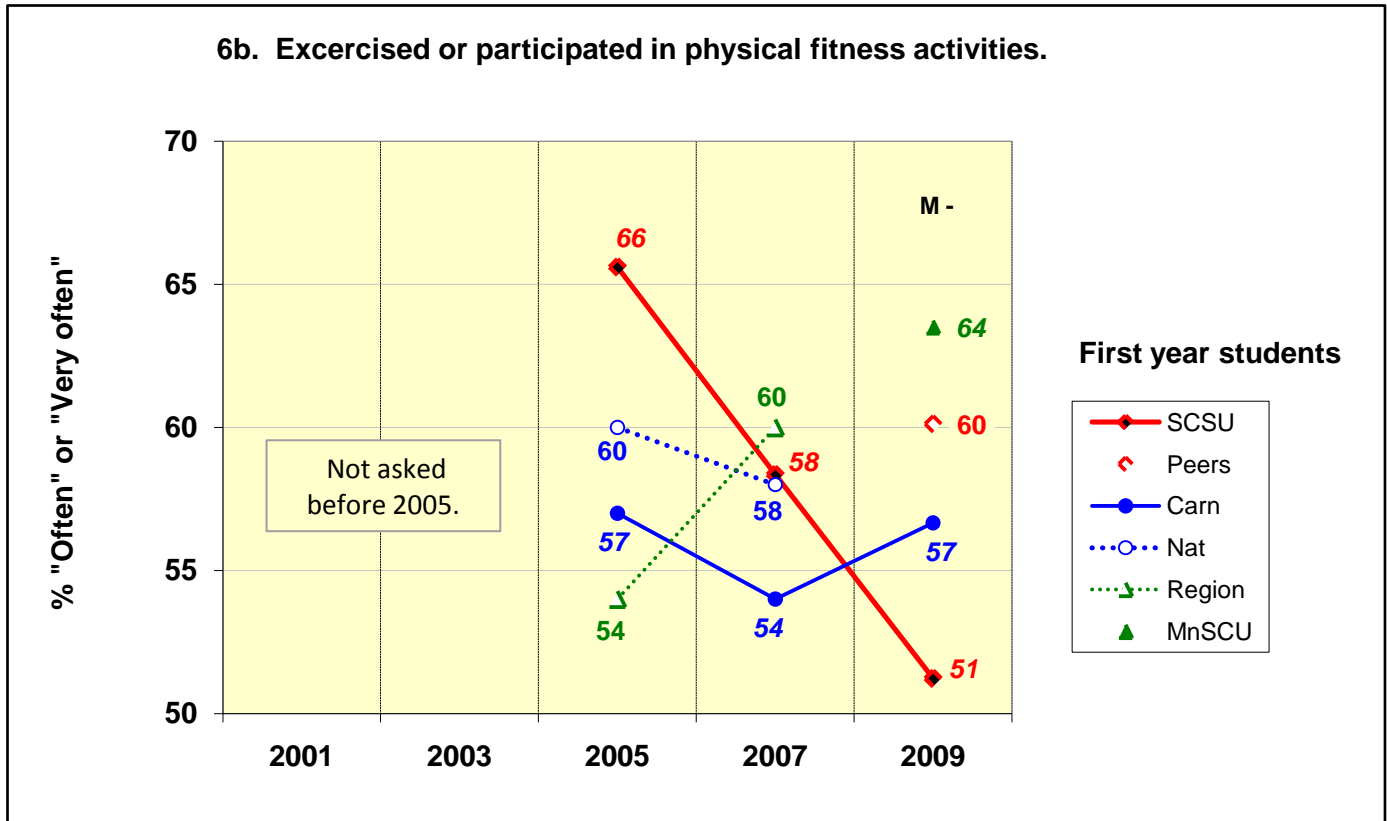
Number of *large* homework problem sets done in a typical week.



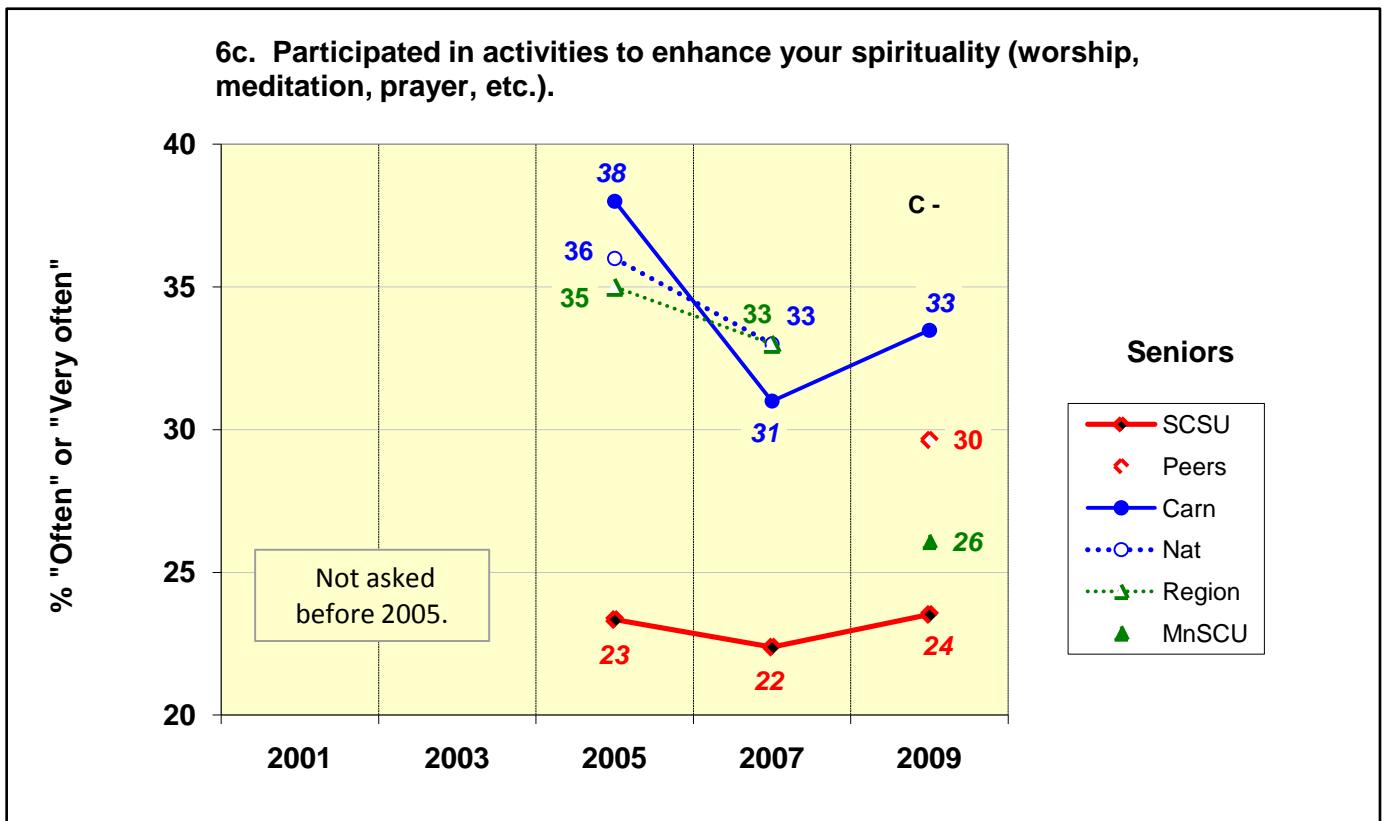
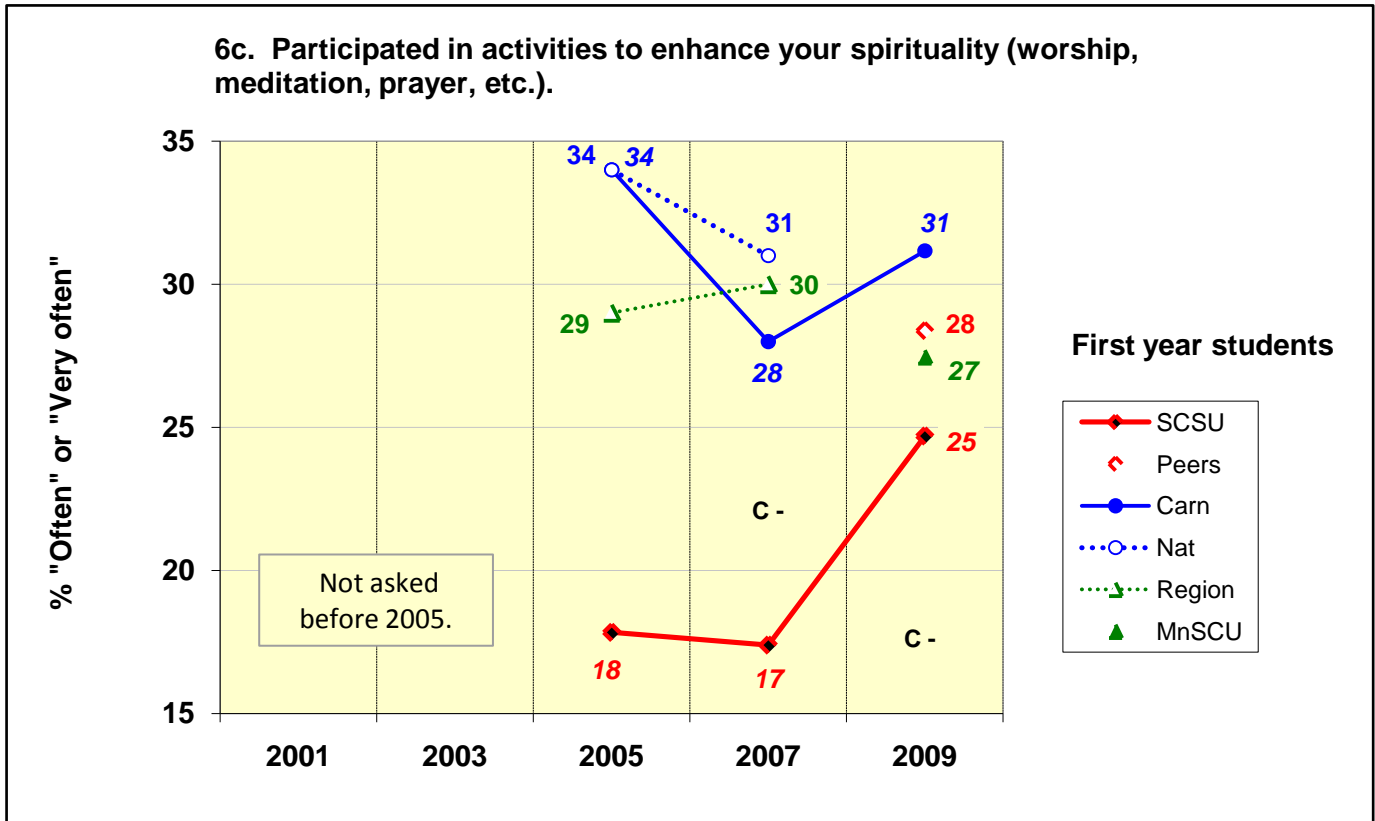
Holistic development.



Holistic development.

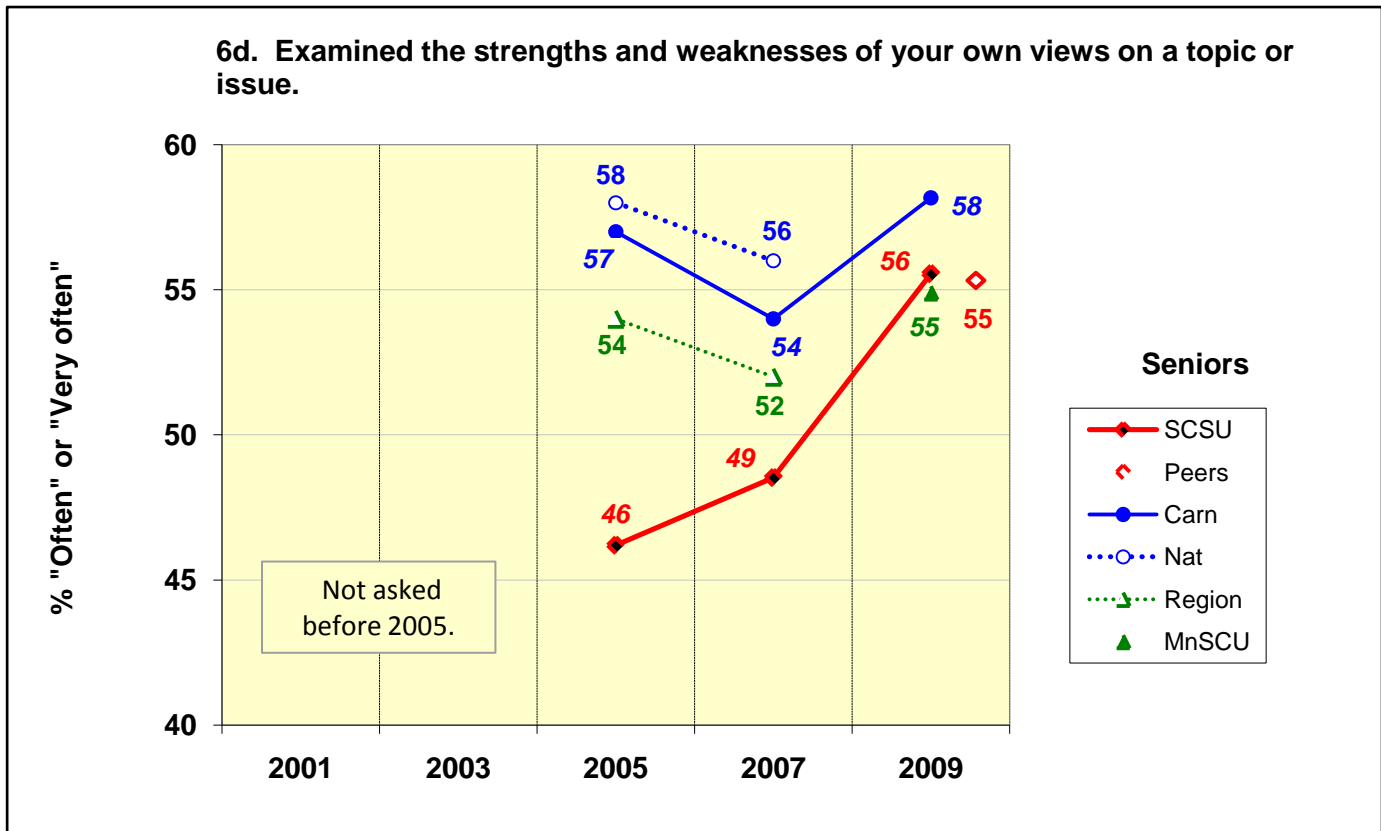
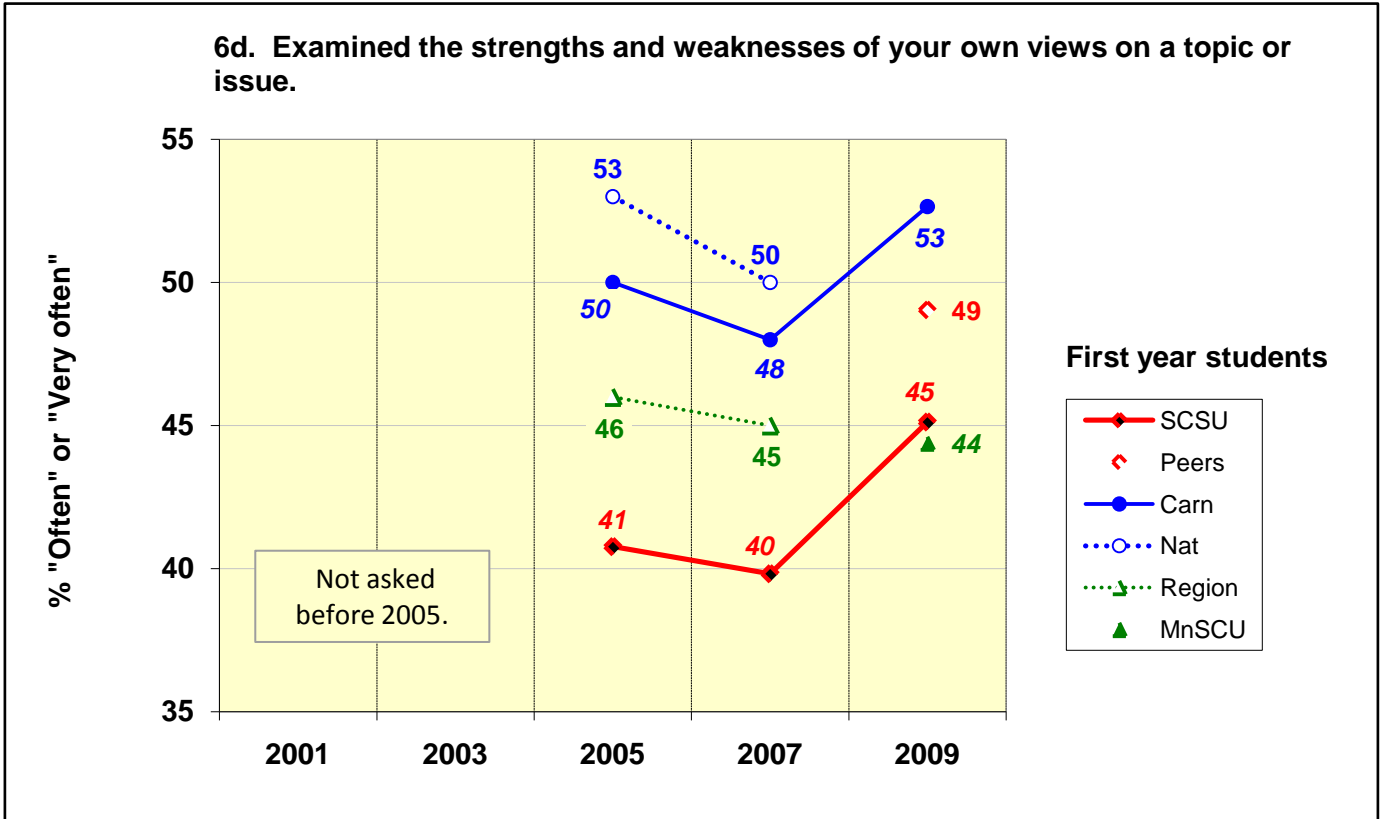


Holistic development.

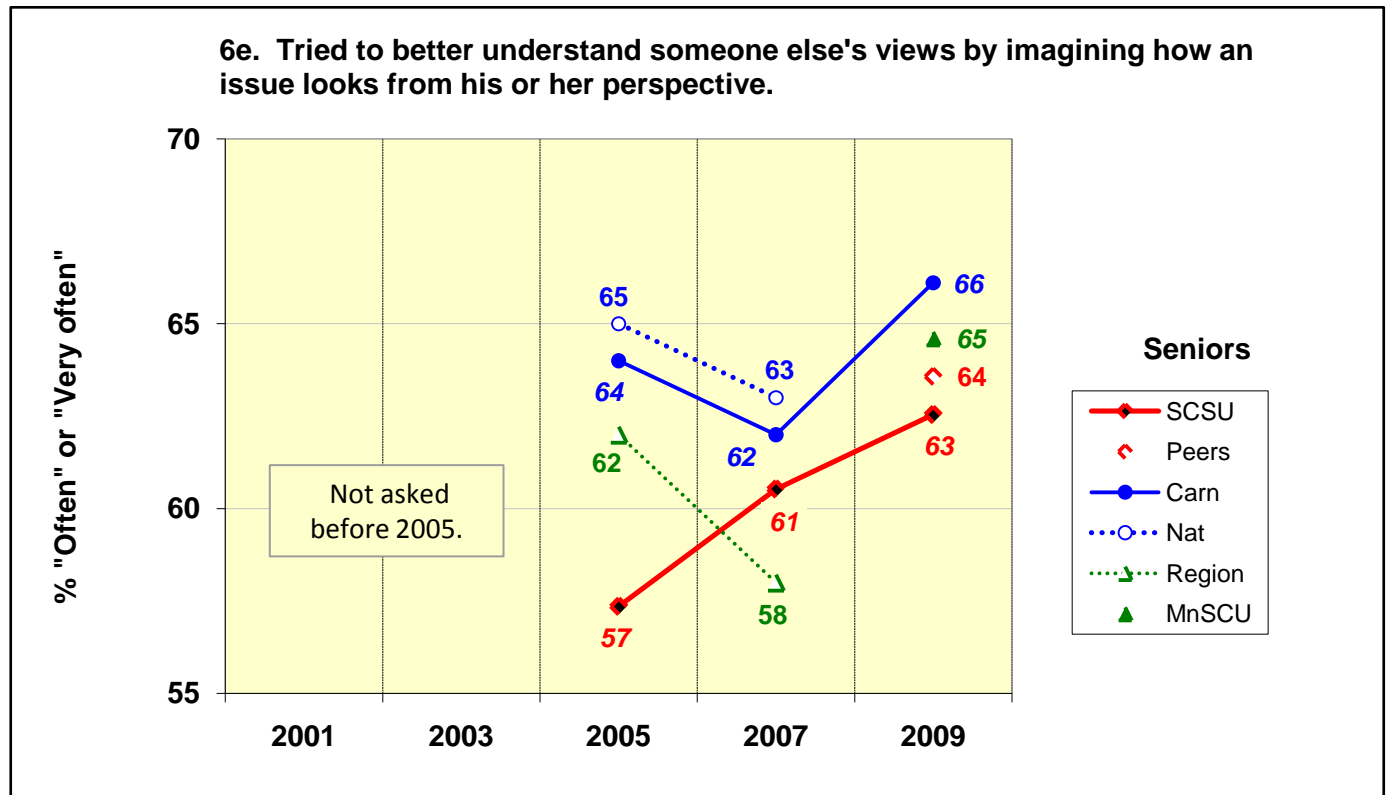
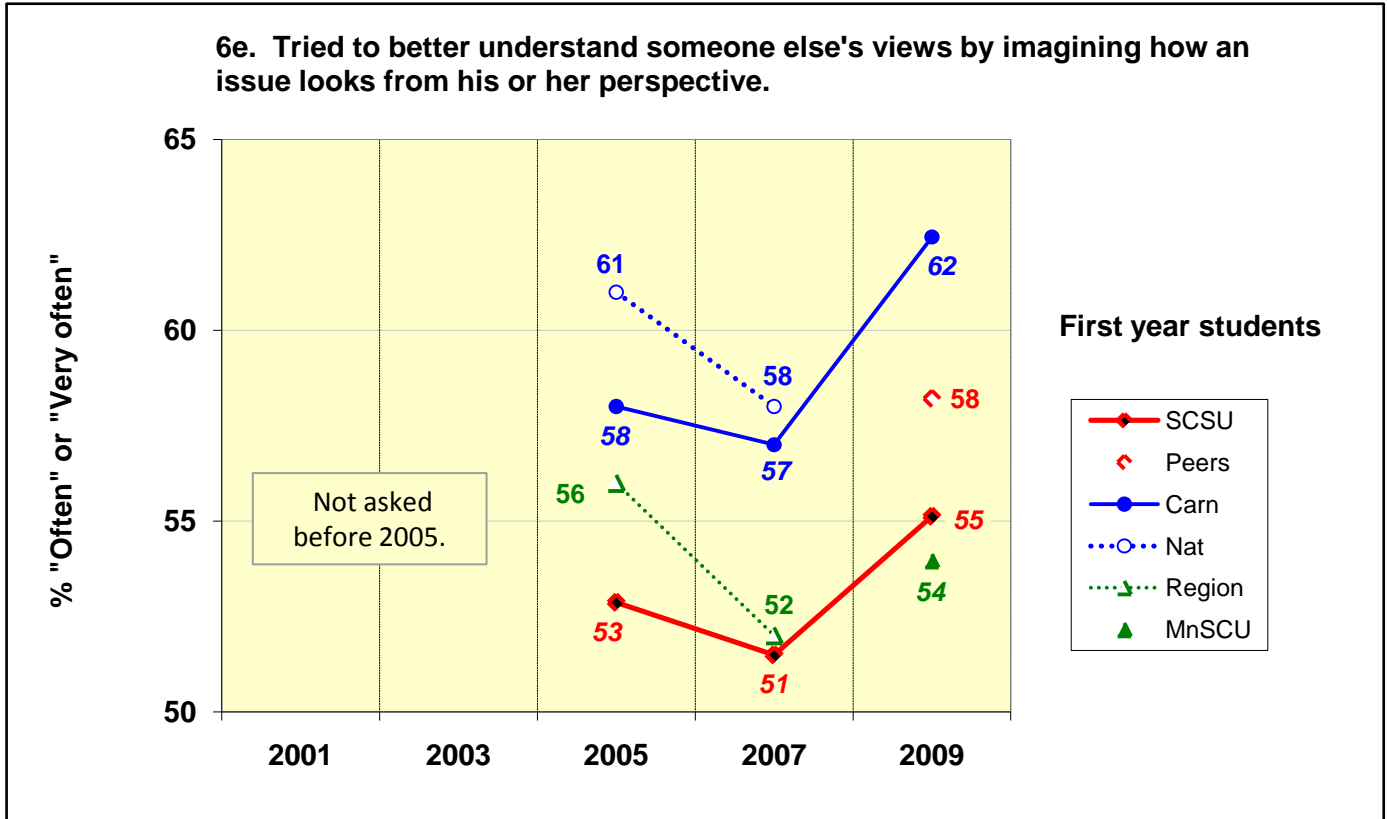




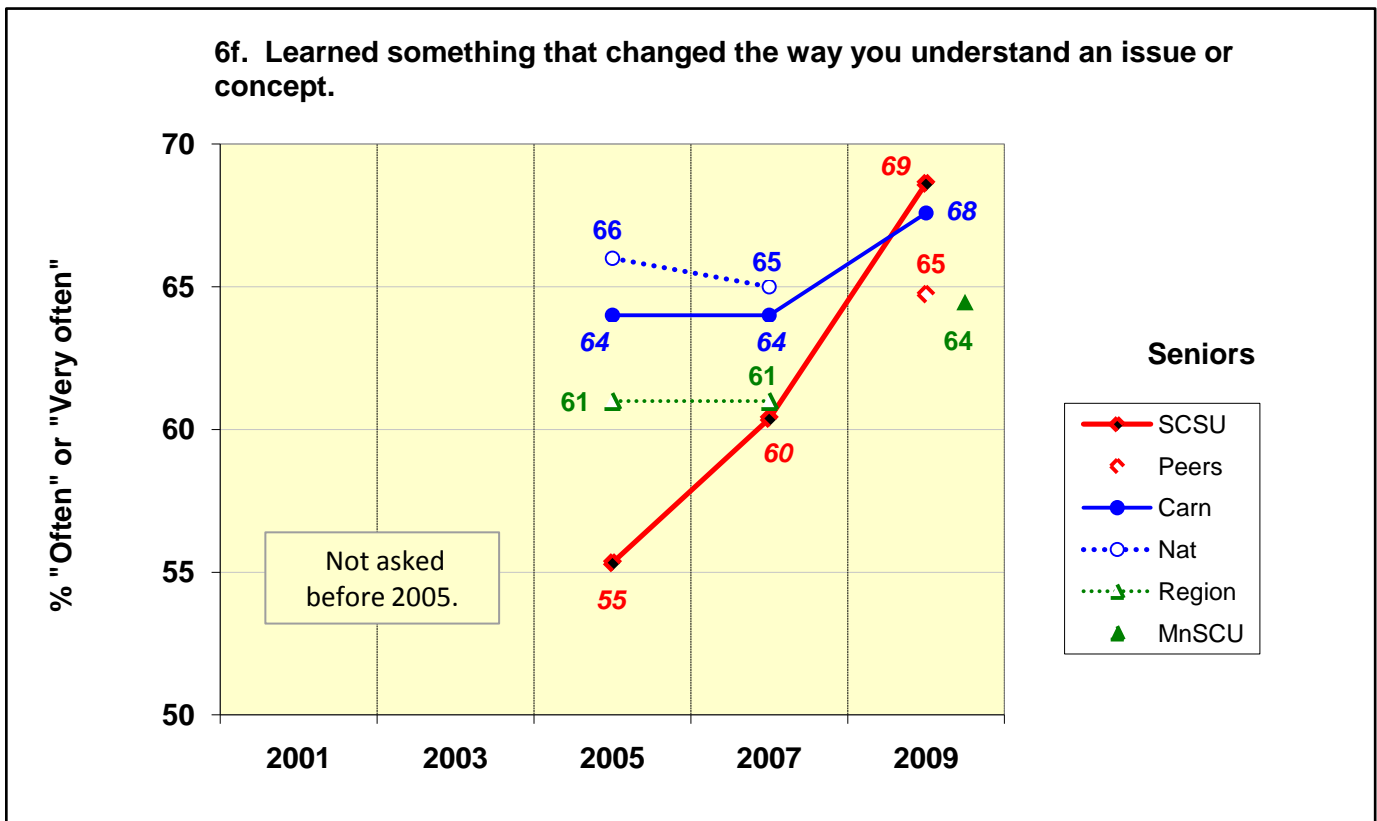
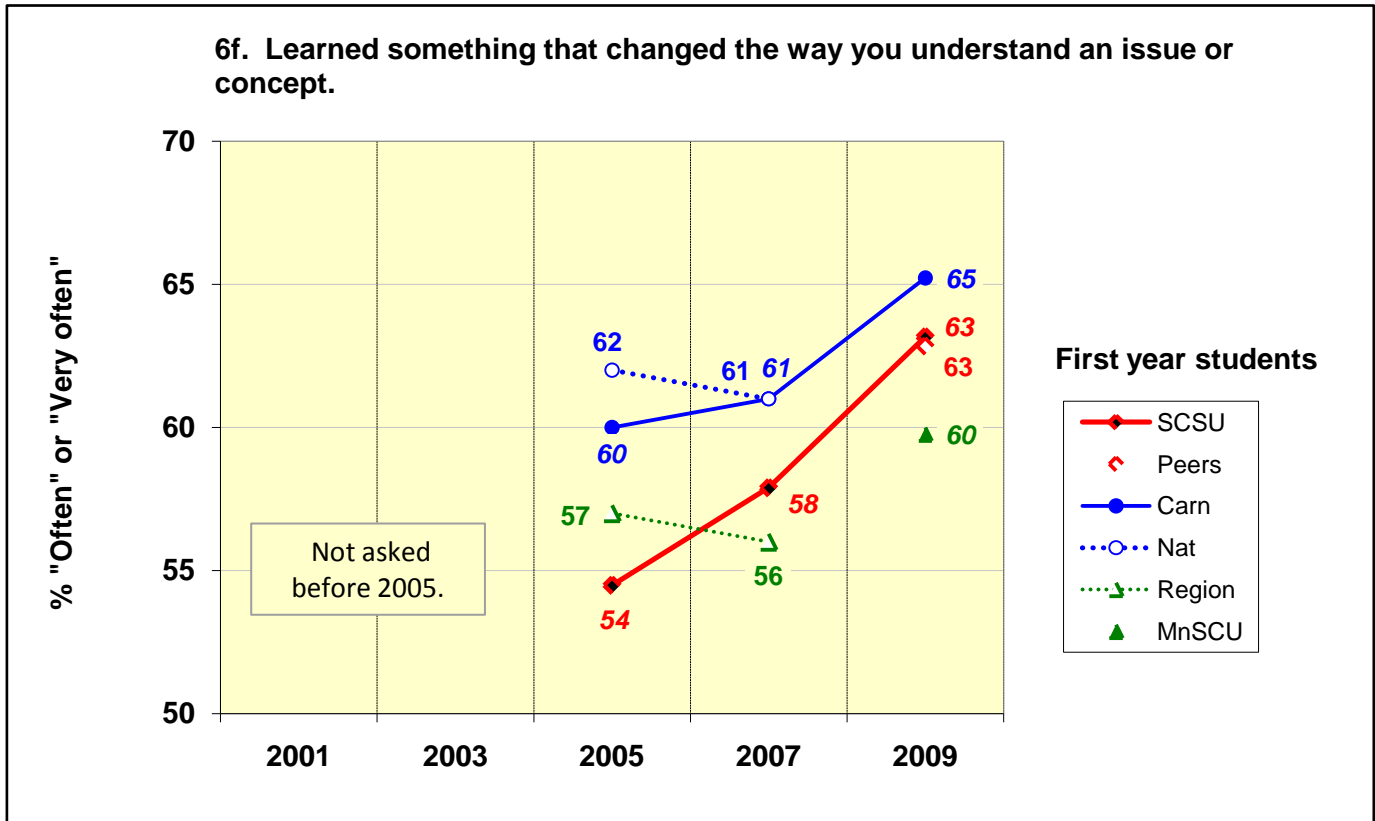
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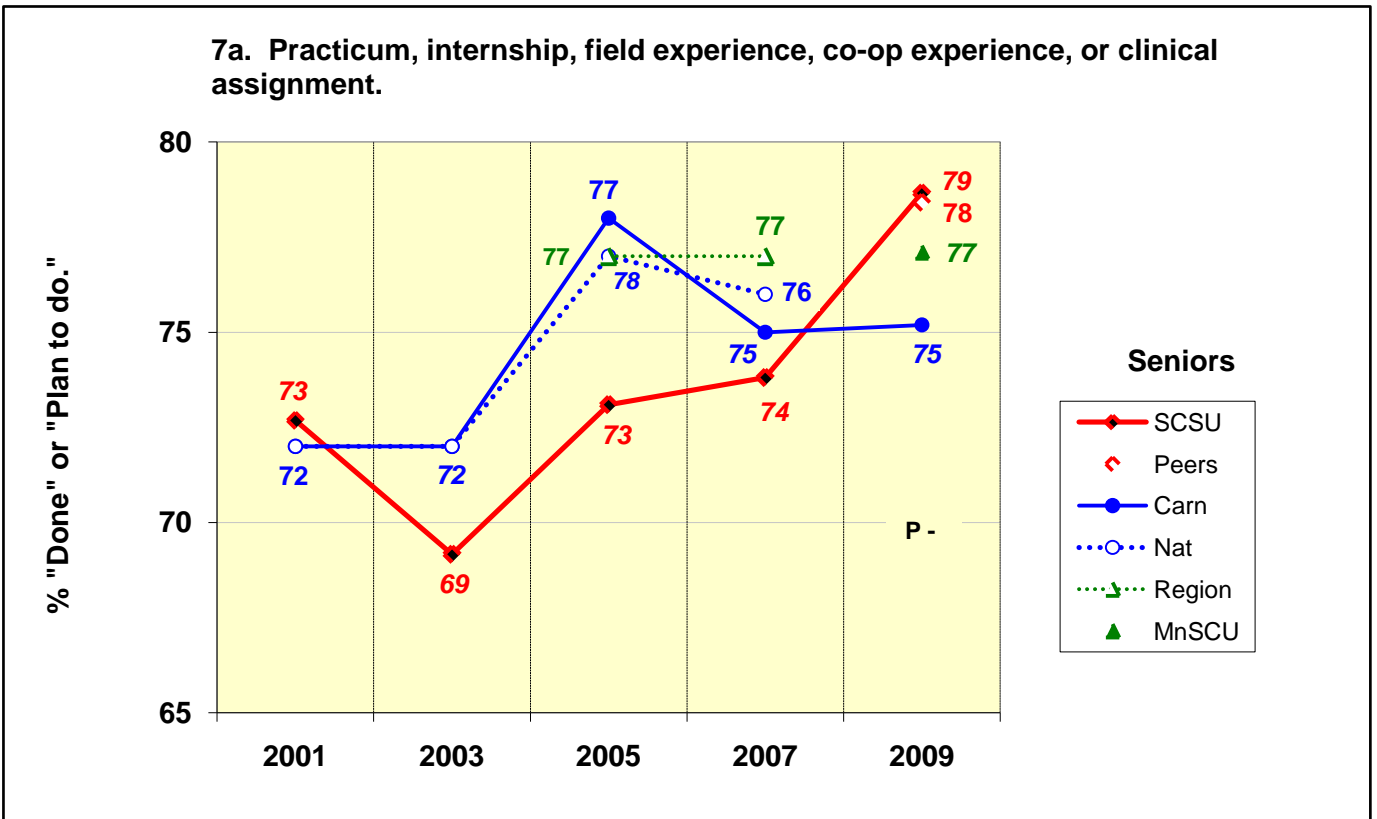
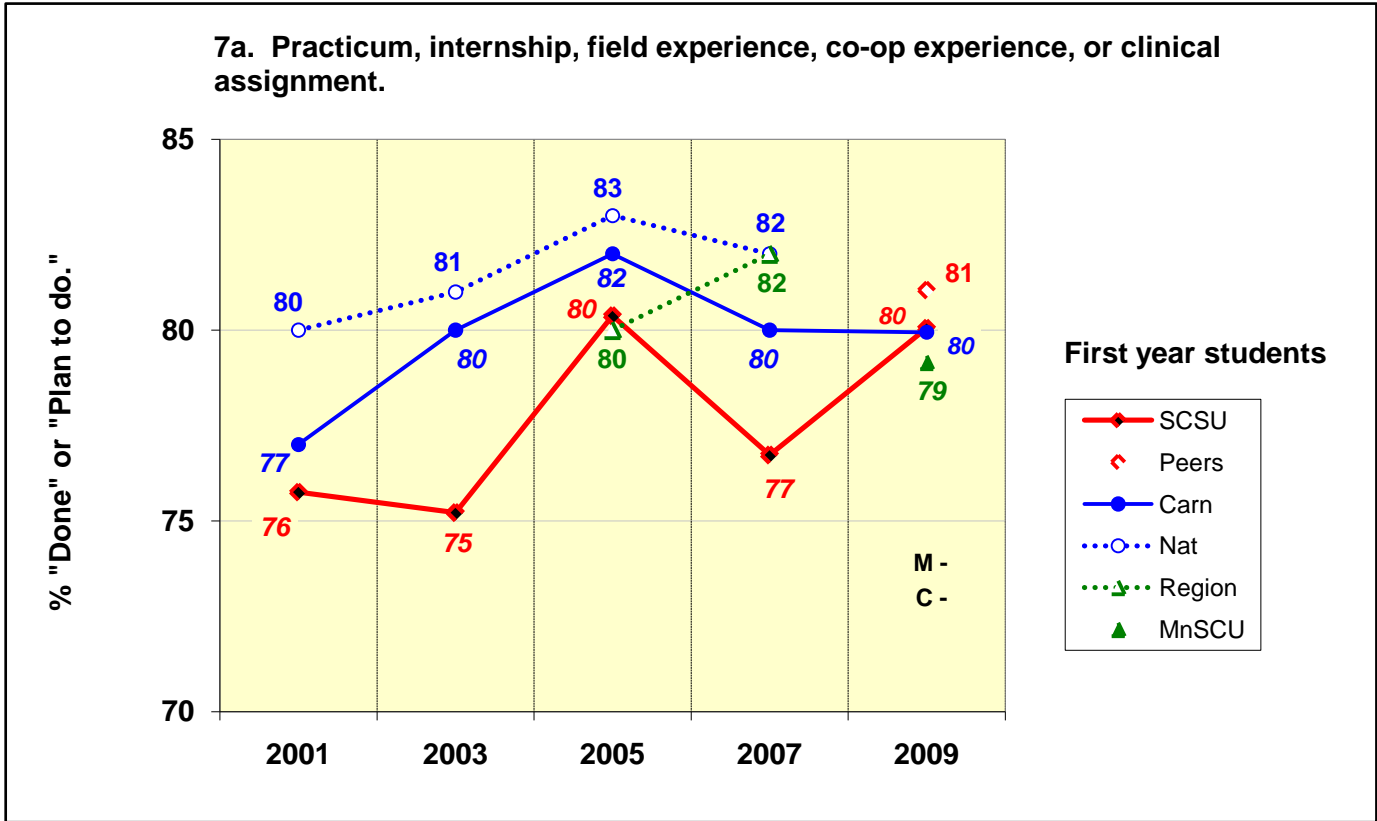
Holistic development.



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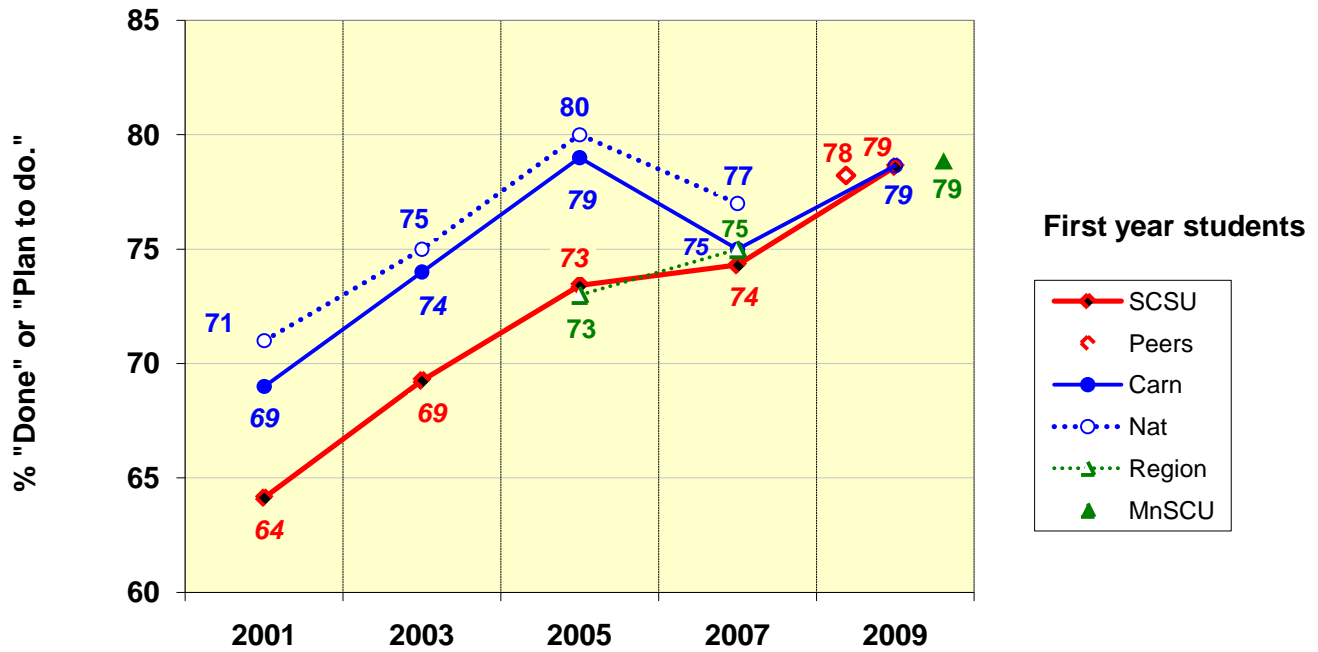


Engagement in supplementary curricular experiences.

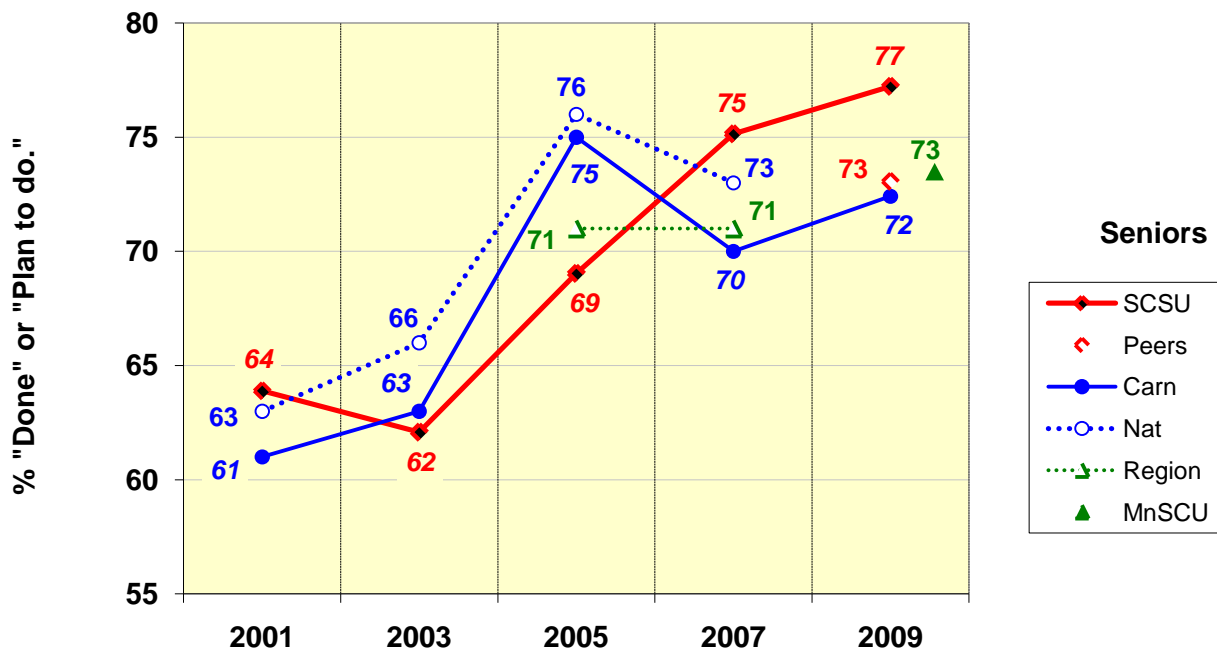


Engagement in supplementary curricular experiences.

7b. Community service or volunteer work.

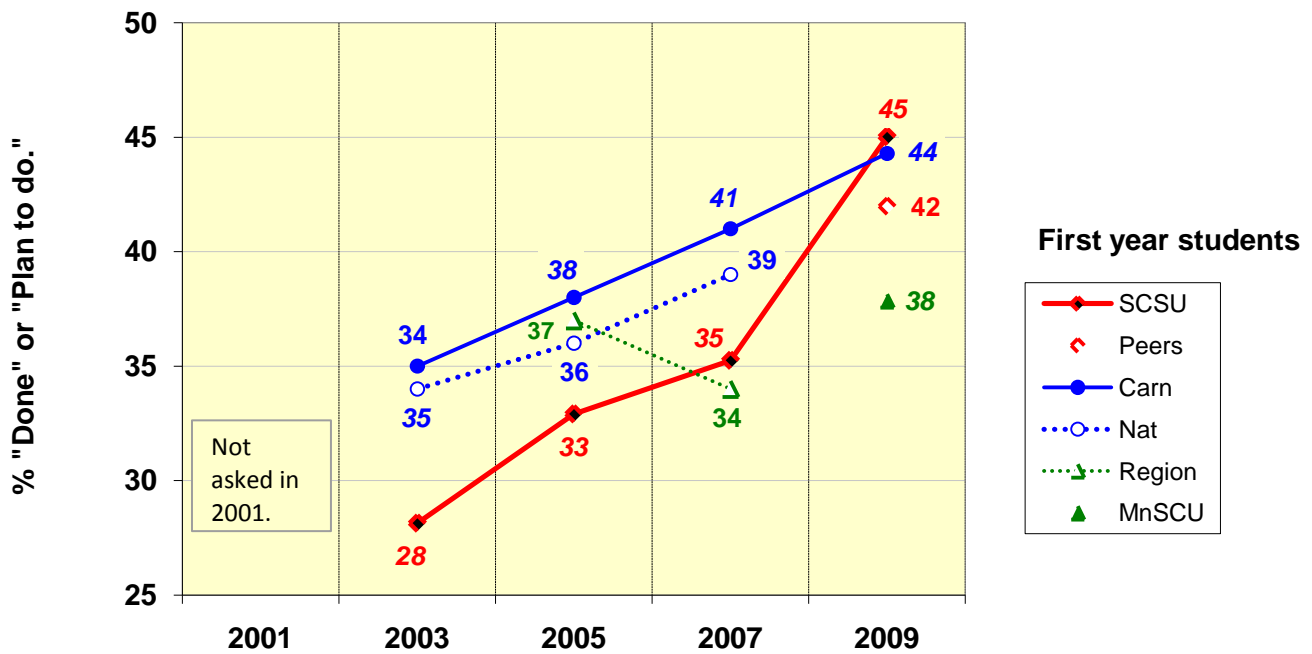


7b. Community service or volunteer work.

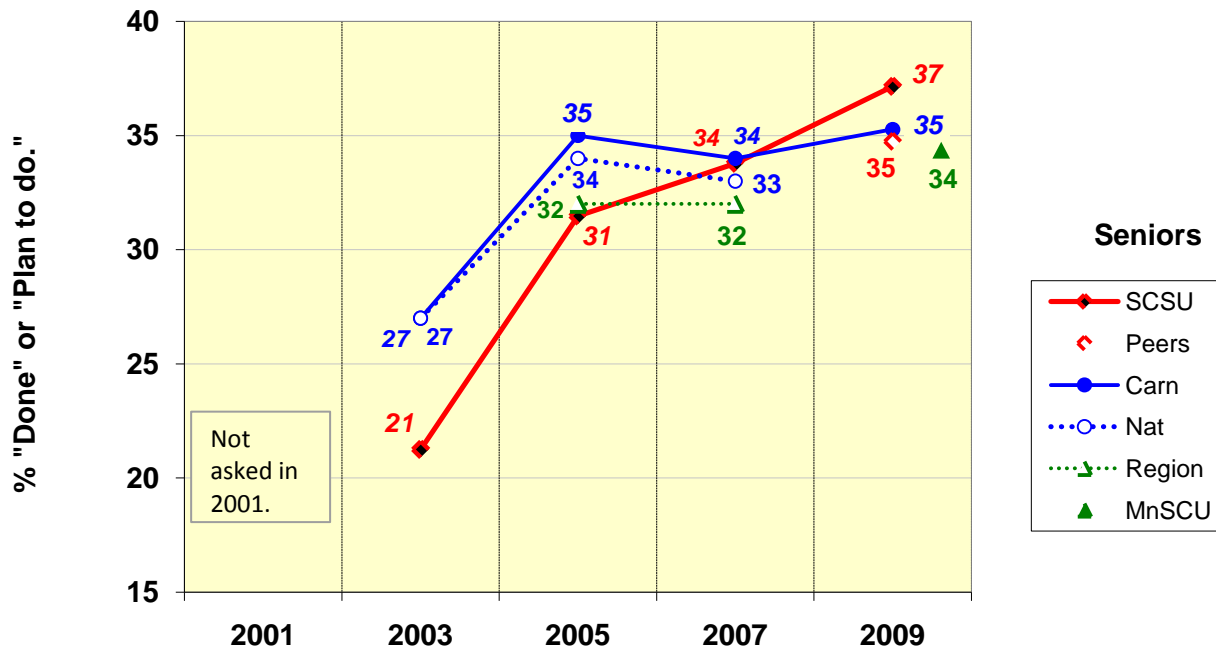


Engagement in supplementary curricular experiences.

7c. Participate in a learning community or some other formal program where groups of students take two or more classes together.

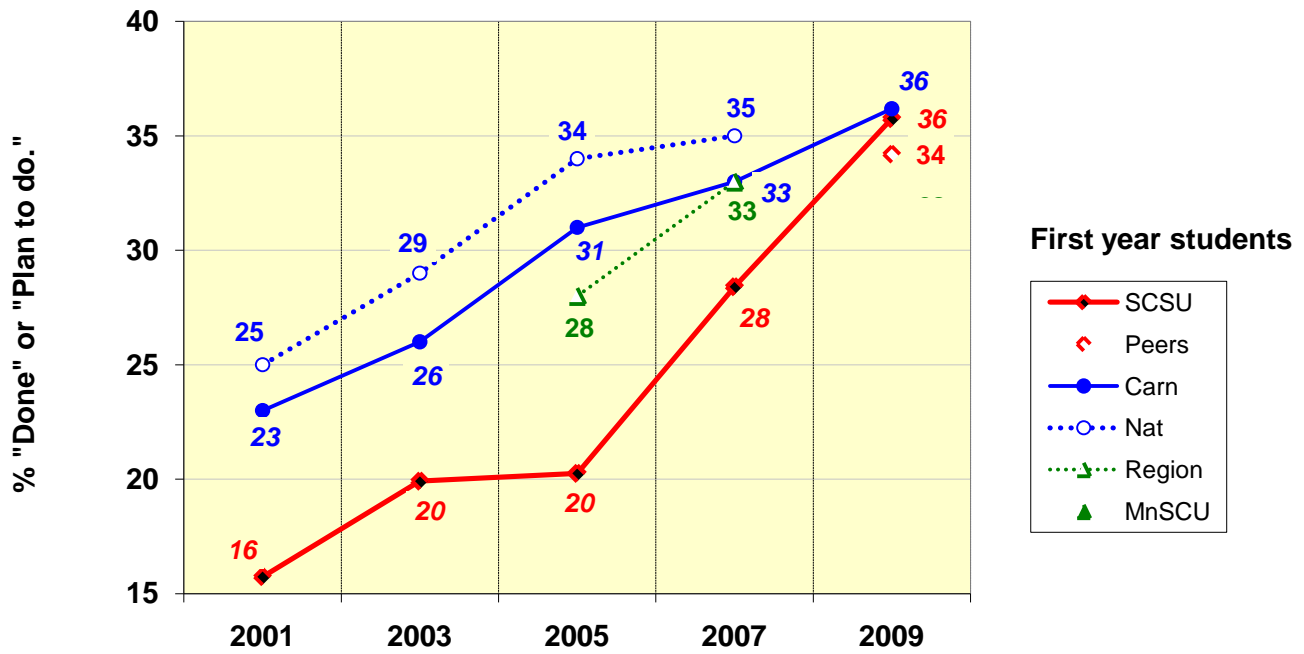


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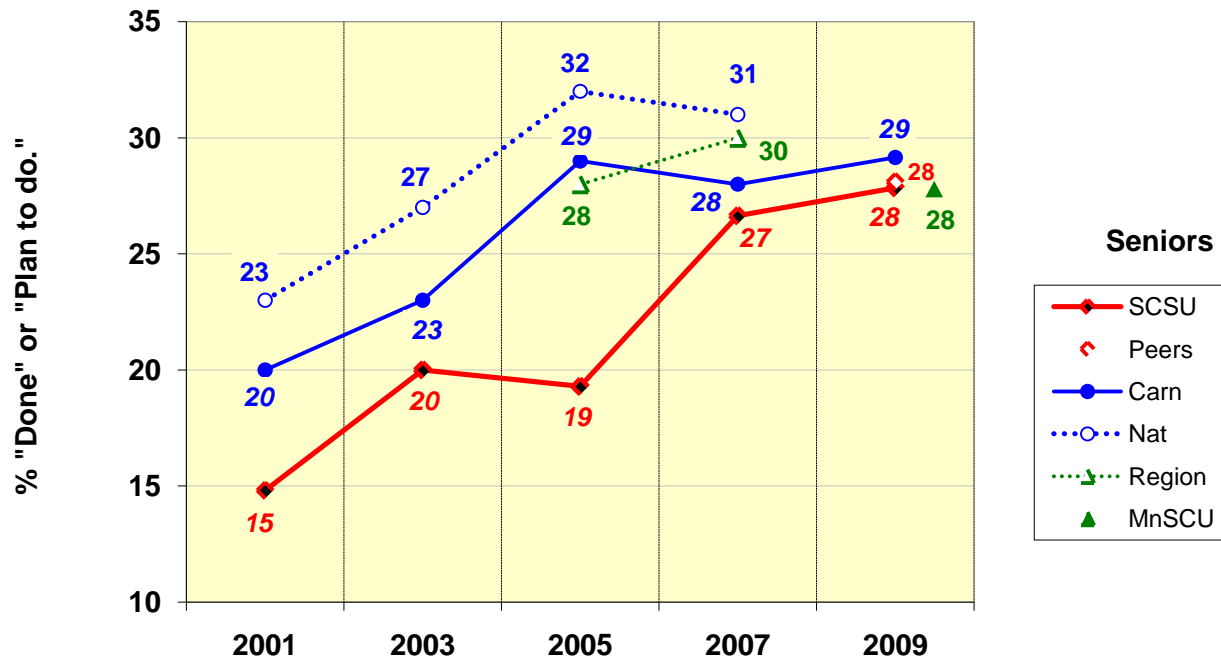


Engagement in supplementary curricular experiences.

7d. Worked on a research project with a faculty member outside of course or program requirements.

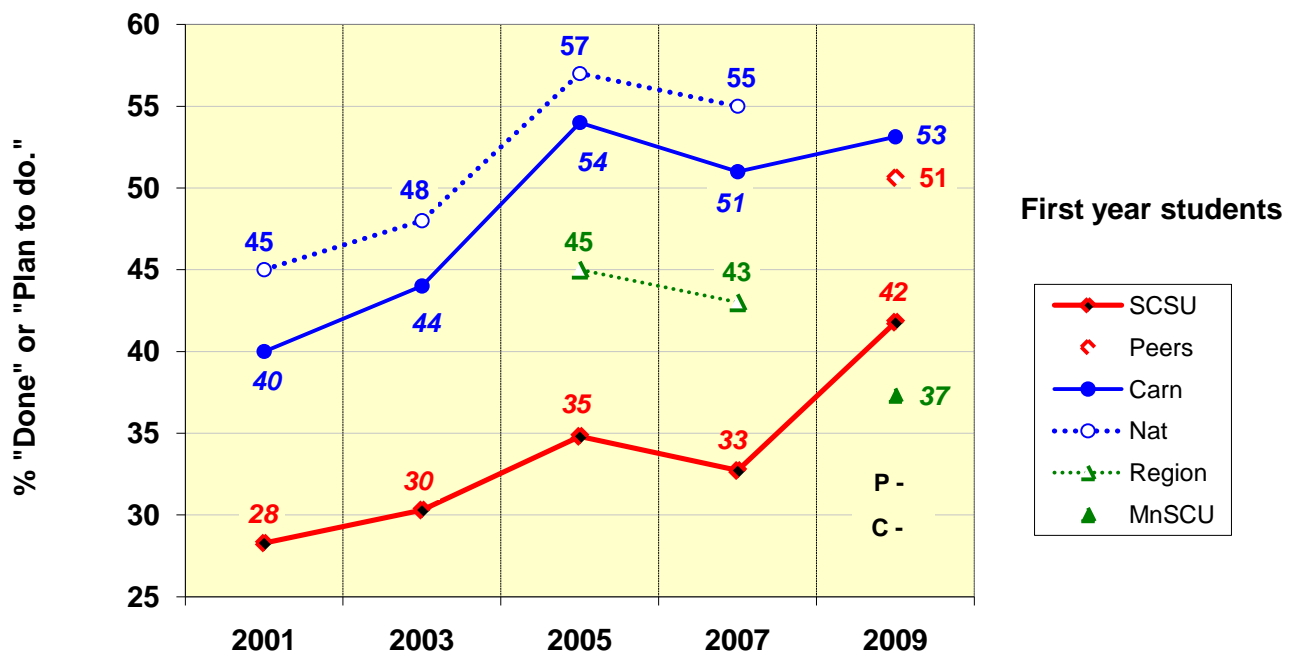


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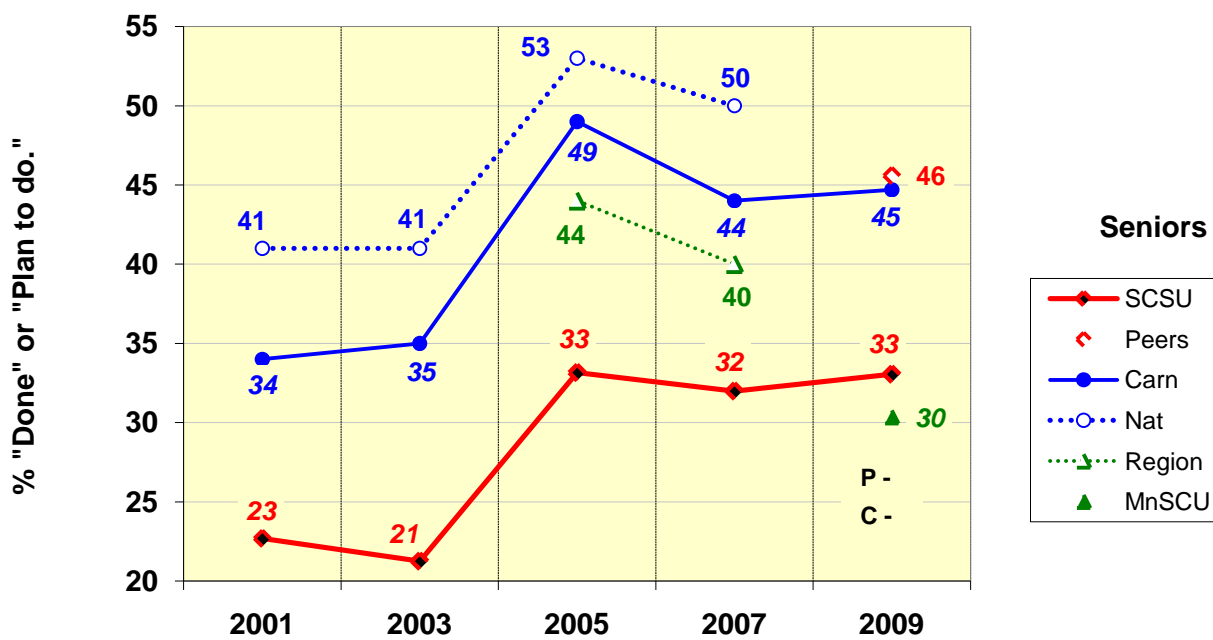


Engagement in supplementary curricular experiences.

7e. Foreign language coursework.

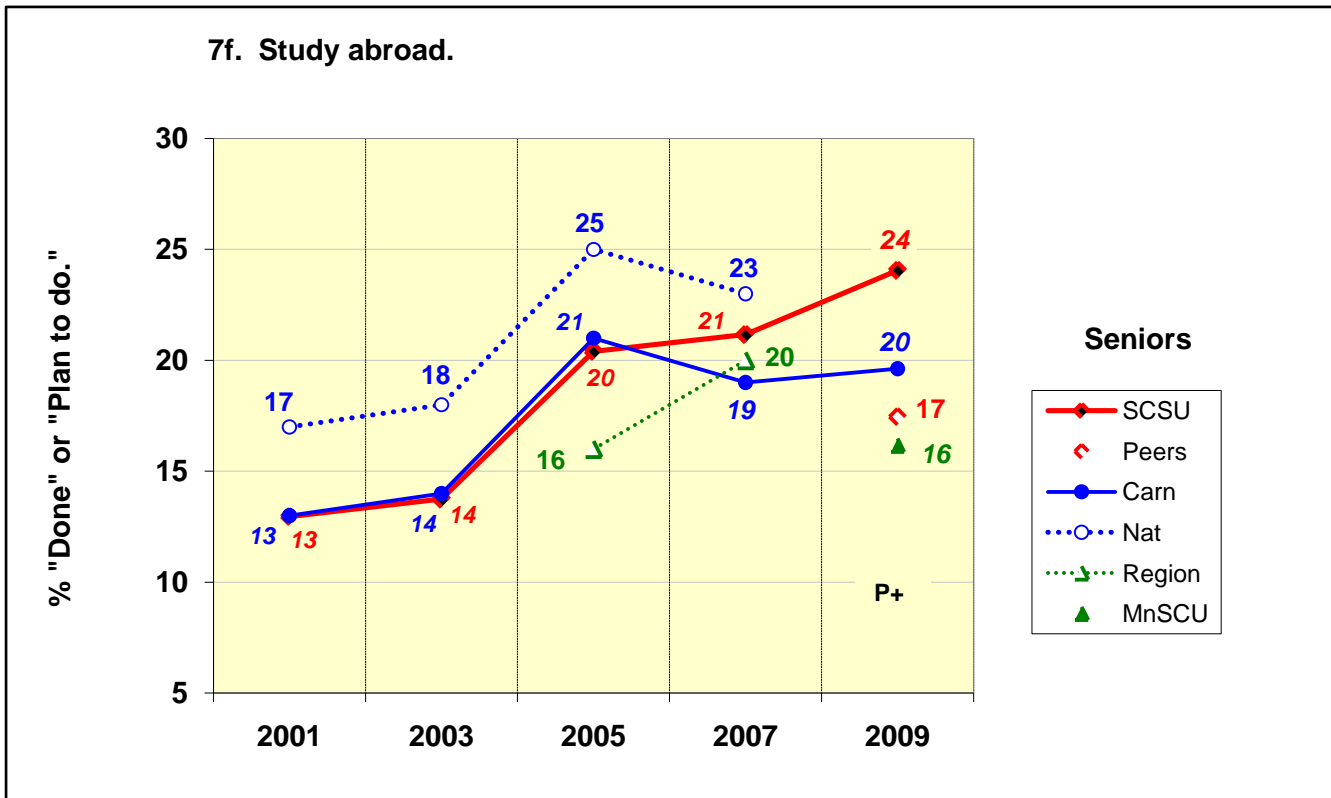
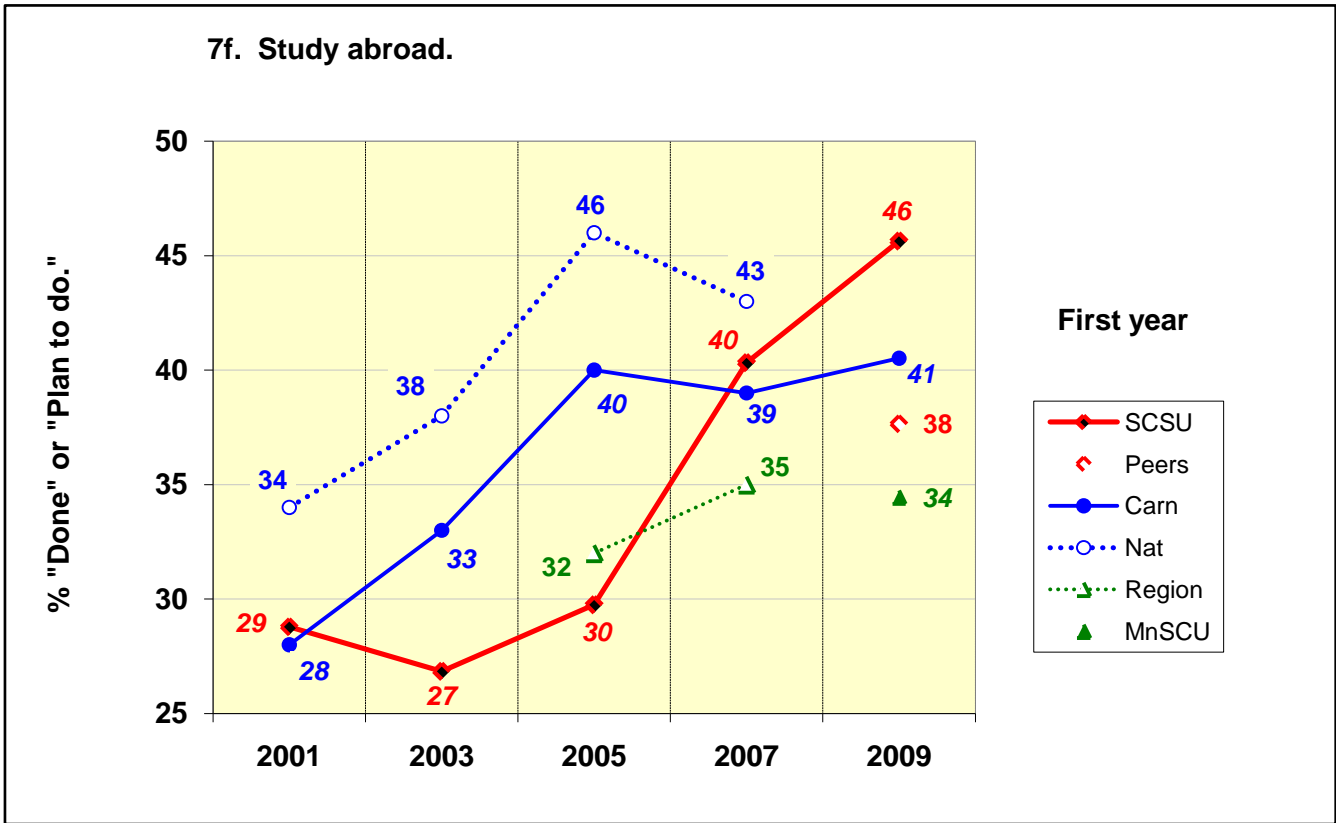


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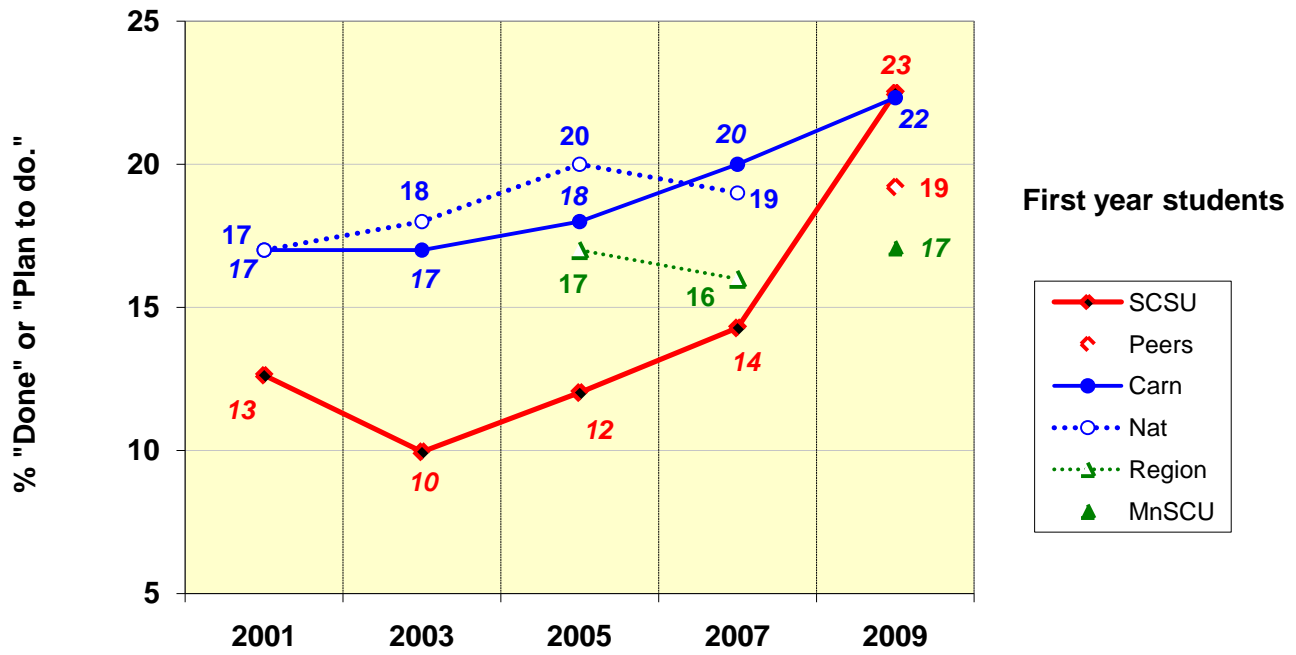


Engagement in supplementary curricular experiences.

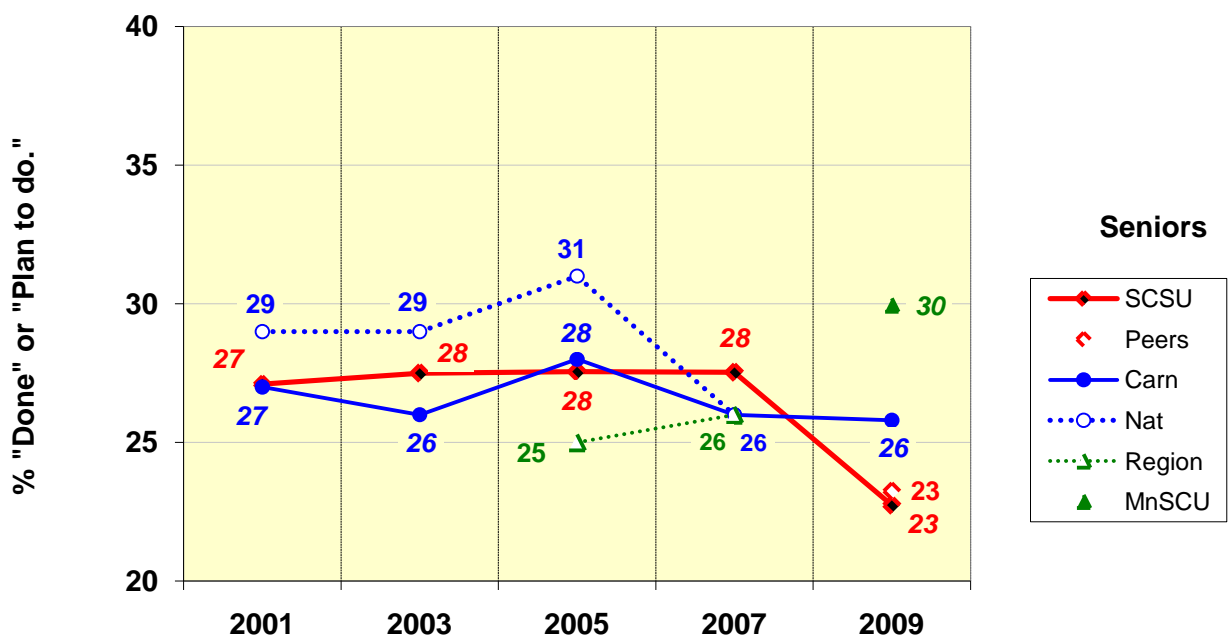


Engagement in supplementary curricular experiences.

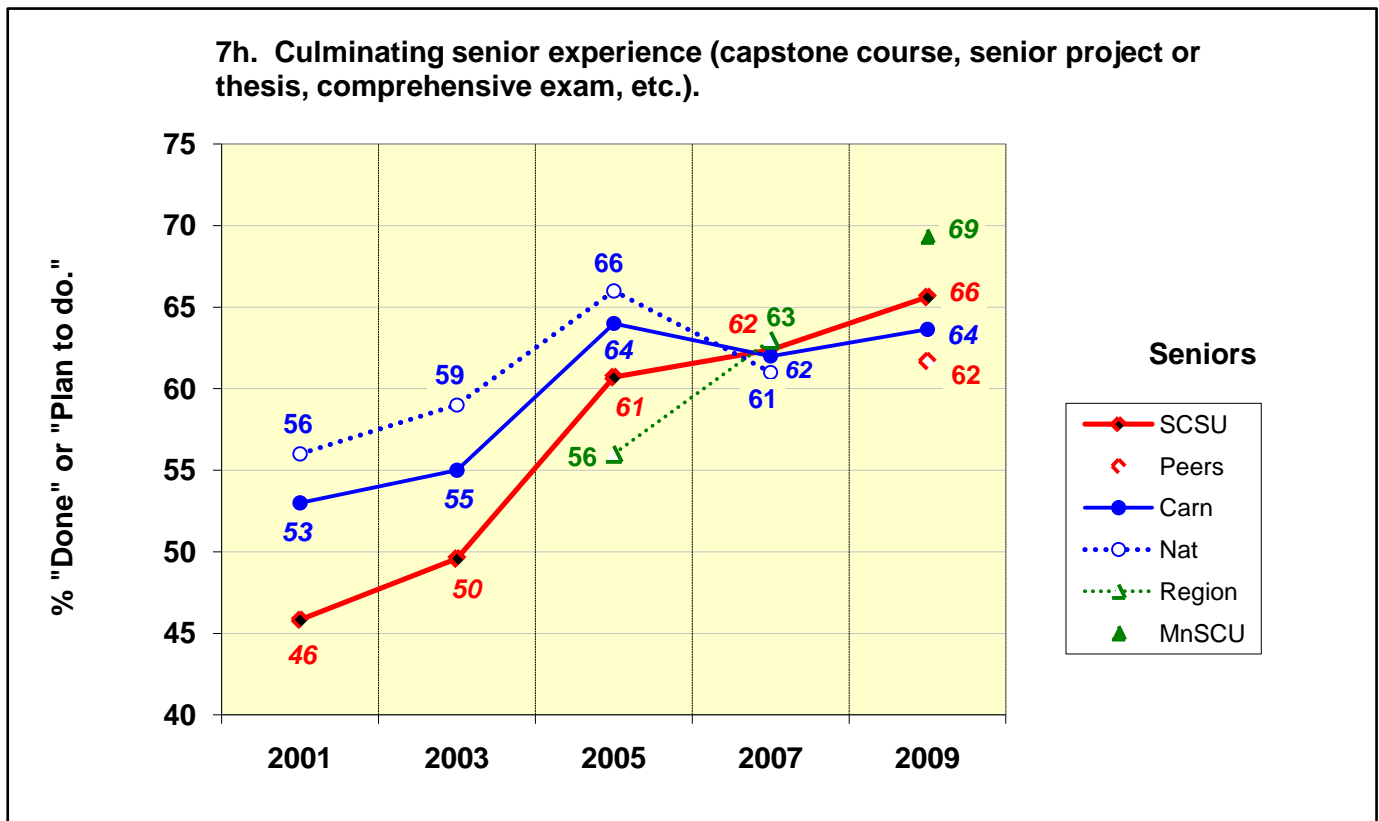
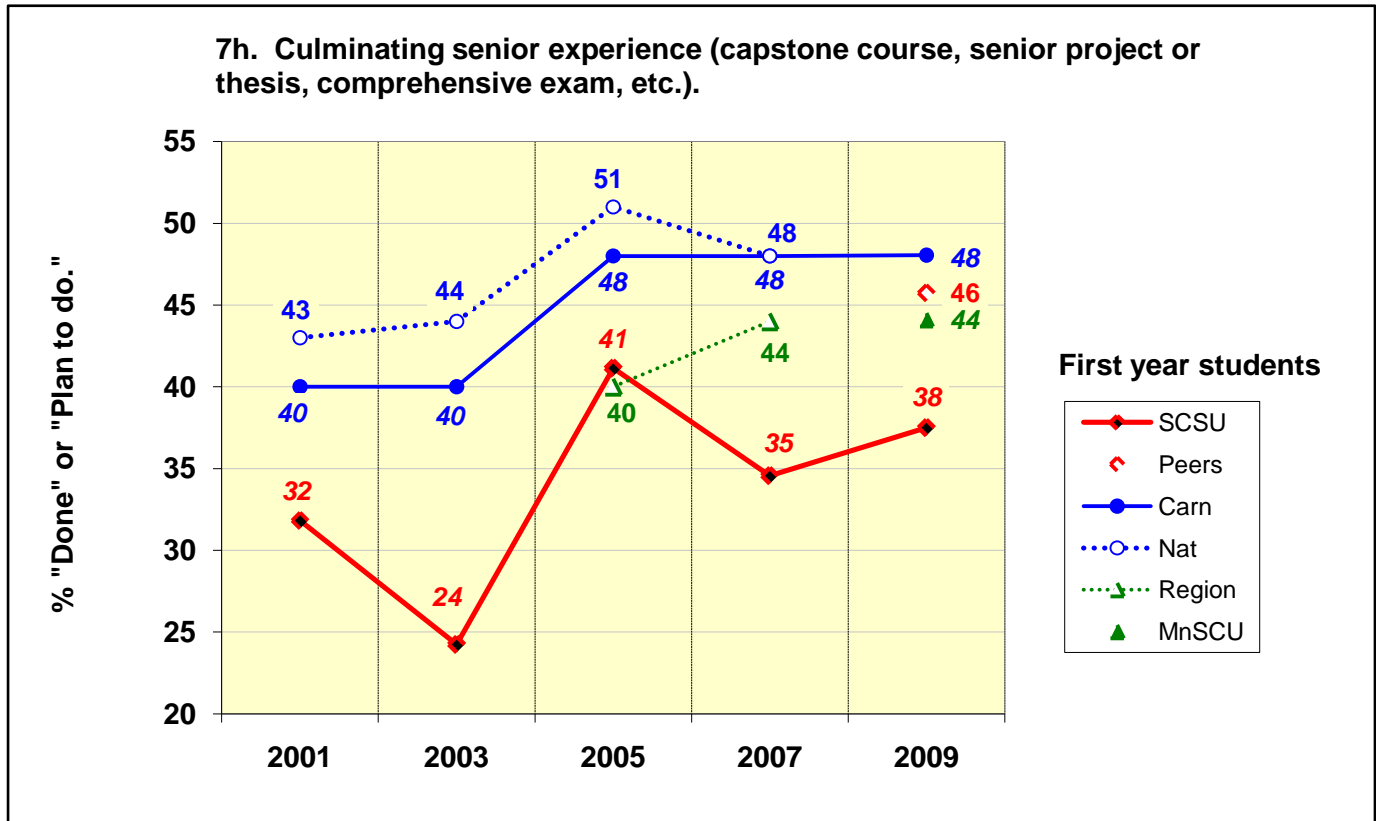
7g. Independent study or self-designed major.

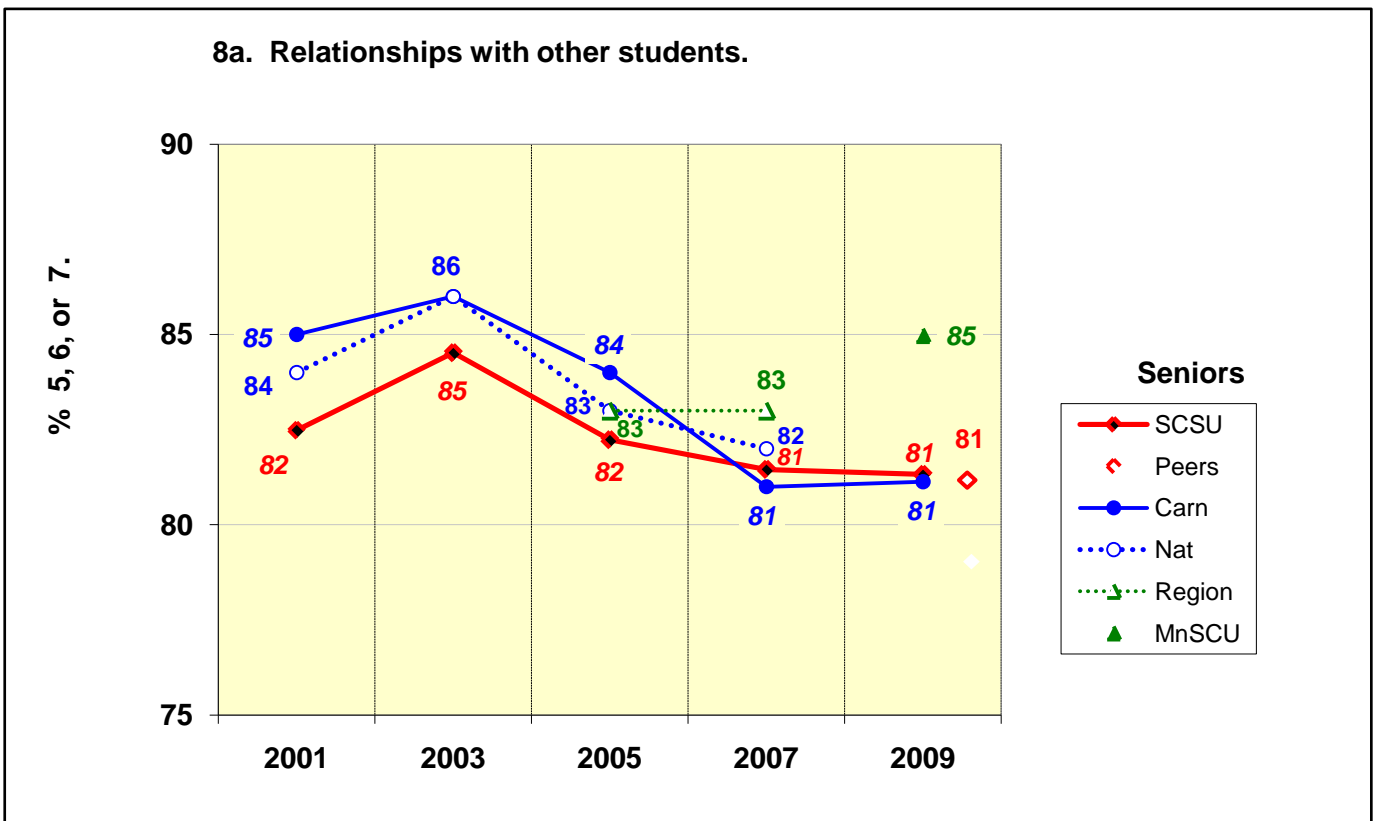
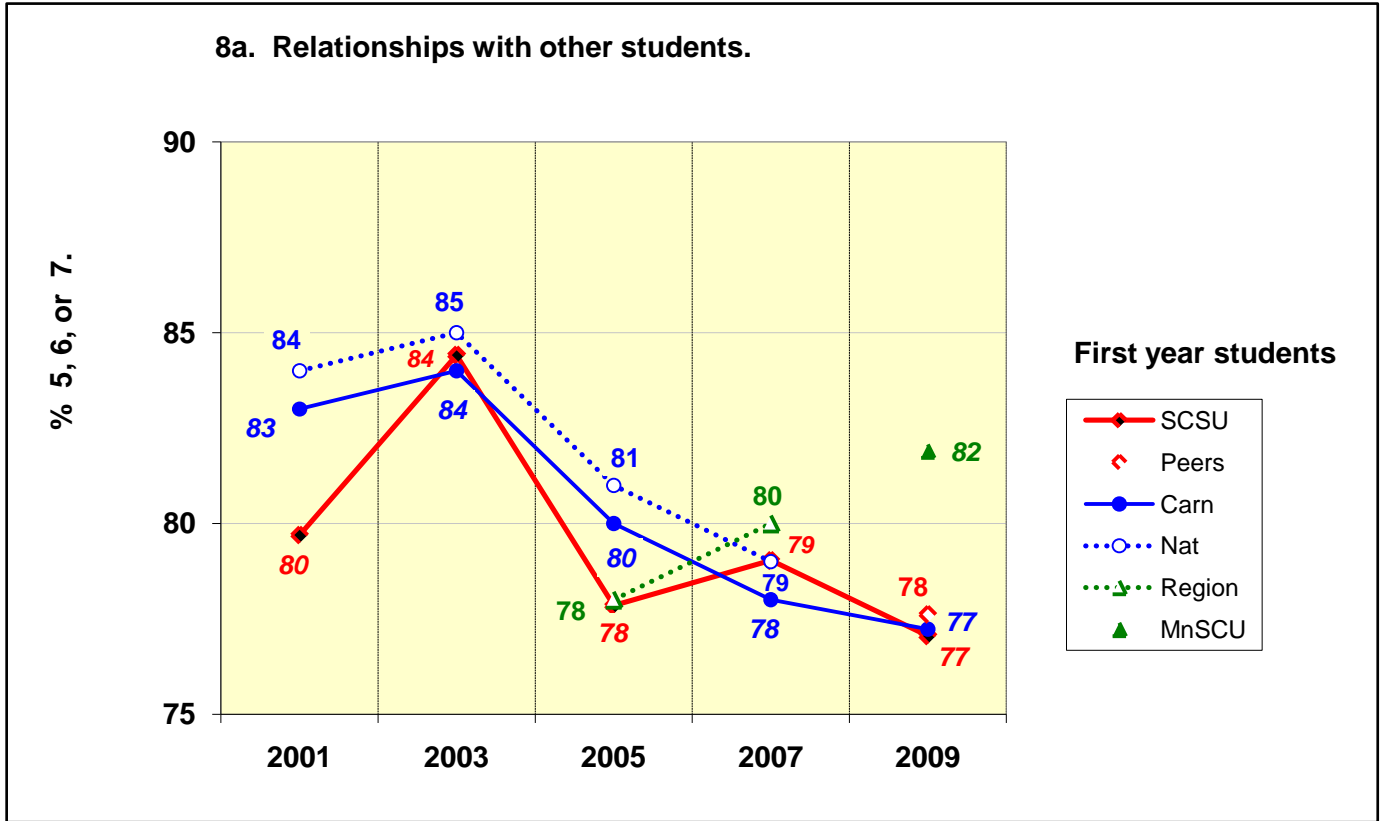


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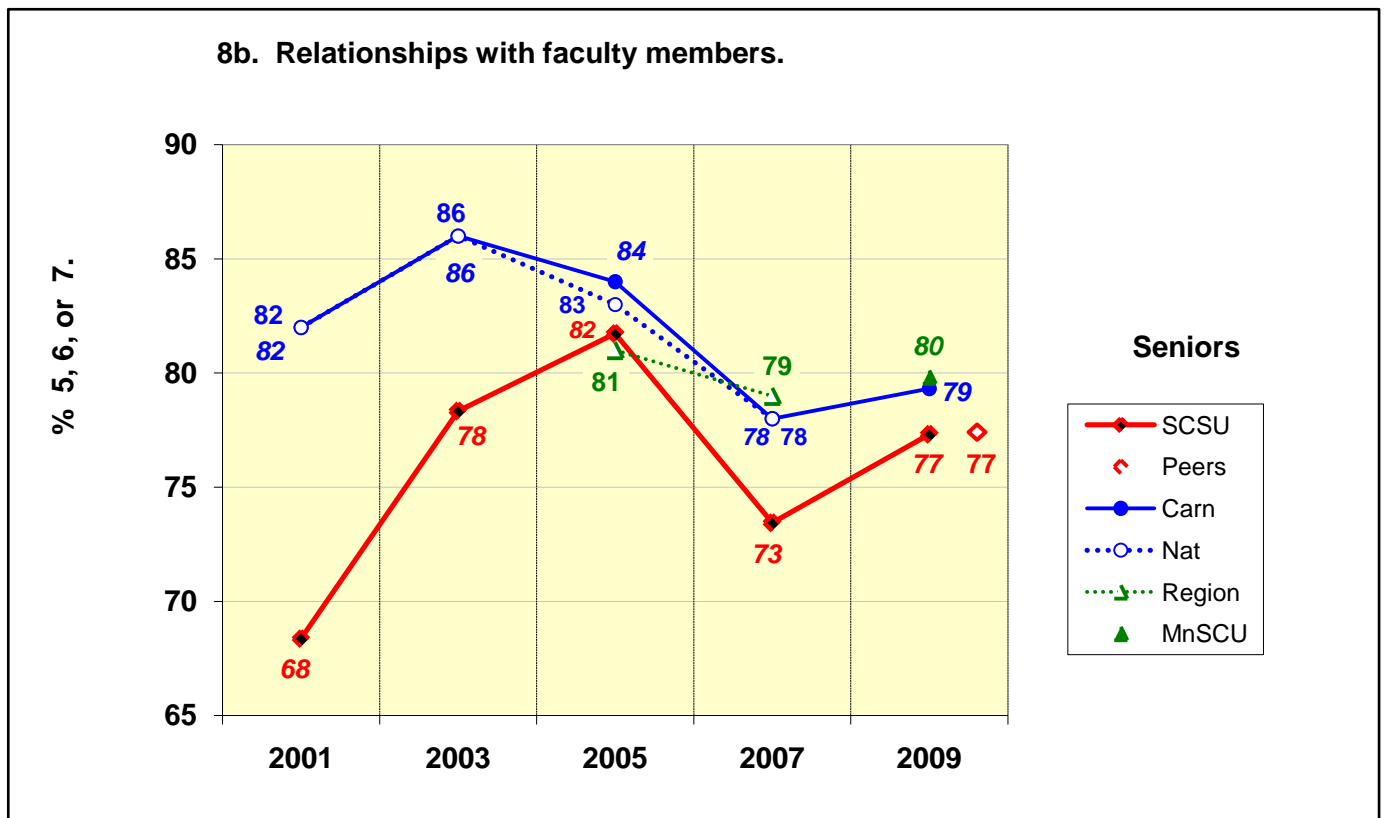
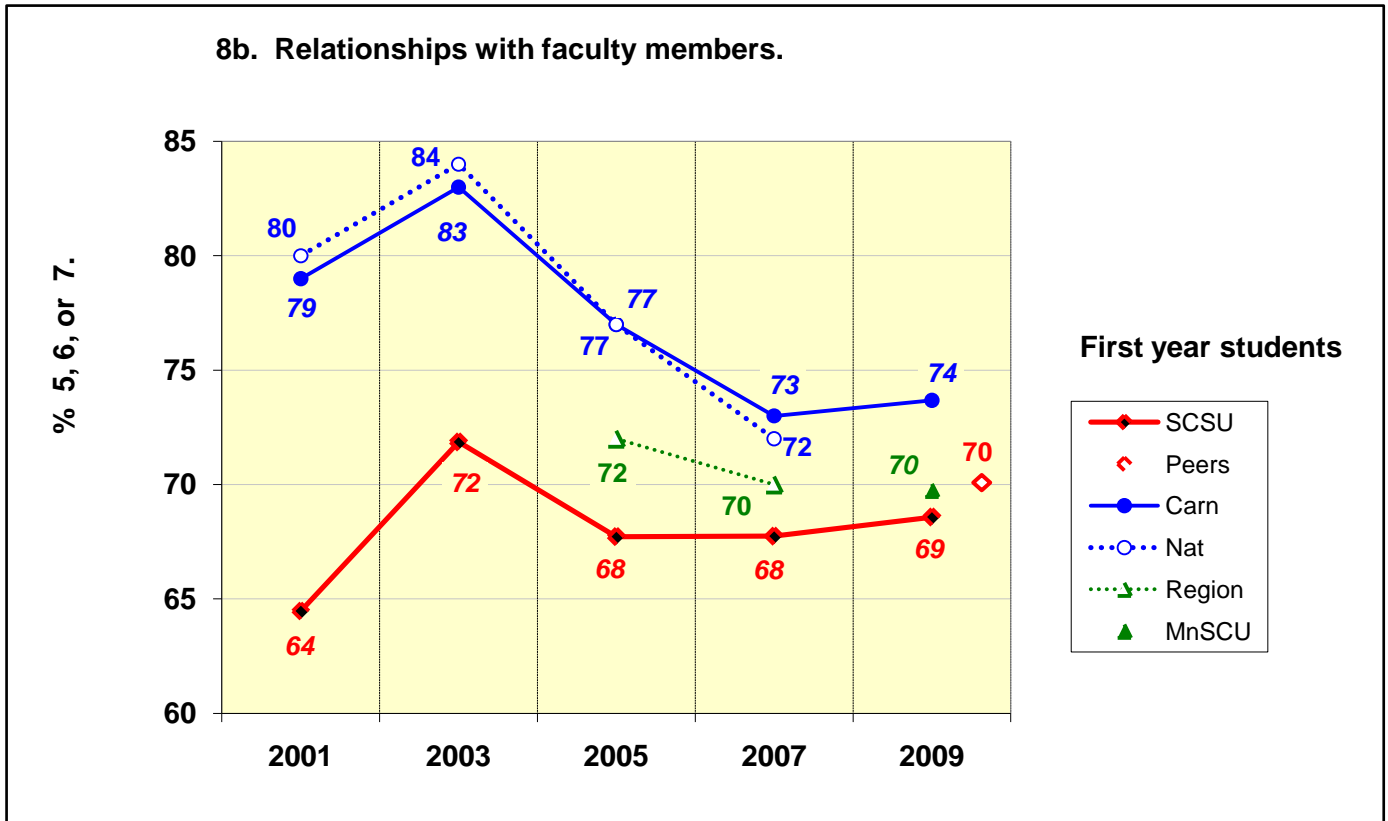


Engagement in supplementary curricular experiences.

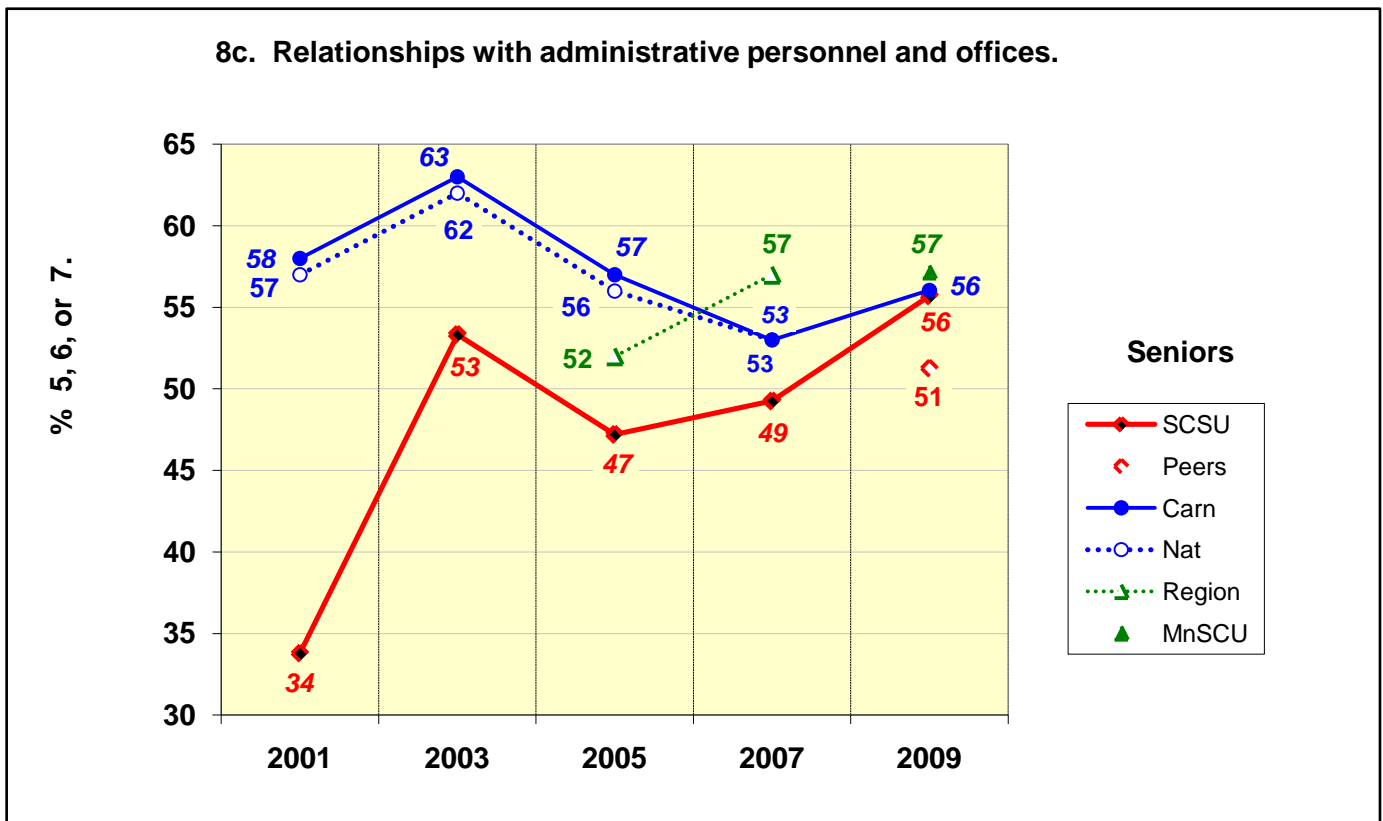
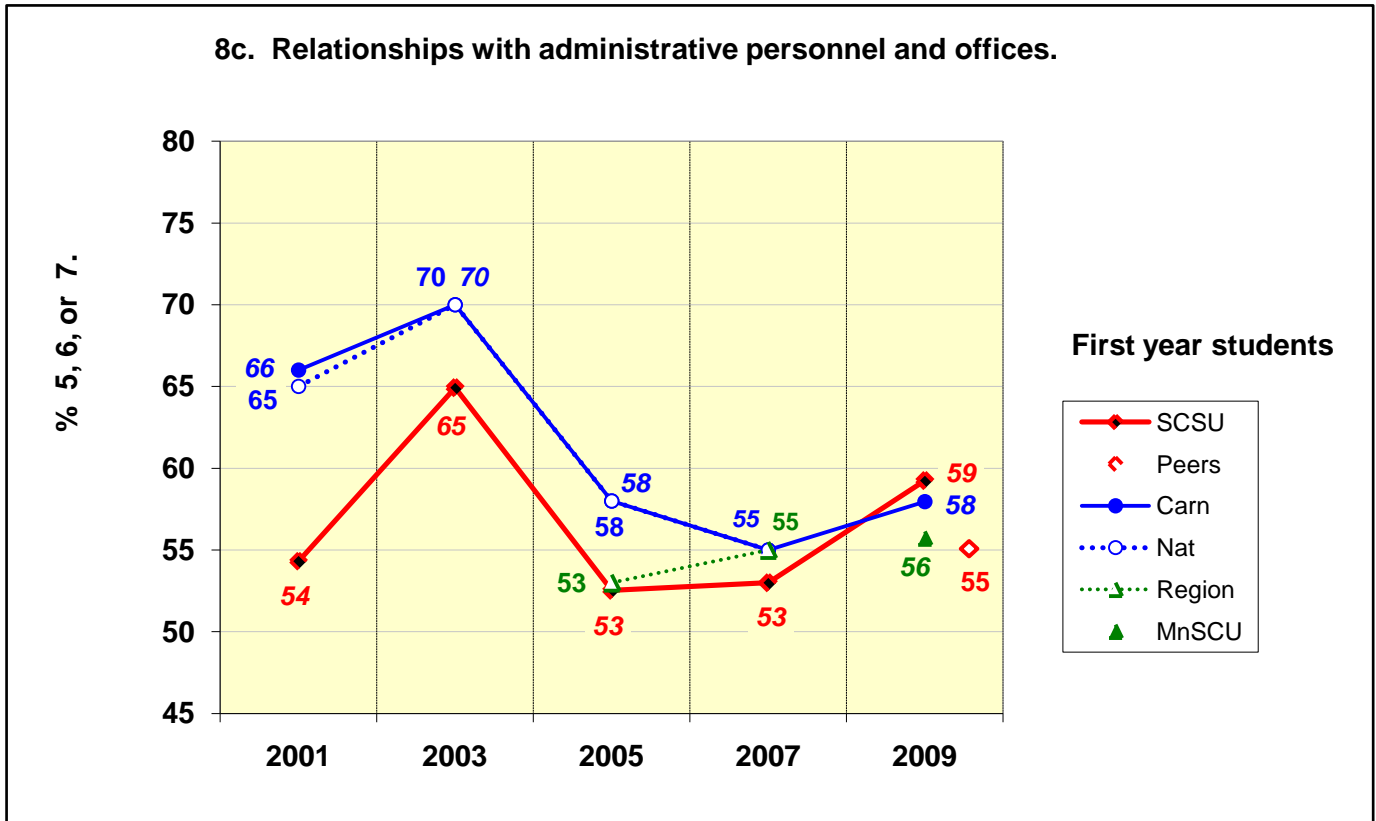




Response scale: 1 = "Unfriendly, unsupportive, sense of alienation" to 7 = "Friendly, supportive, sense of belonging."



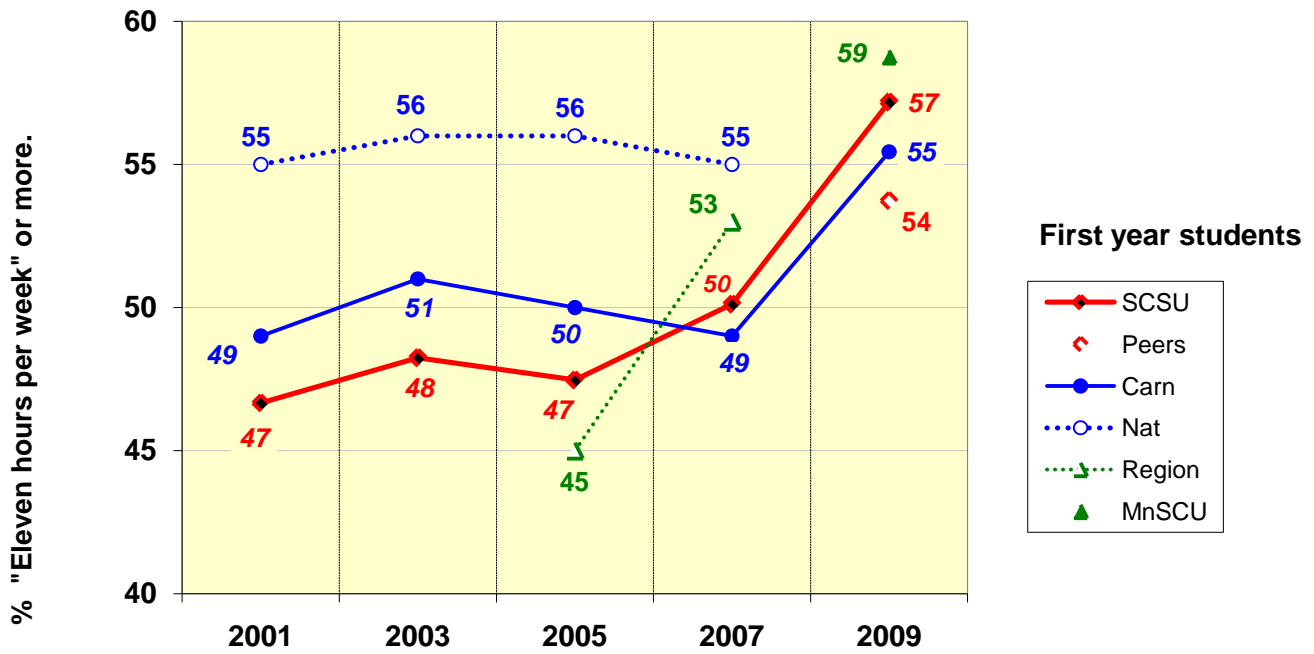
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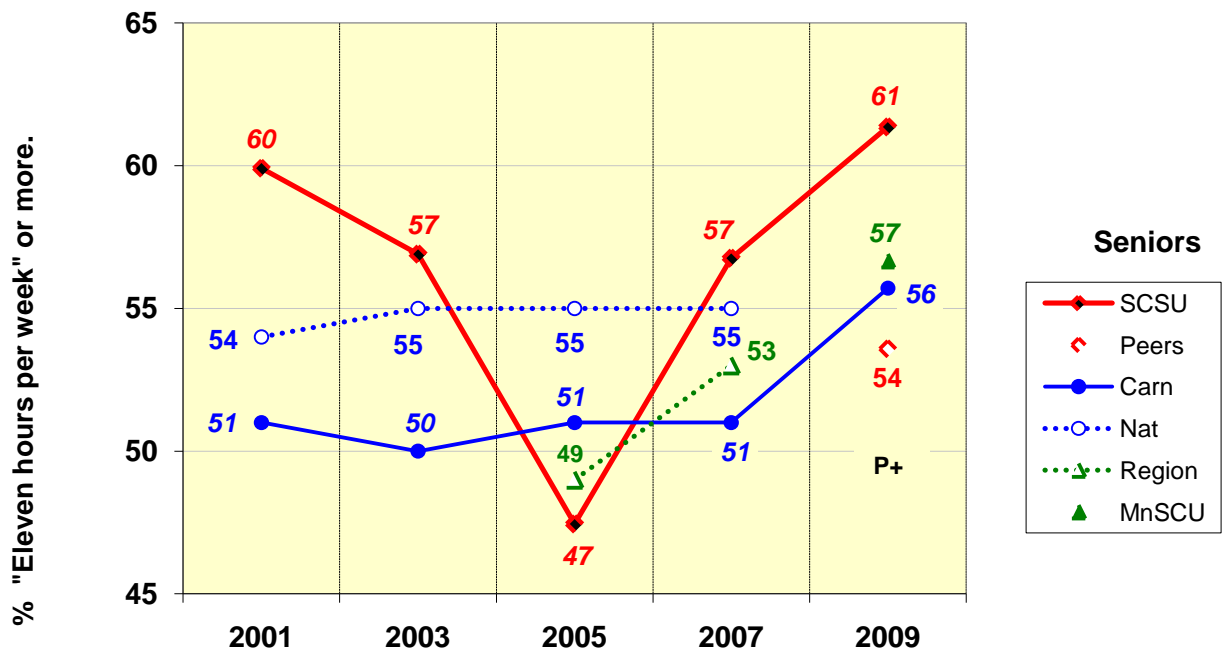
Response scale: 1 = "Unfriendly, unsupportive, sense of alienation" to 7 = "Friendly, supportive, sense of belonging."

Hours per seven-day week spent on particular types of activities.

9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).

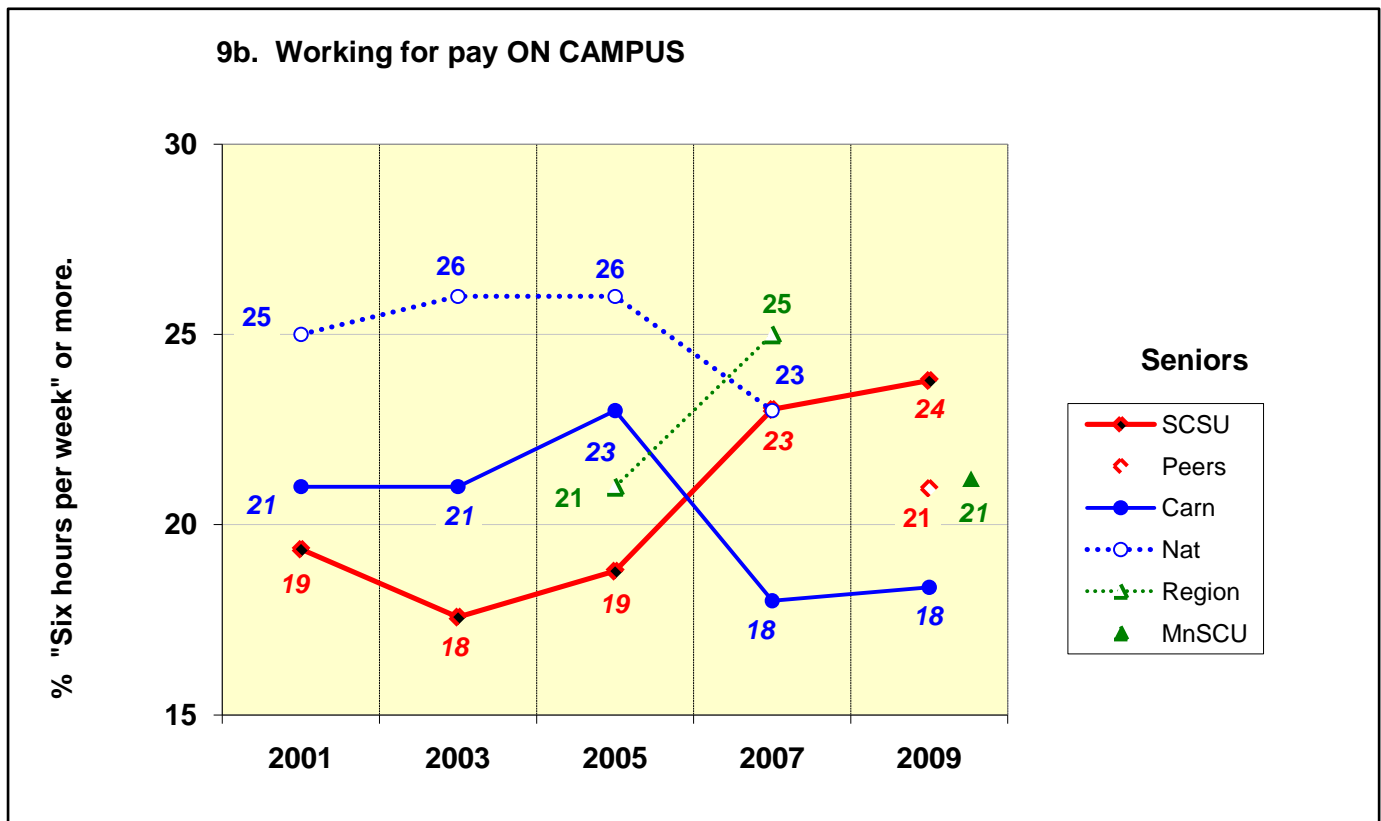
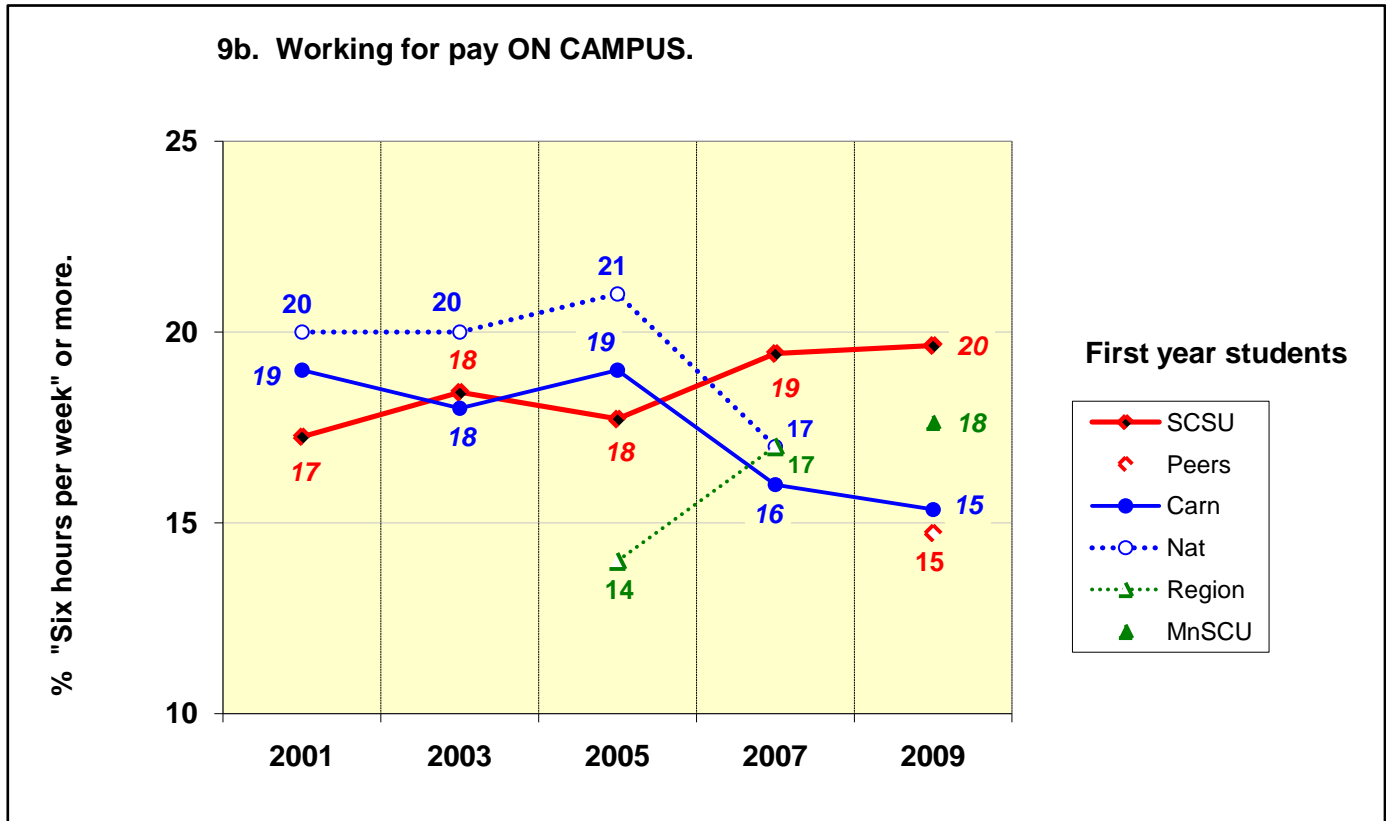


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Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, or more than 30 hours per week.

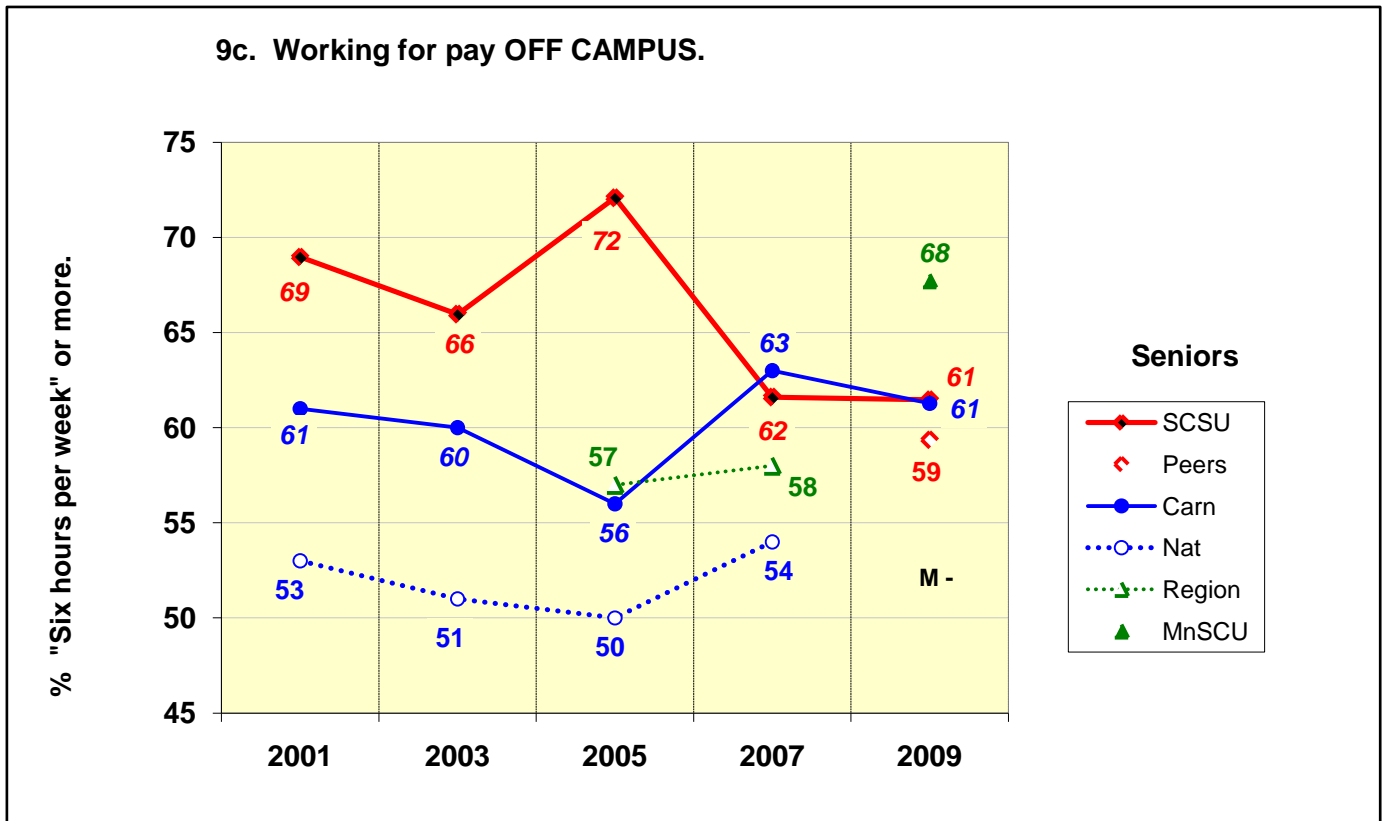
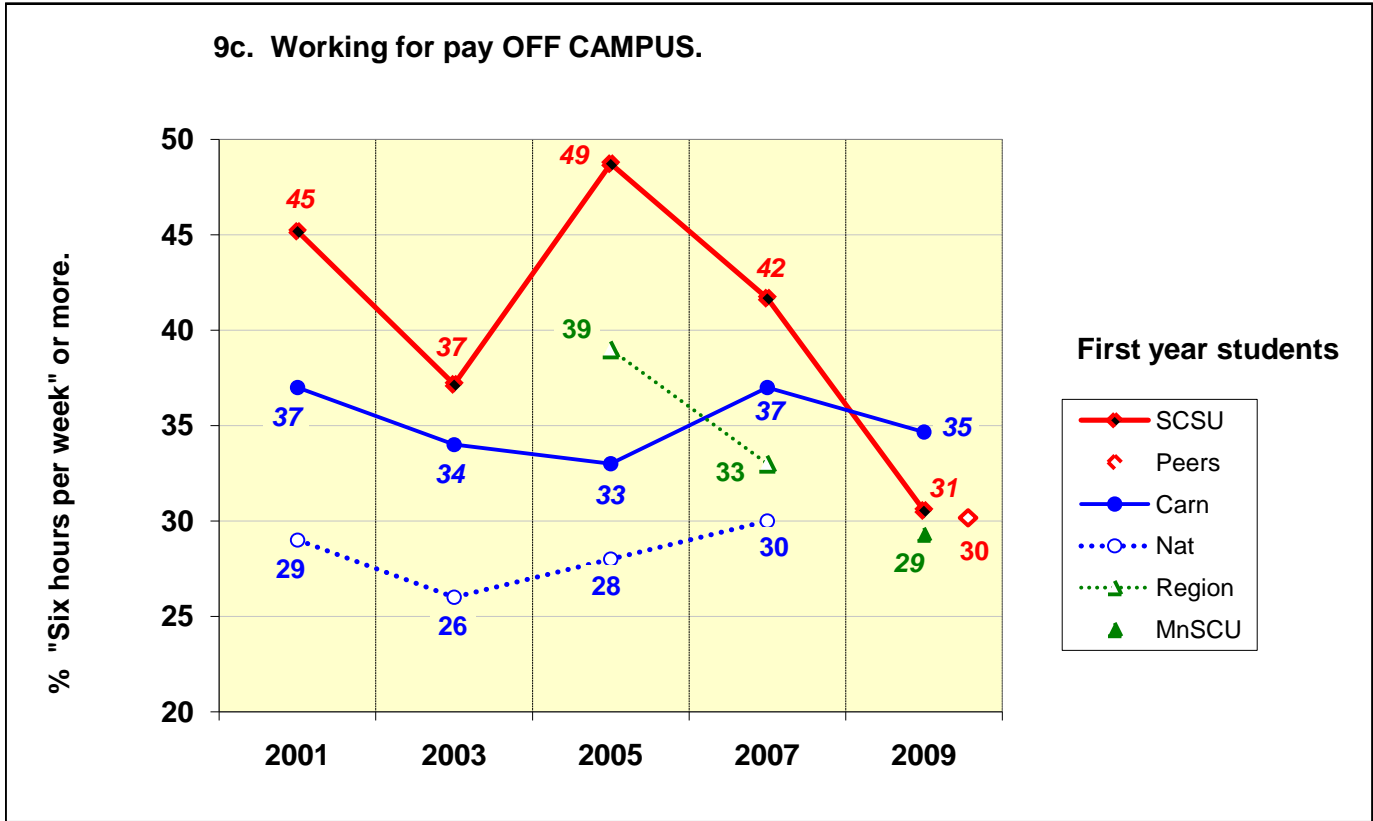
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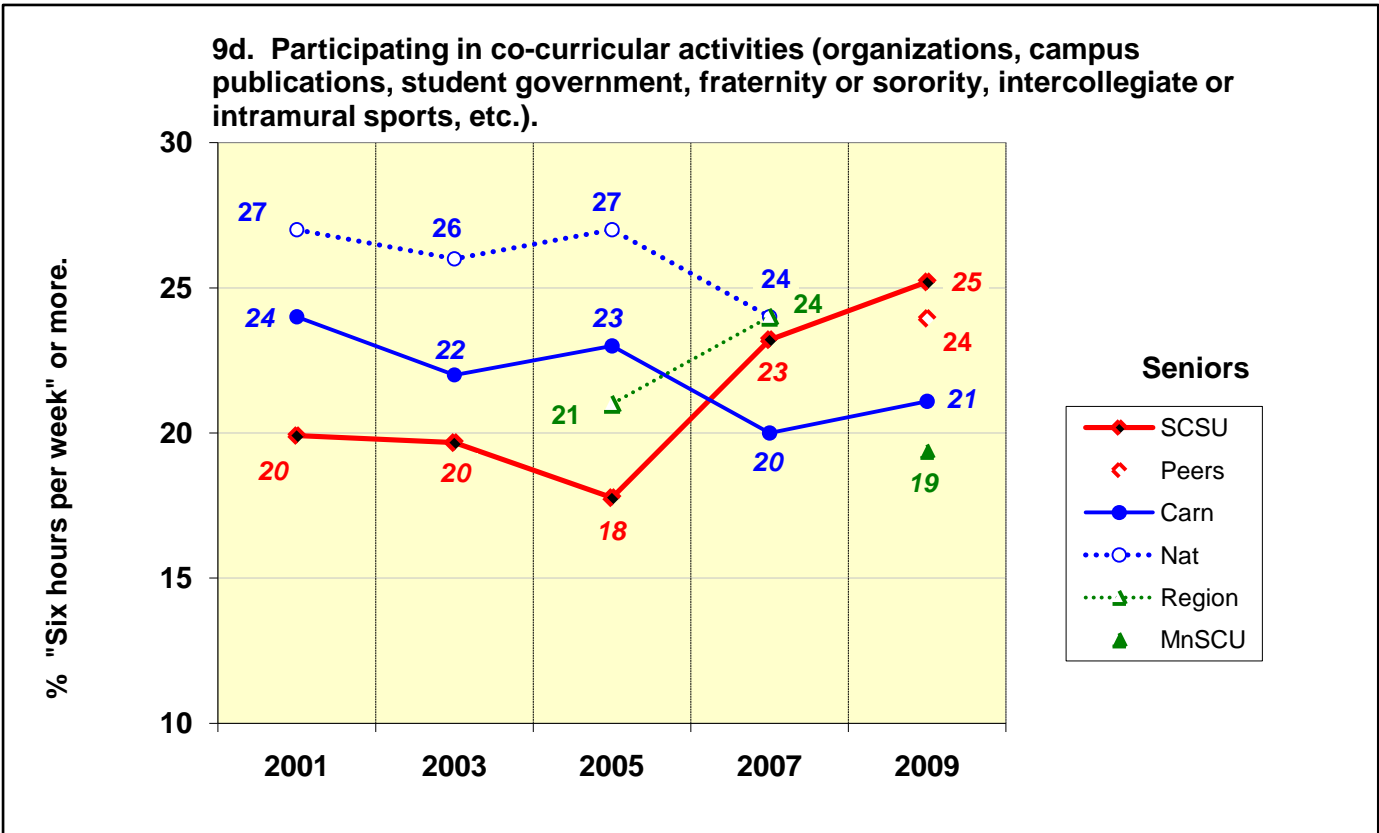
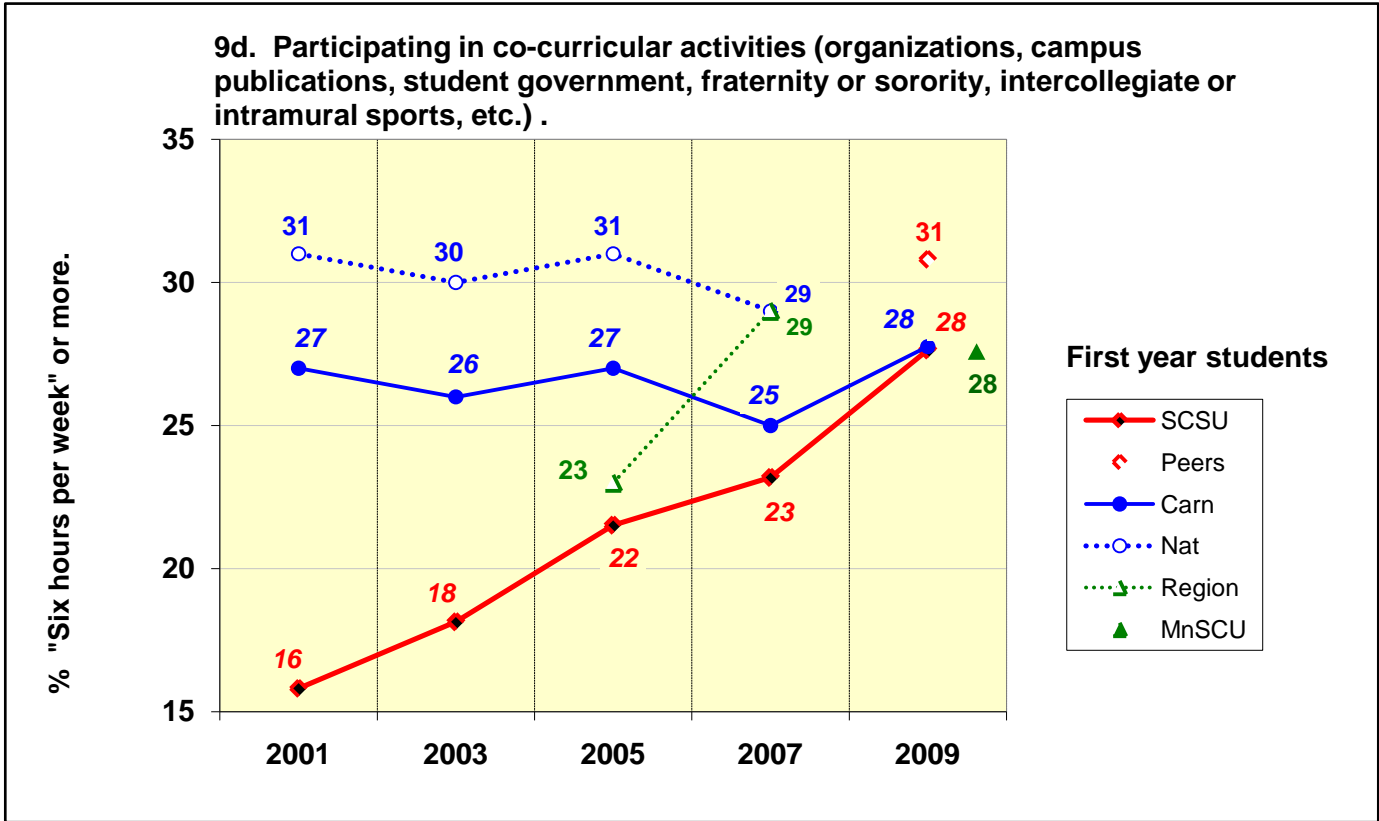


Hours per seven-day week spent on particular types of activities.



Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, or more than 30 hours per week.

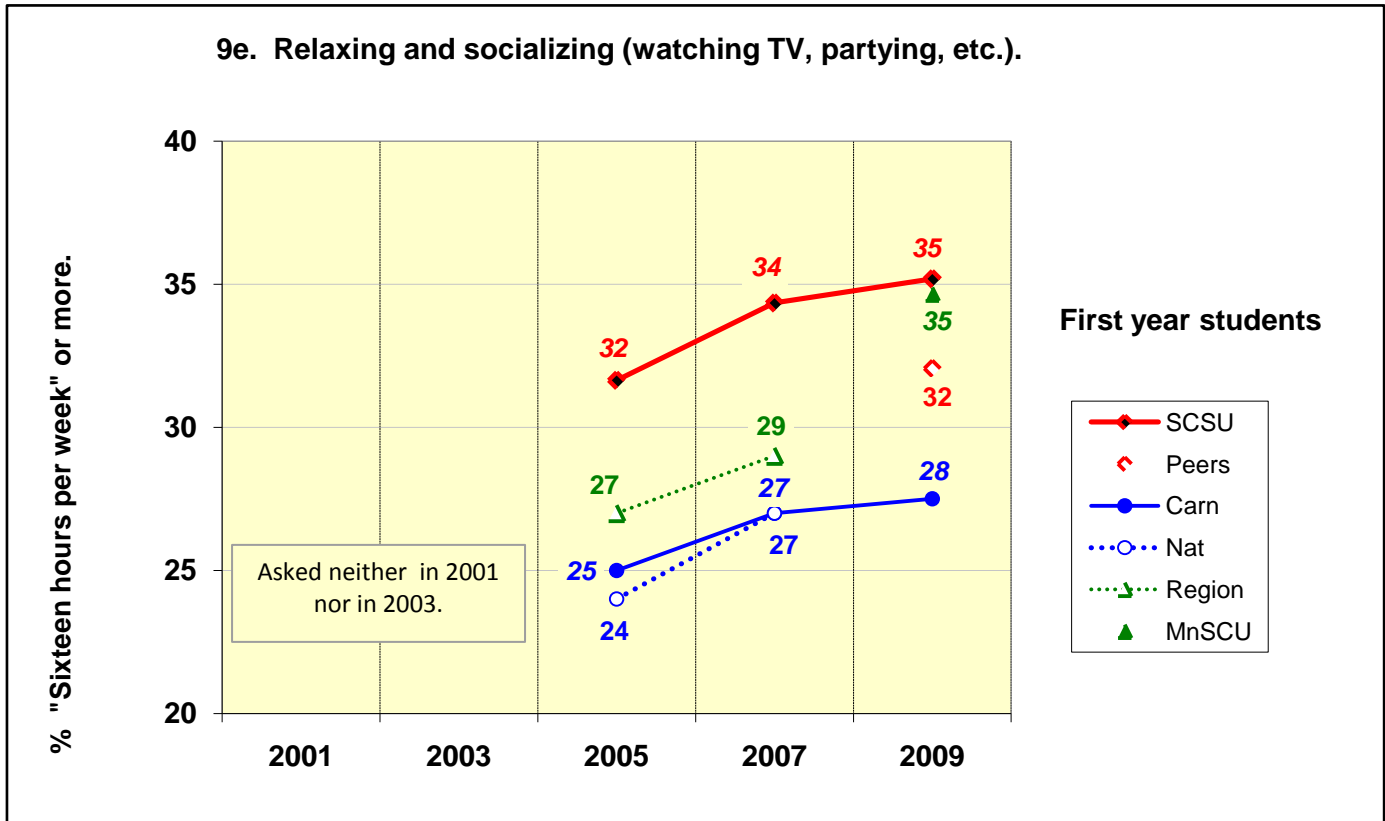
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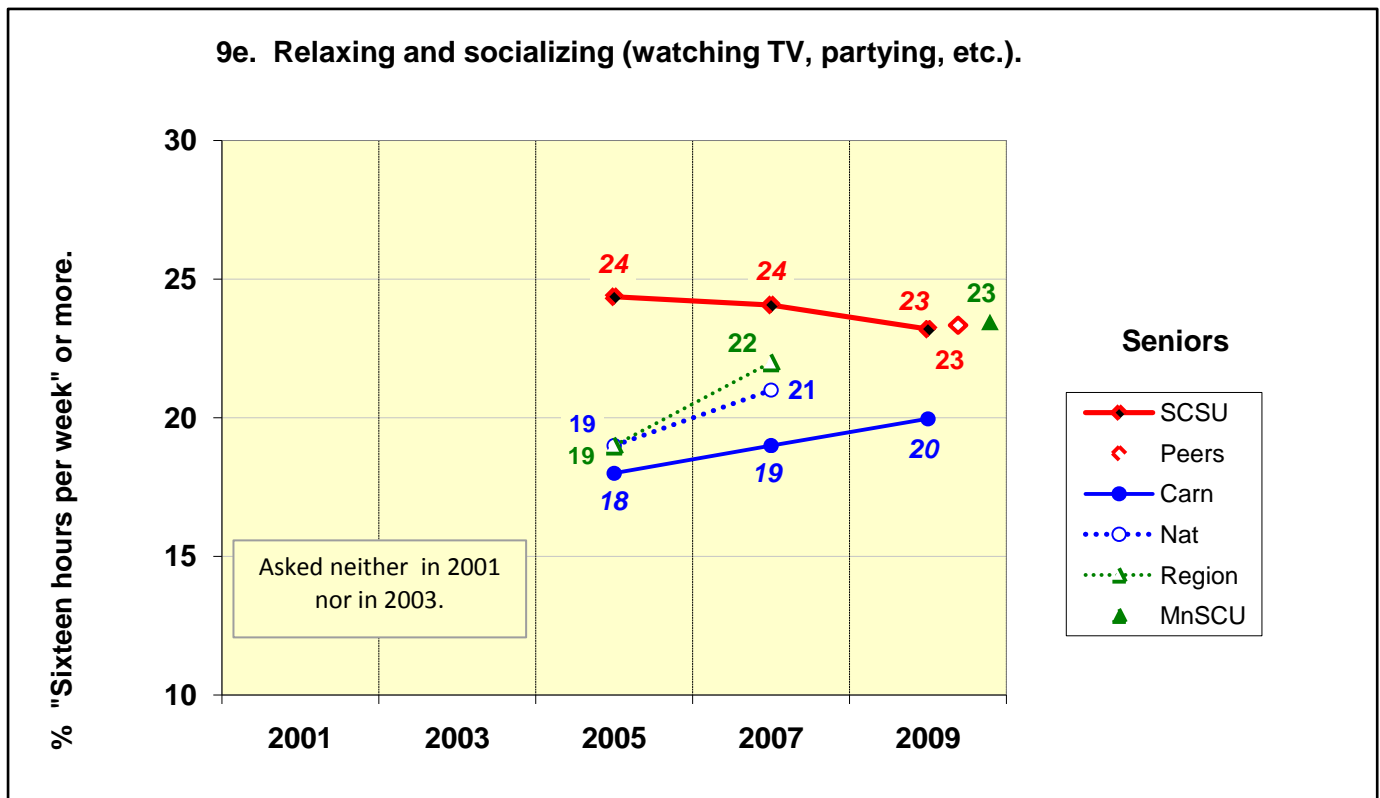
Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, or more than 30 hours per week.

Hours per seven-day week spent on particular types of activities.

9e. Relaxing and socializing (watching TV, partying, etc.).



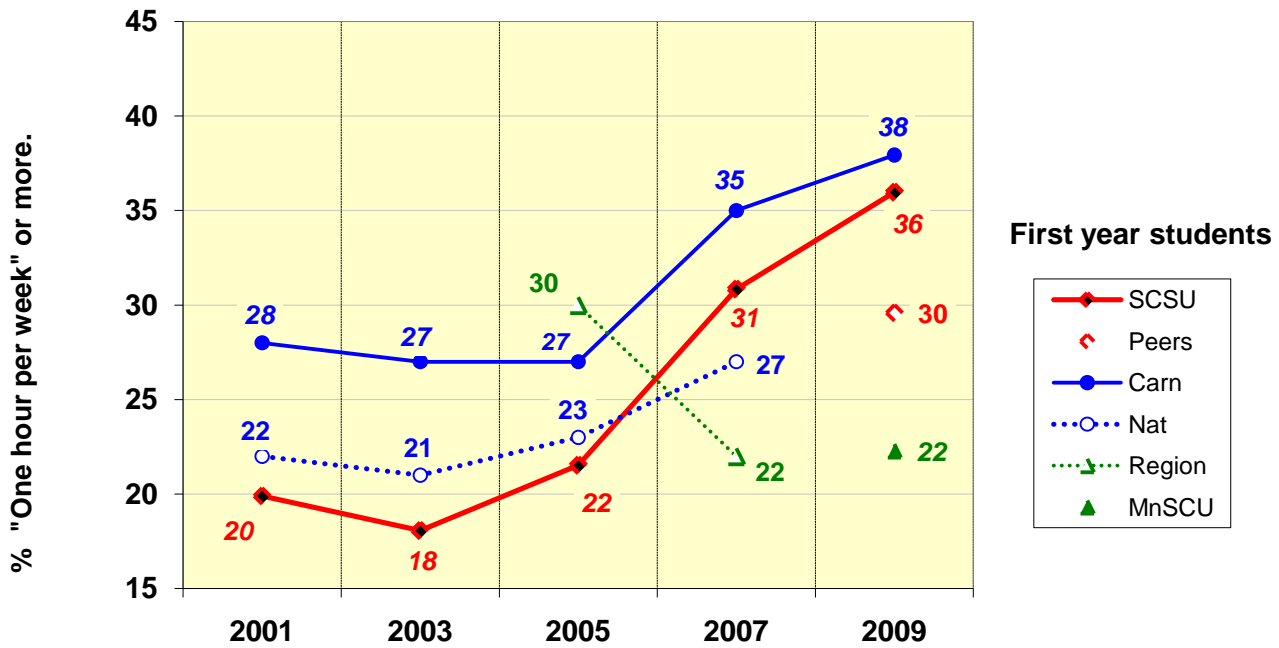
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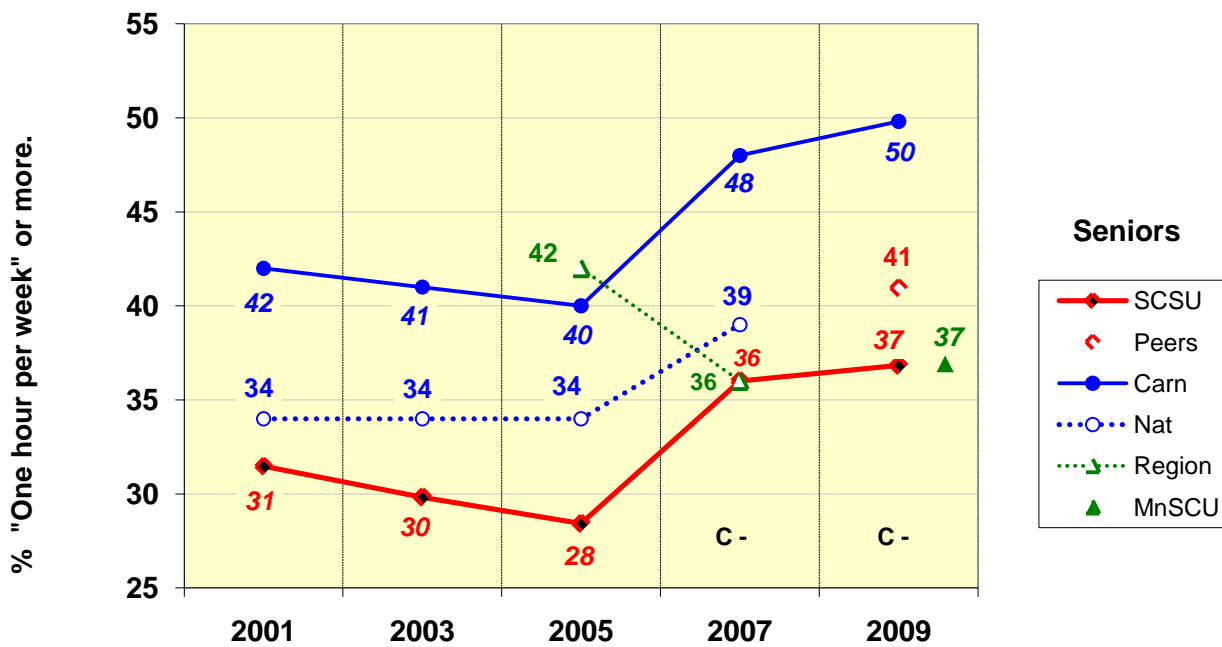
Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, or more than 30 hours per week.

Hours per seven-day week spent on particular types of activities.

9f. Providing care for dependents living with you.

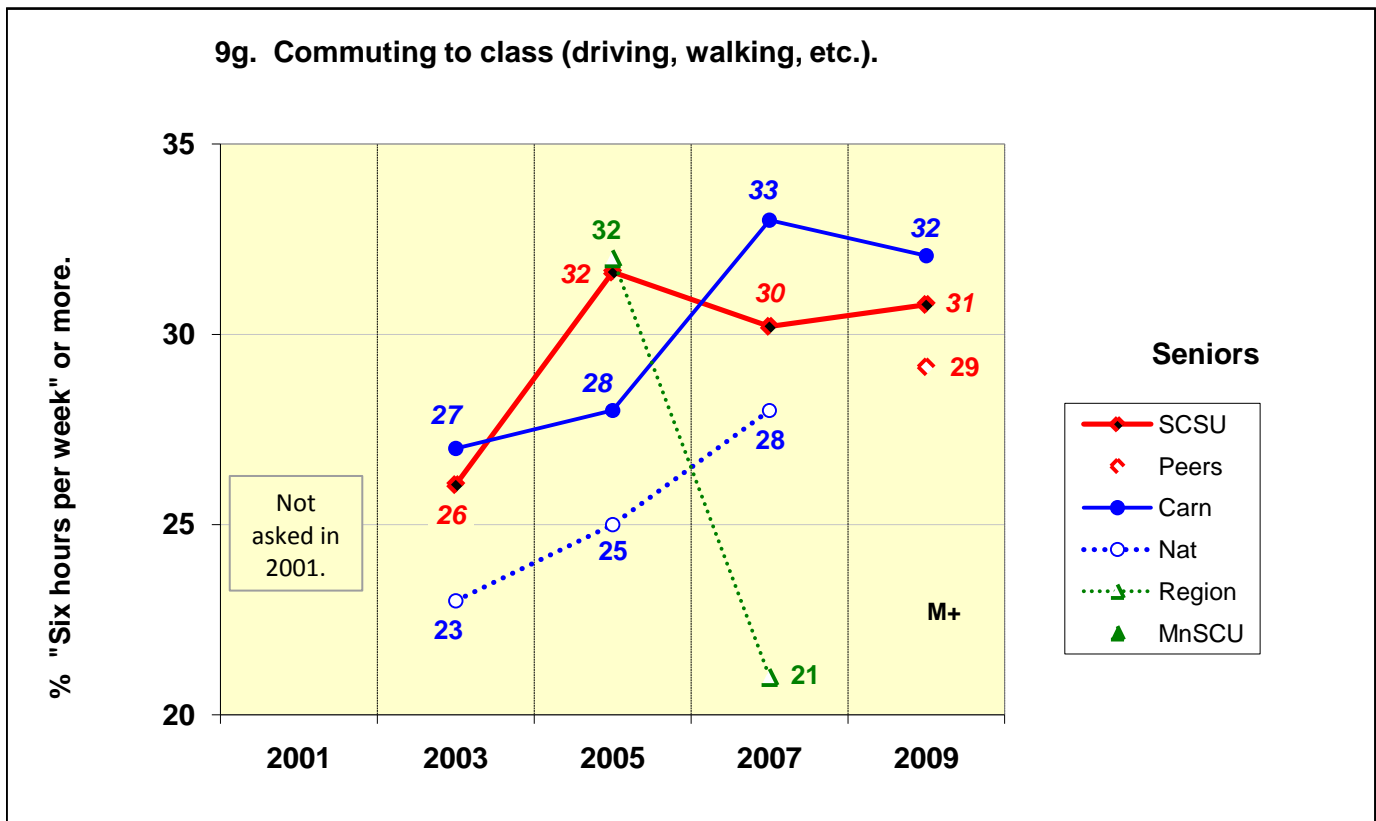
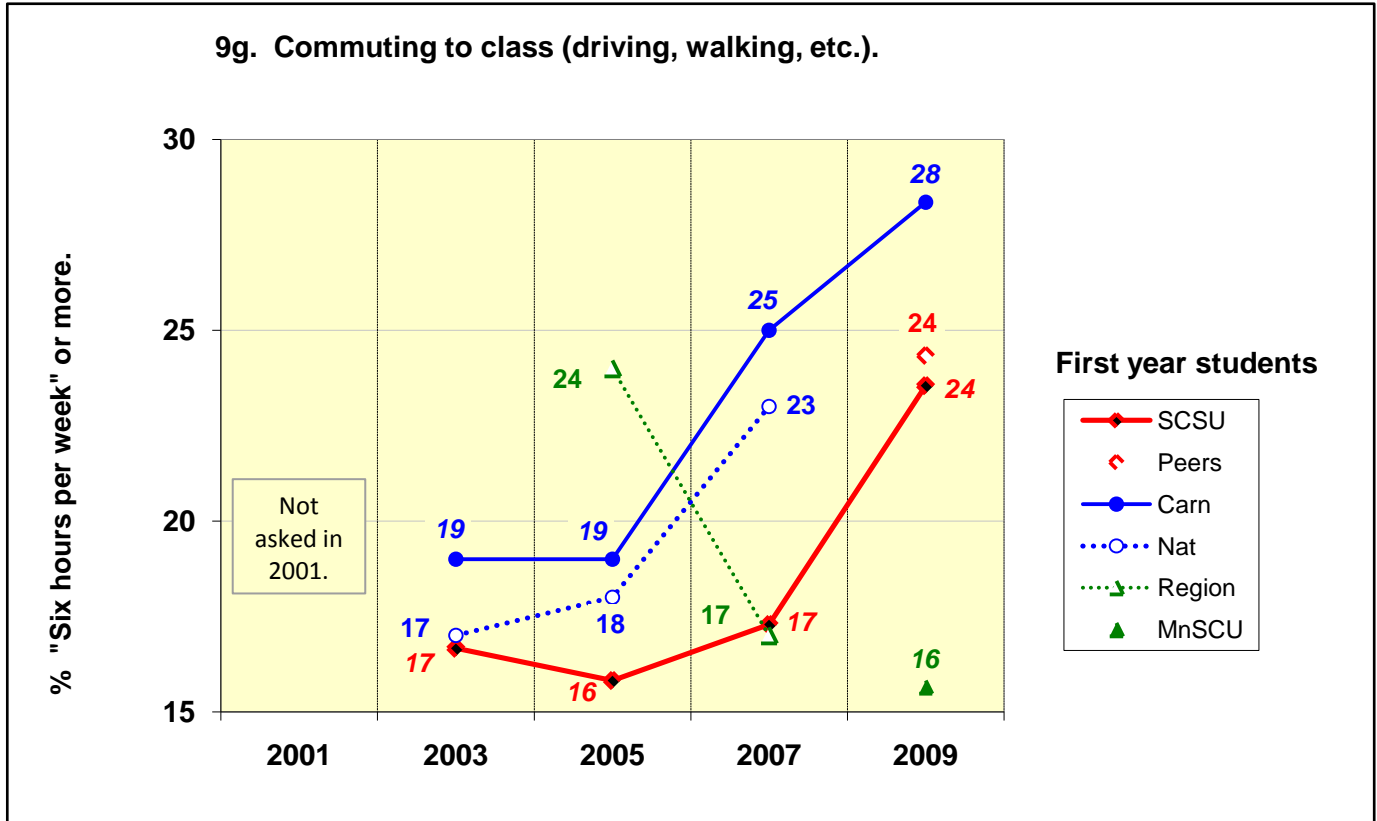


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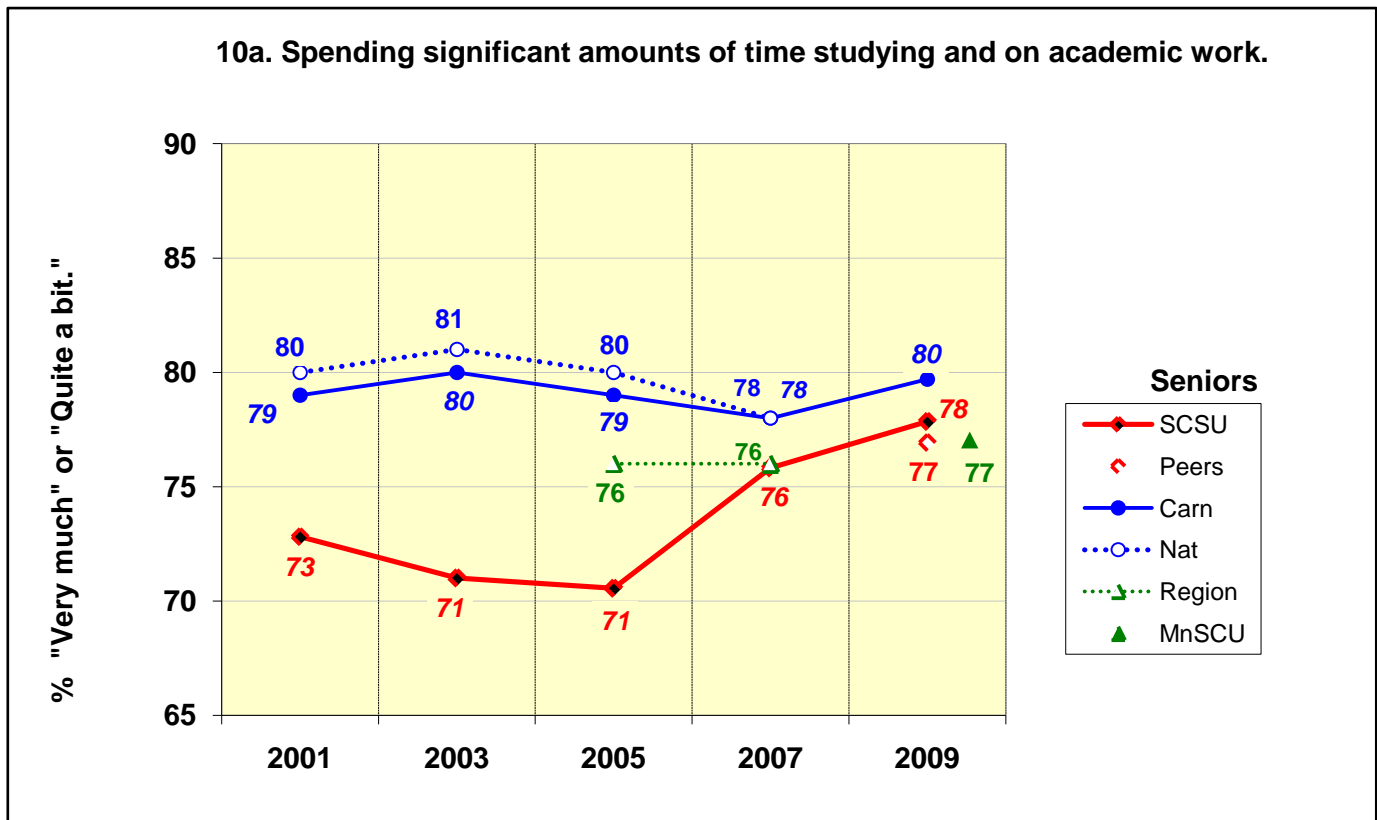
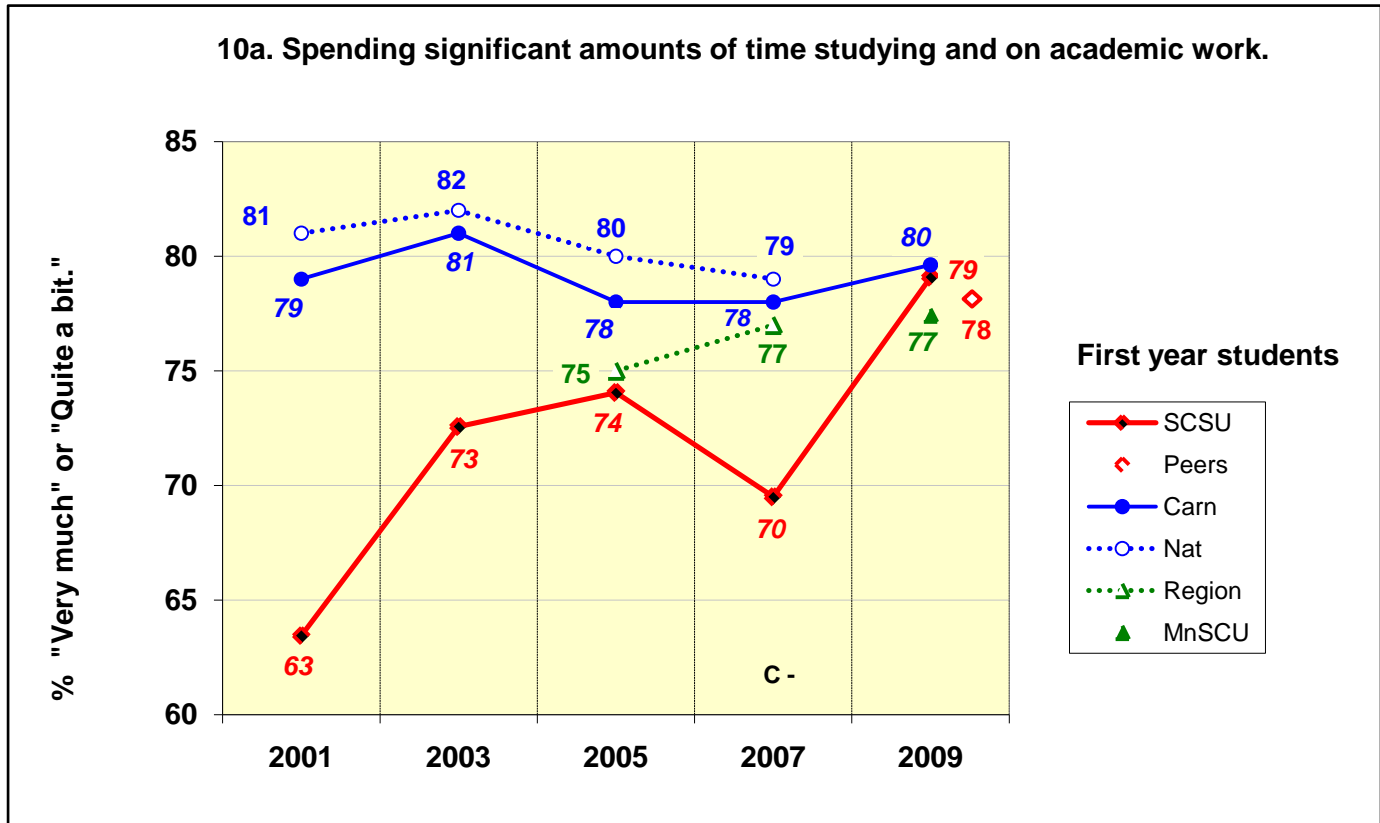
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Hours per seven-day week spent on particular types of activities.



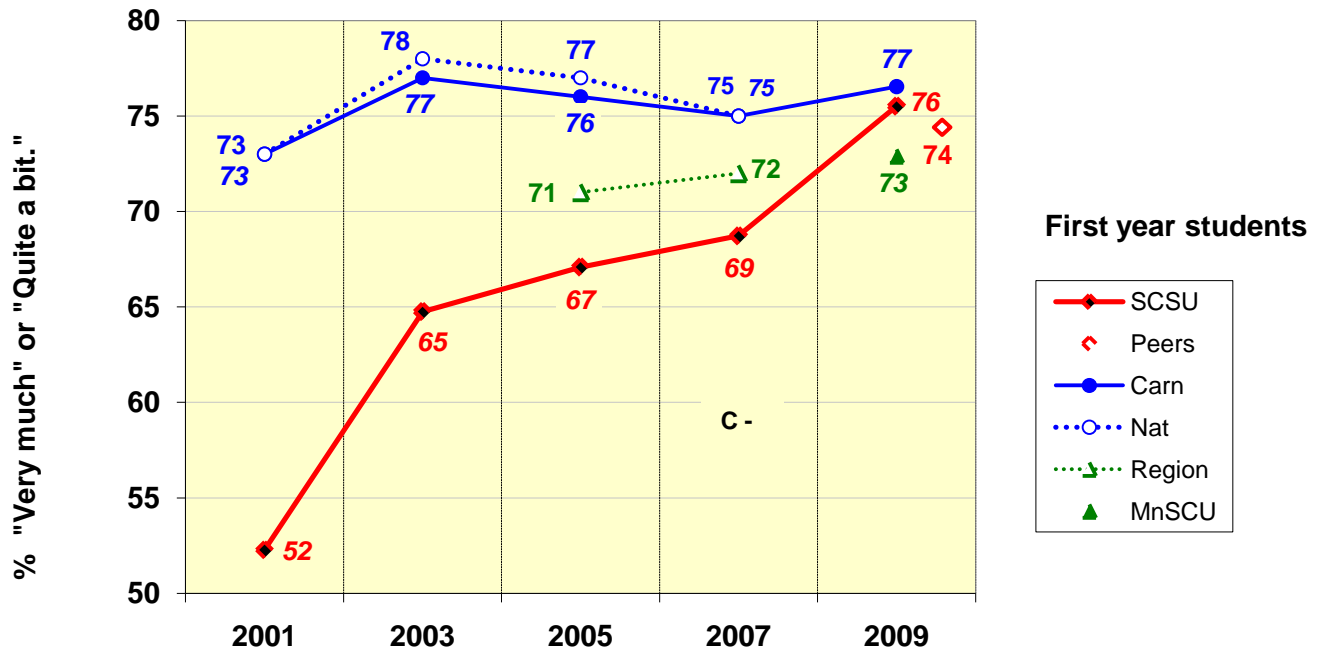
Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, or more than 30 hours per week.

Institutional emphases on facilitating conditions conducive to positive outcomes.

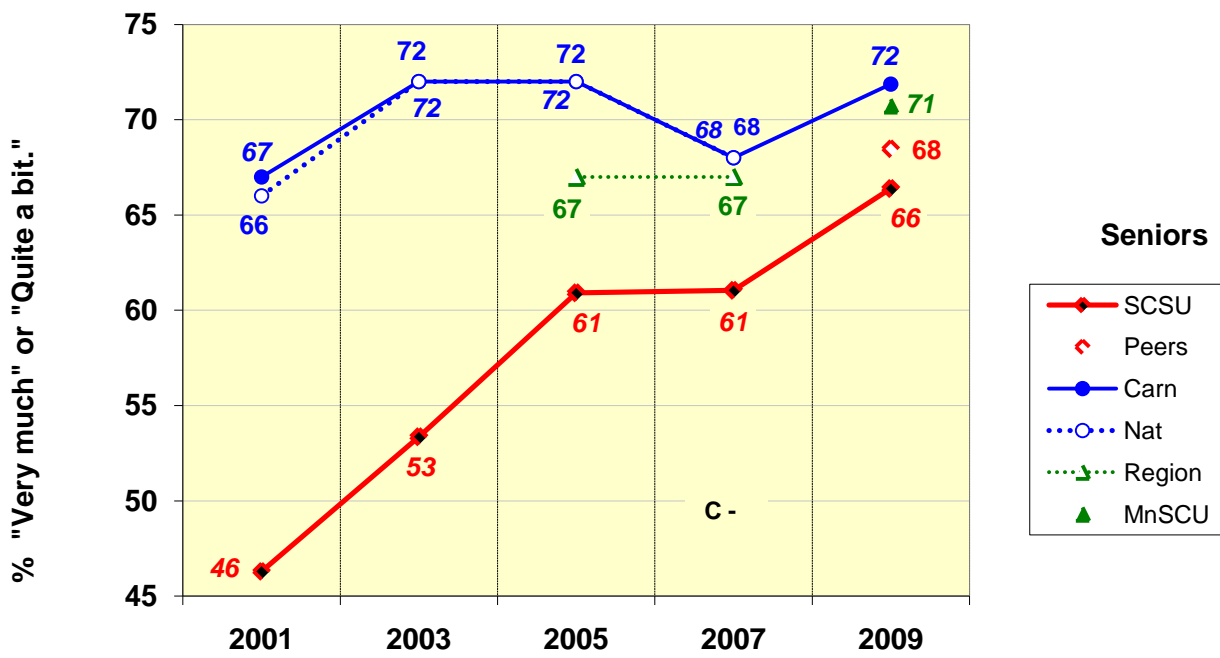


Institutional emphases on facilitating conditions conducive to positive outcomes.

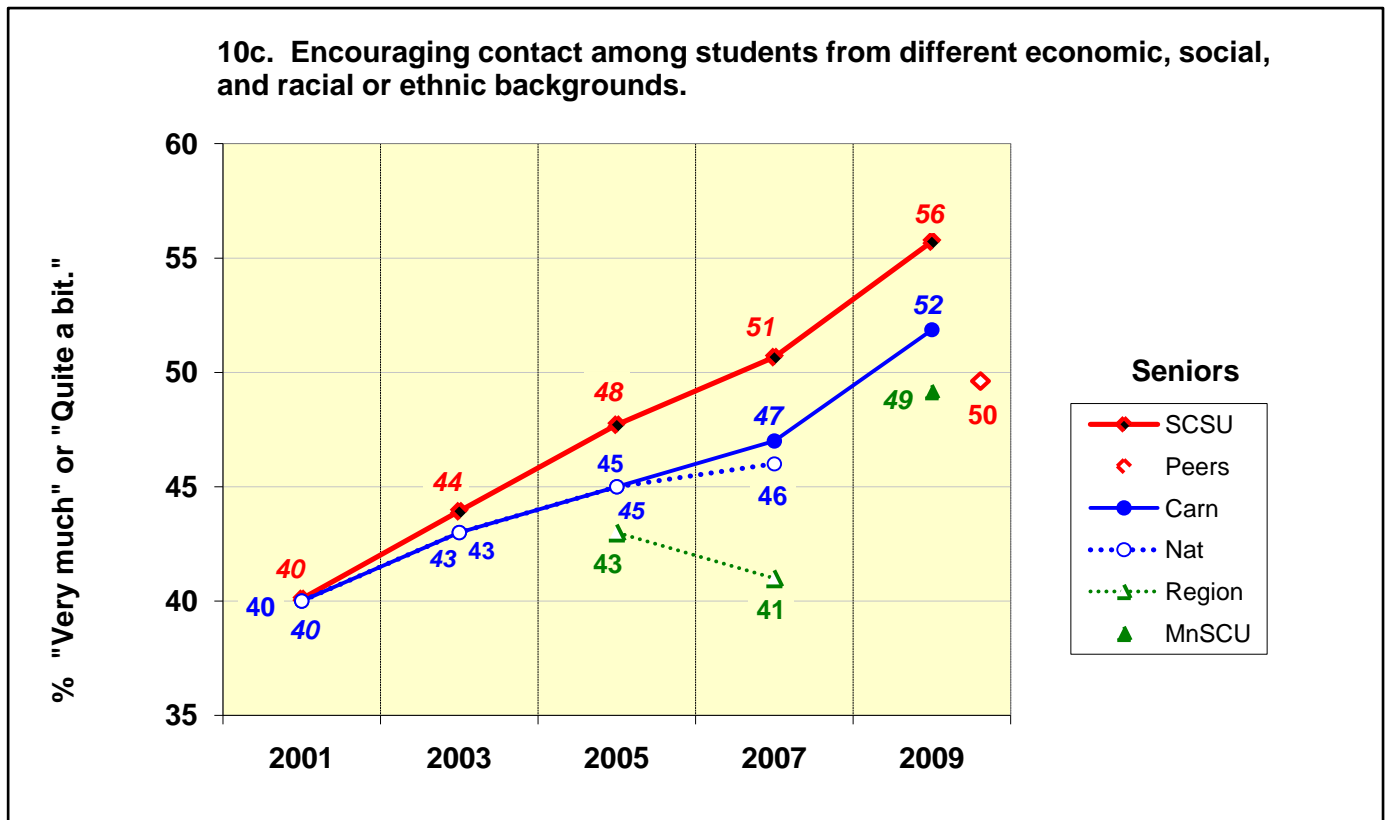
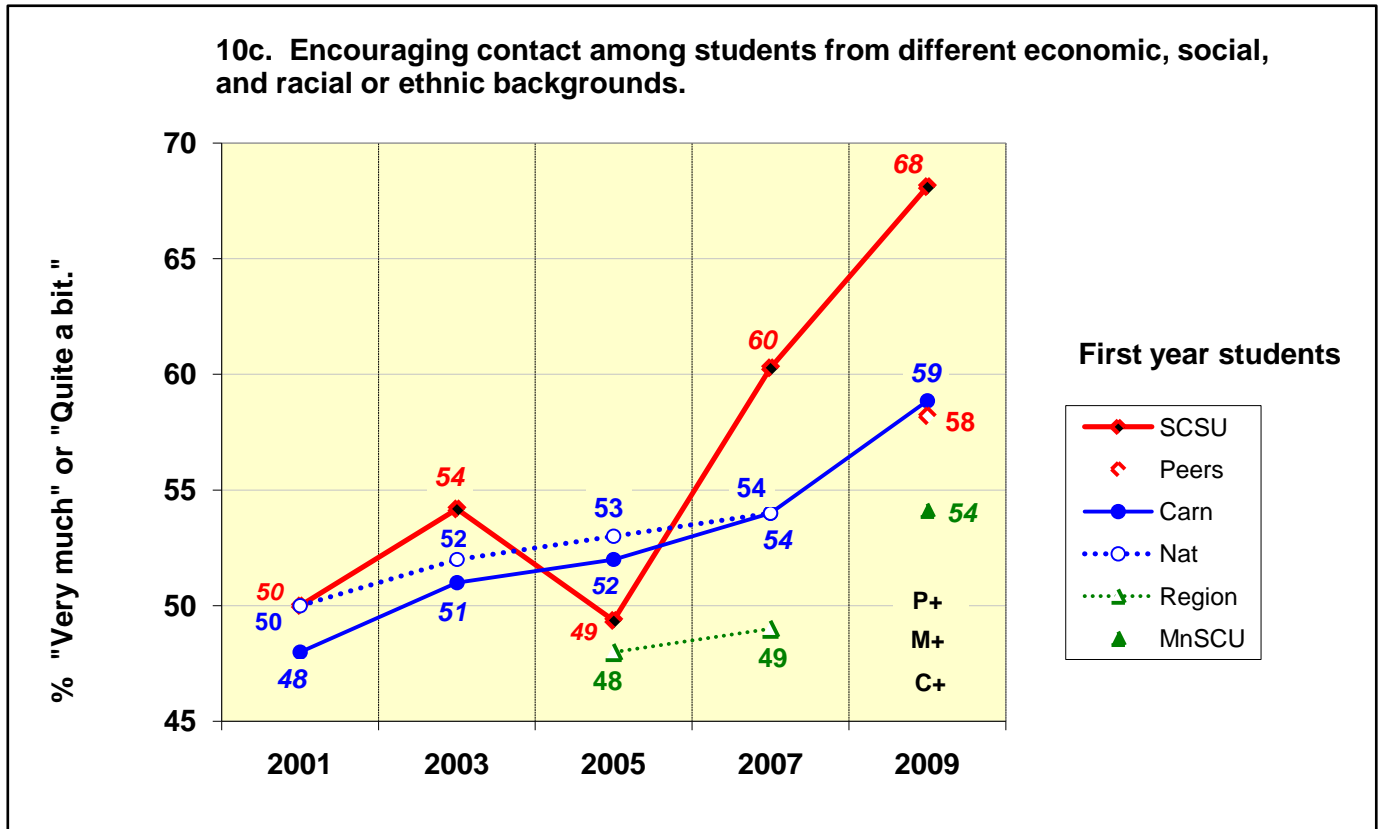
10b. Providing the support you need to help you succeed academically.



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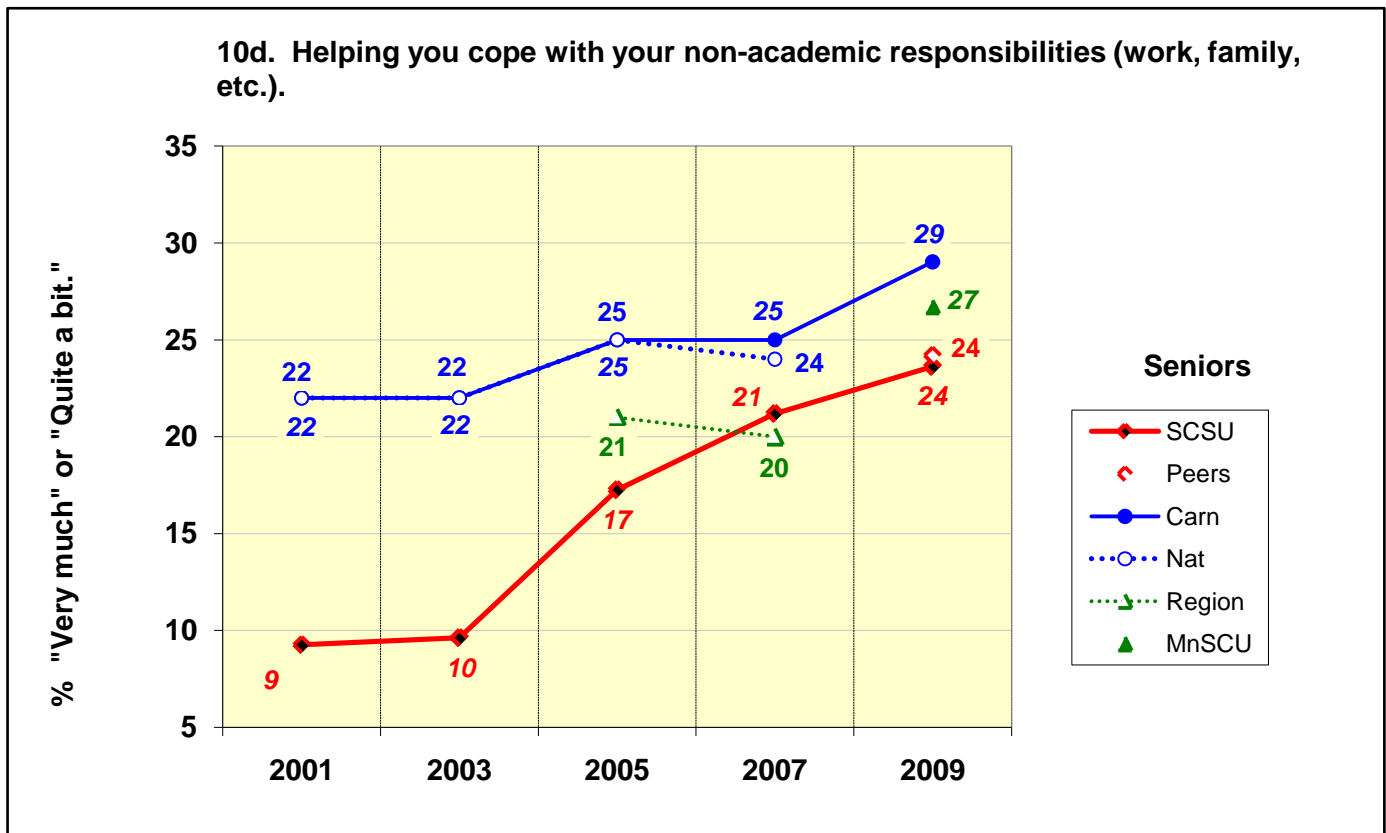
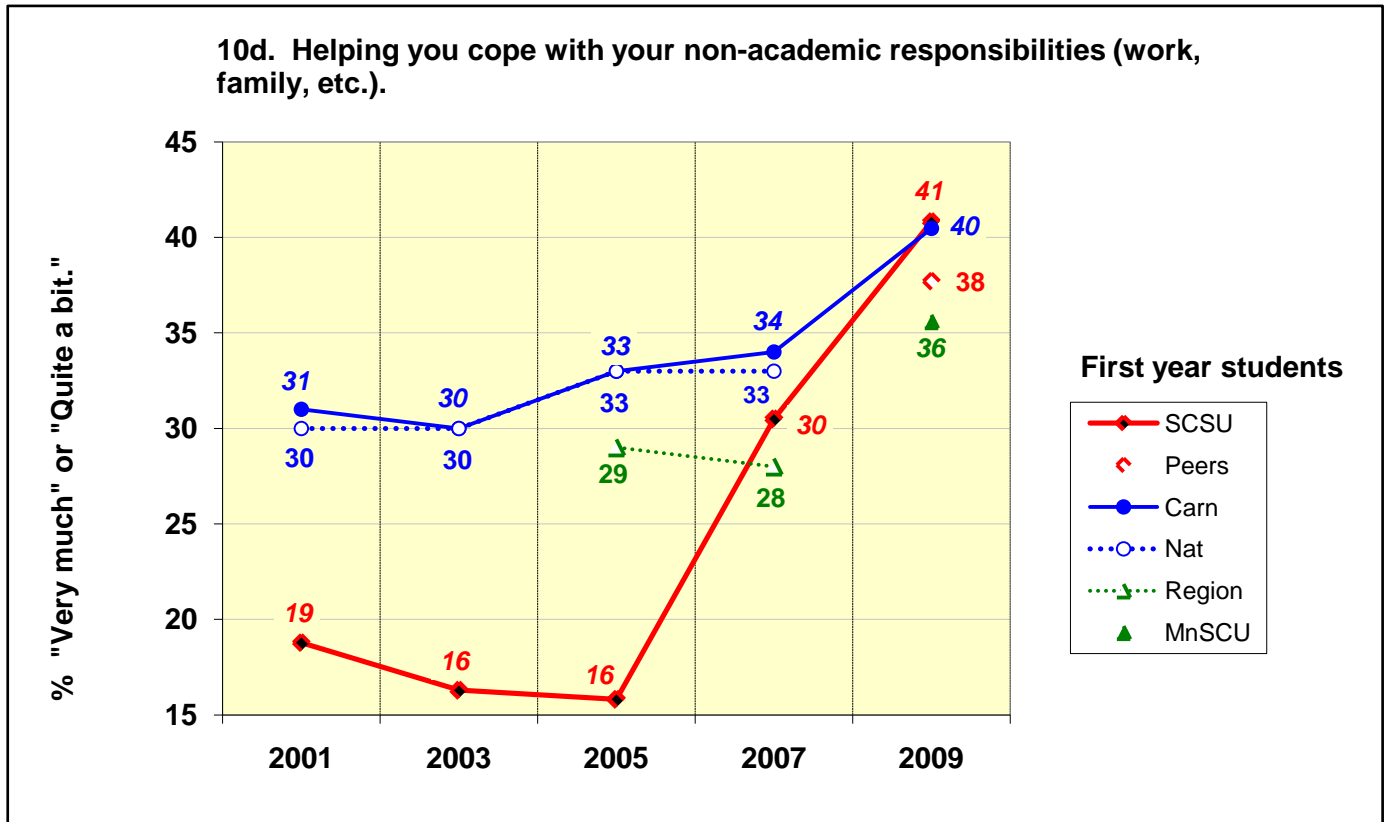


Institutional emphases on facilitating conditions conducive to positive outcomes.

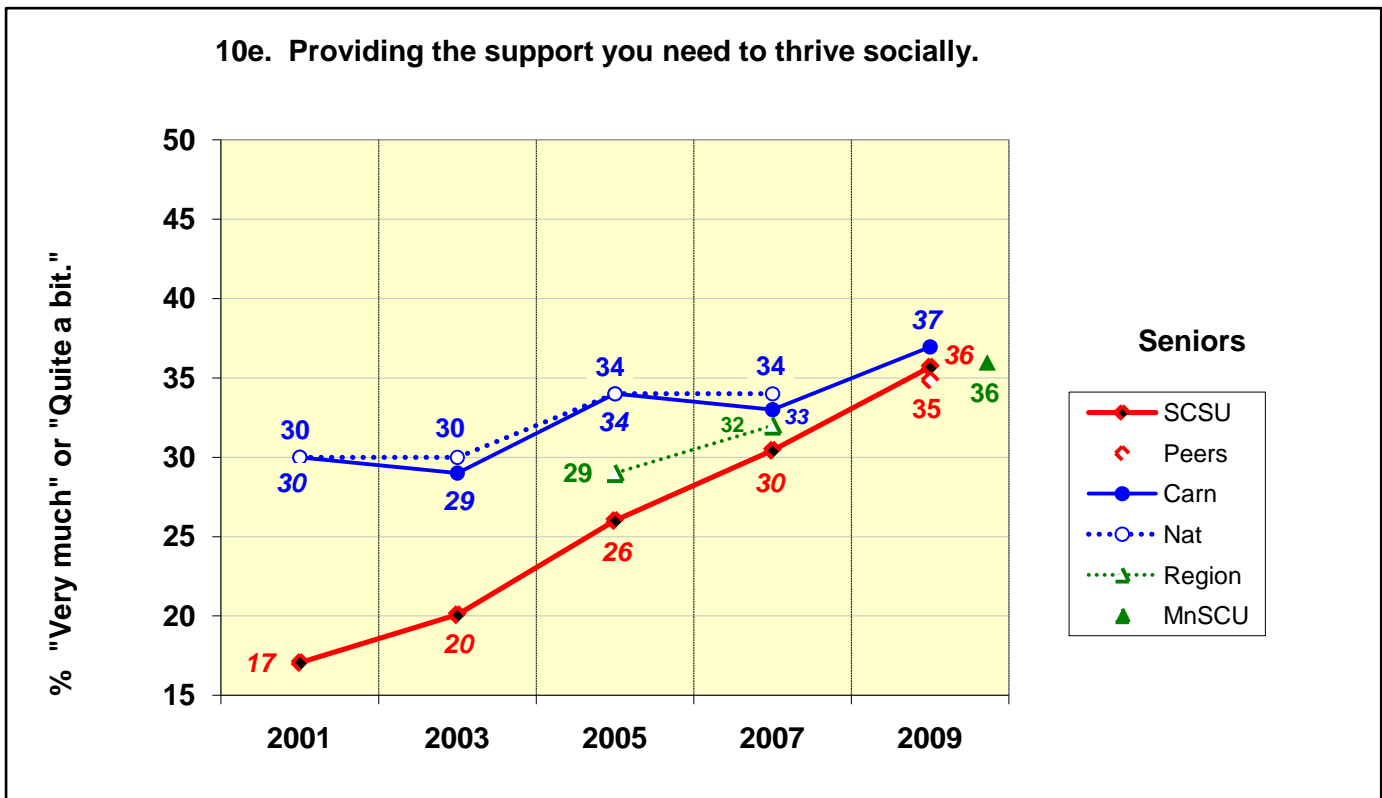
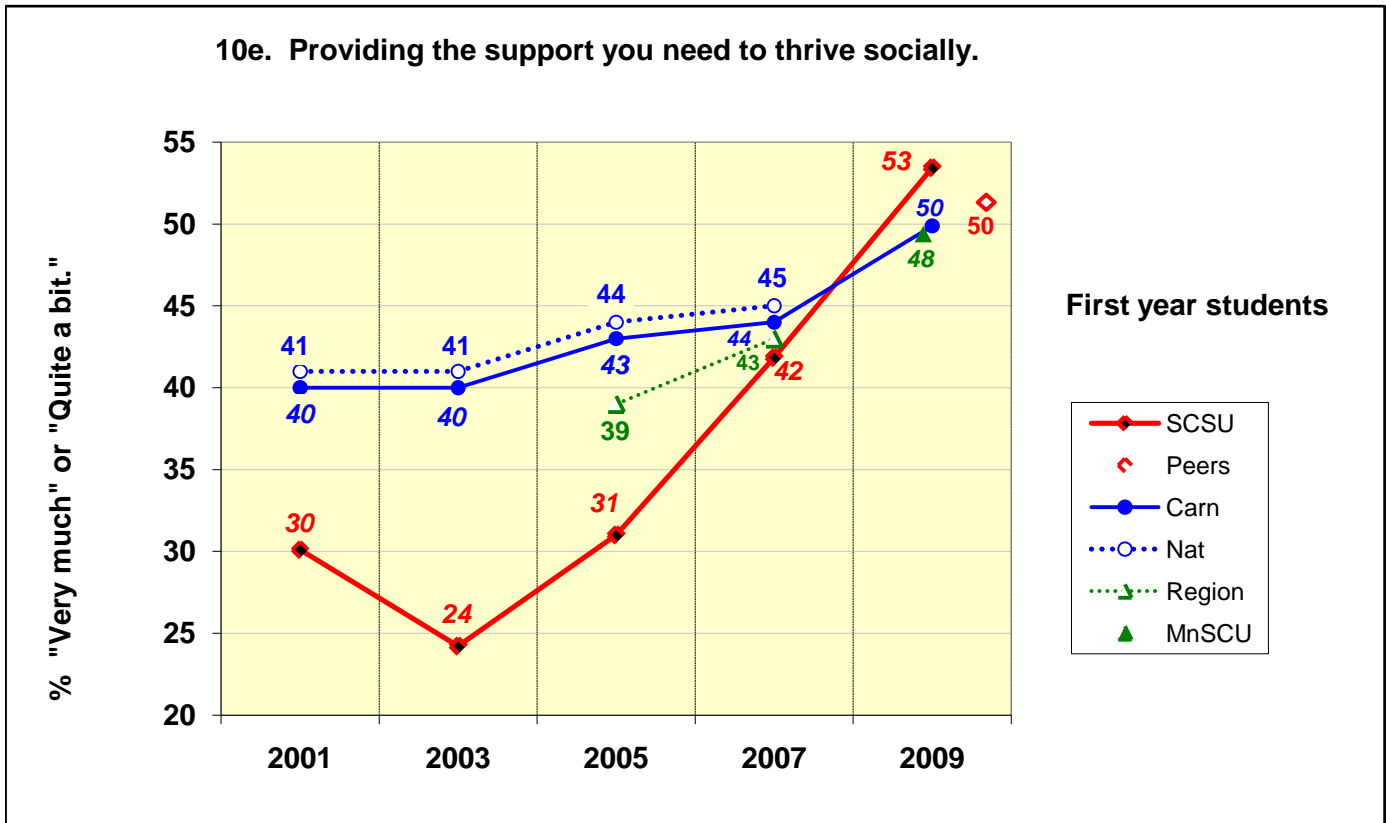




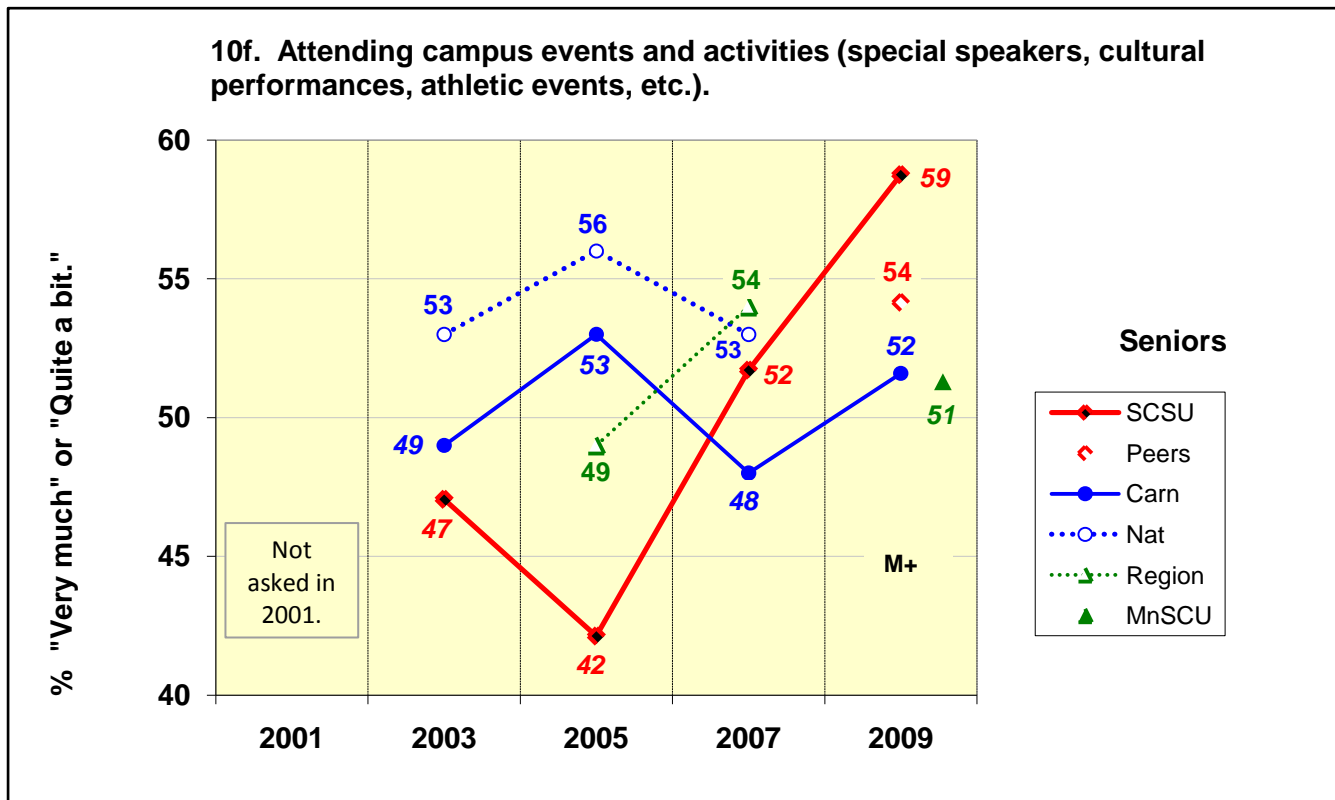
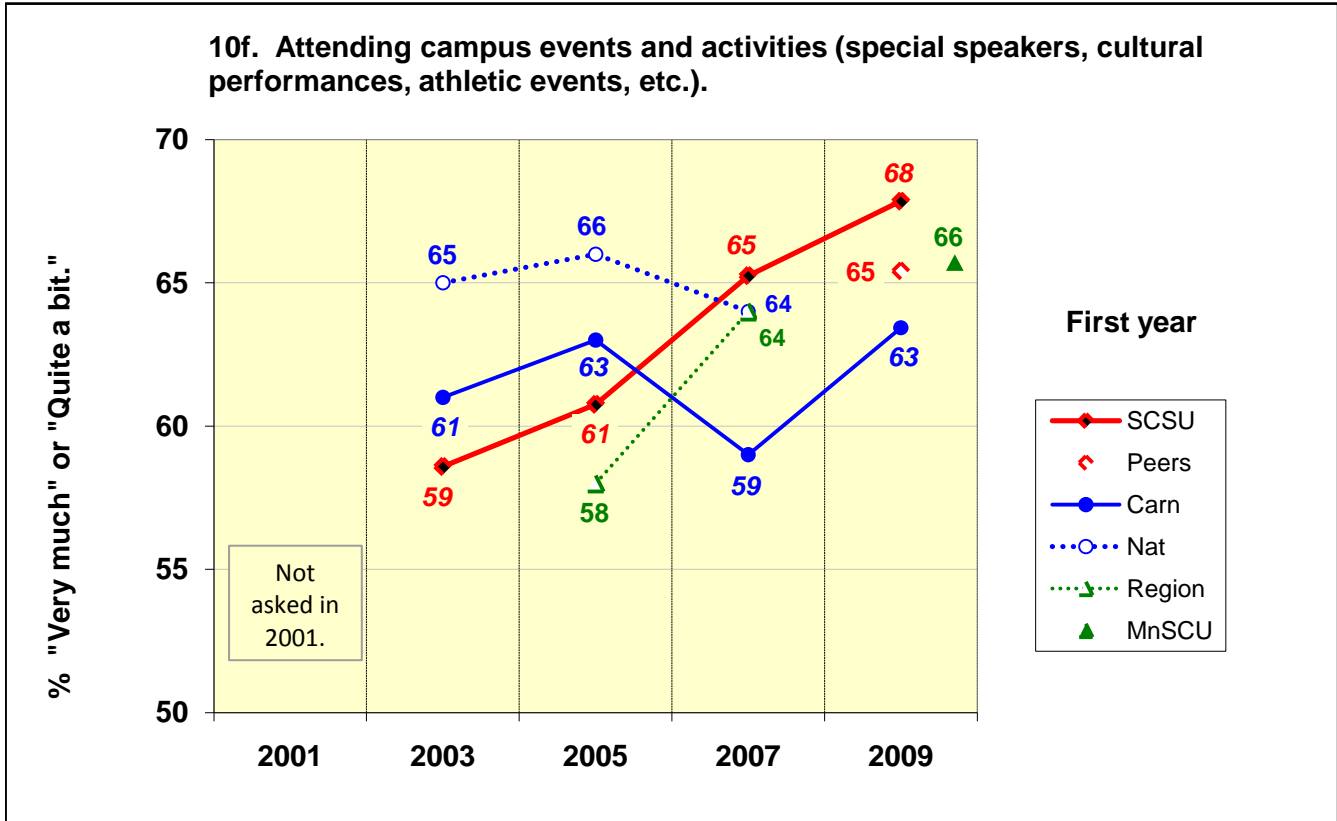
Institutional emphases on facilitating conditions conducive to positive outcomes.



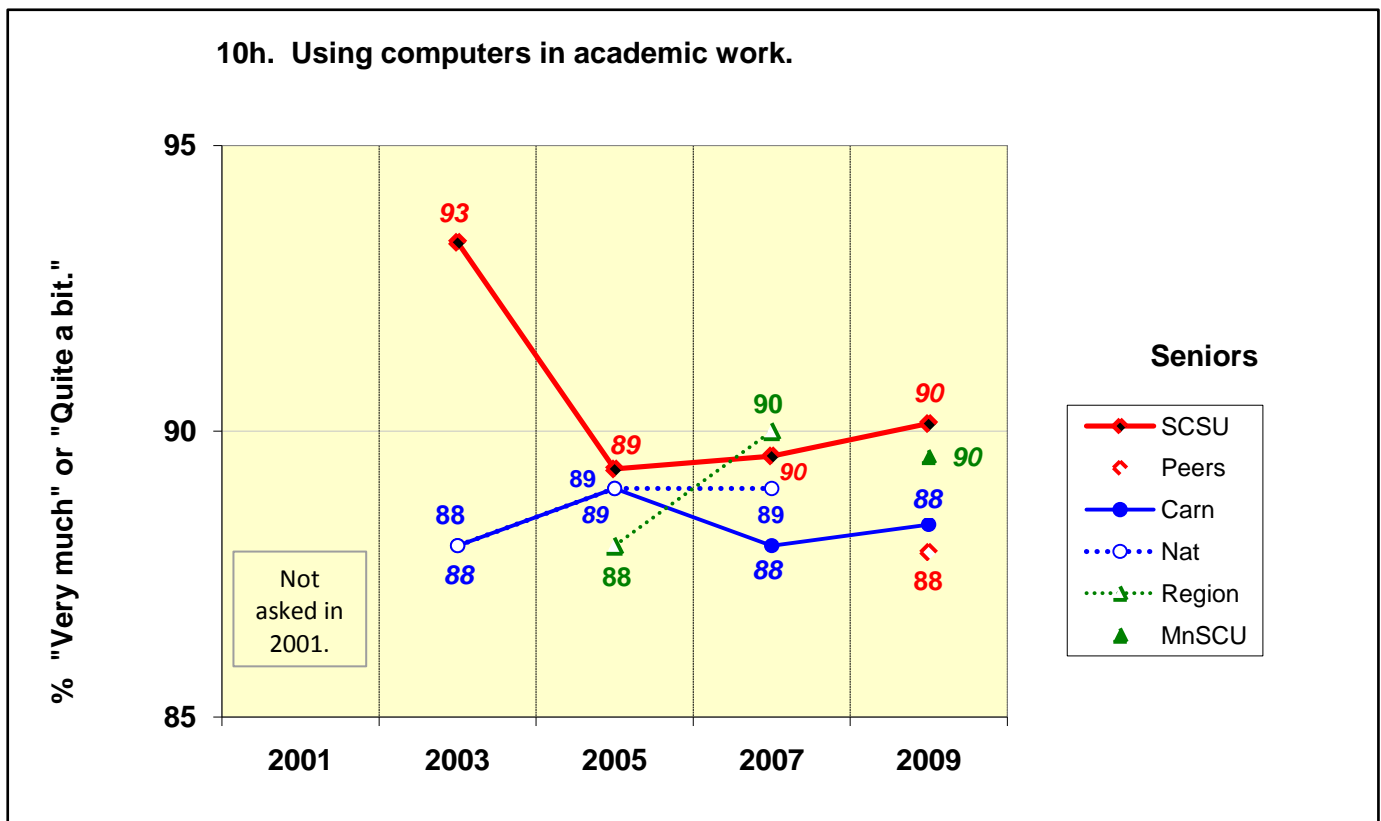
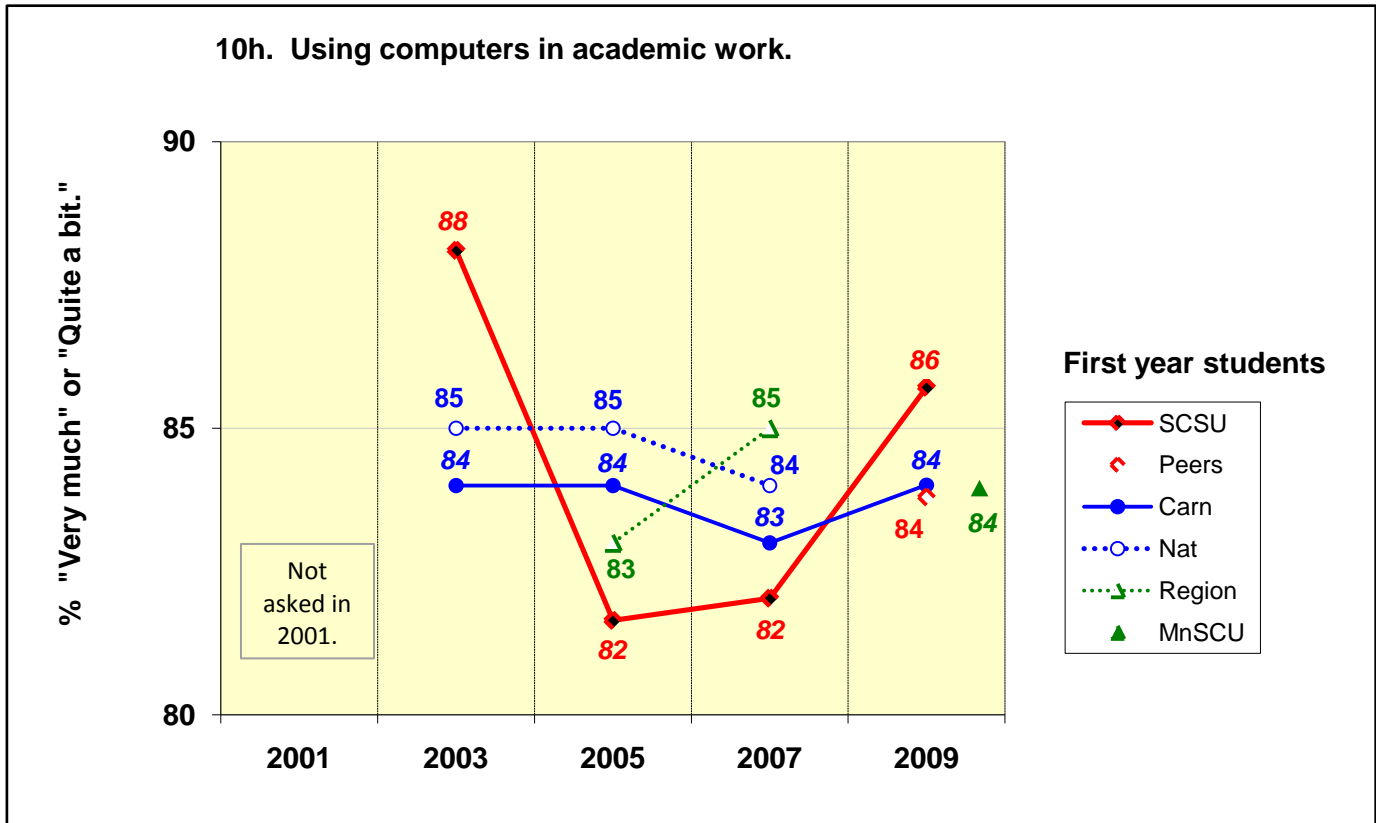
Institutional emphases on facilitating conditions conducive to positive outcomes.



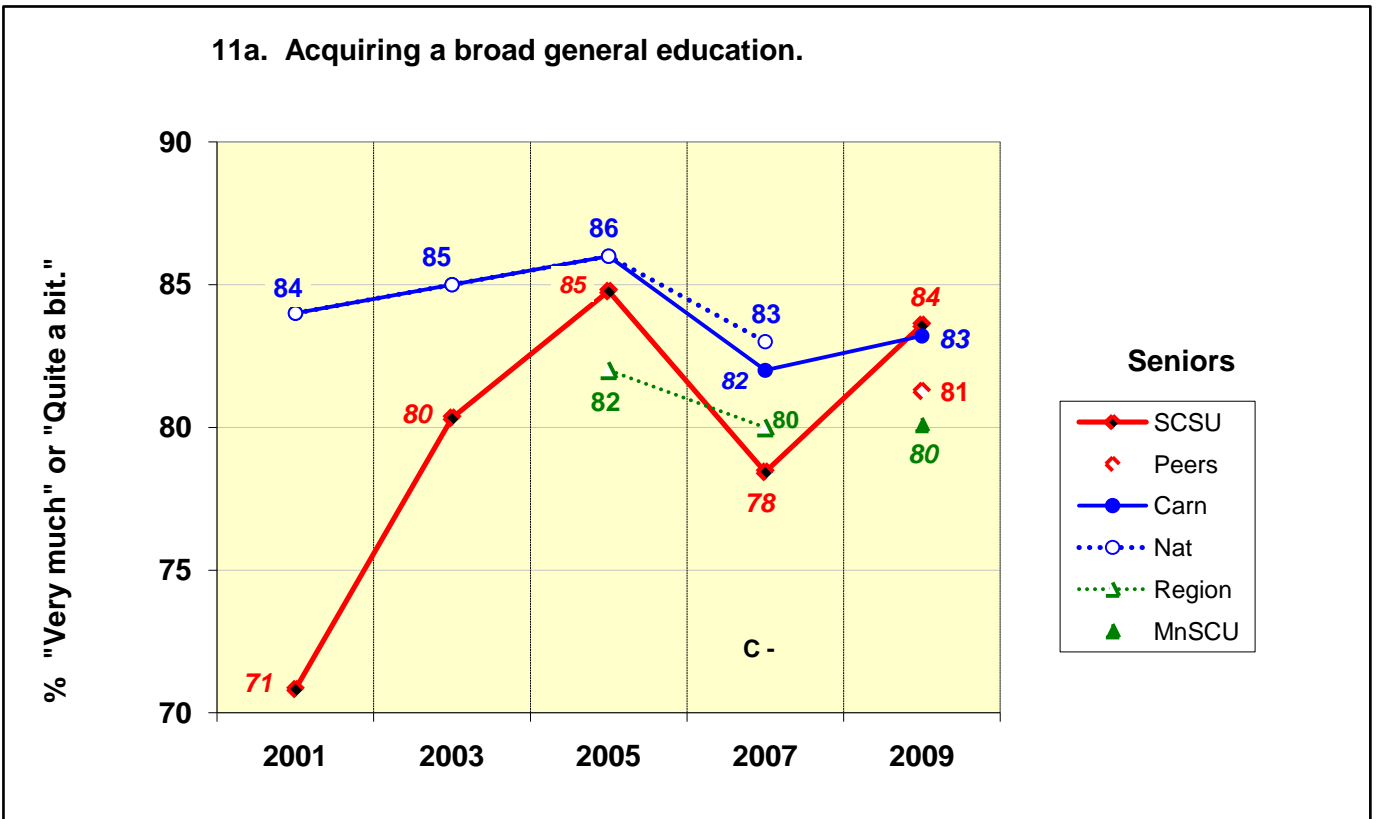
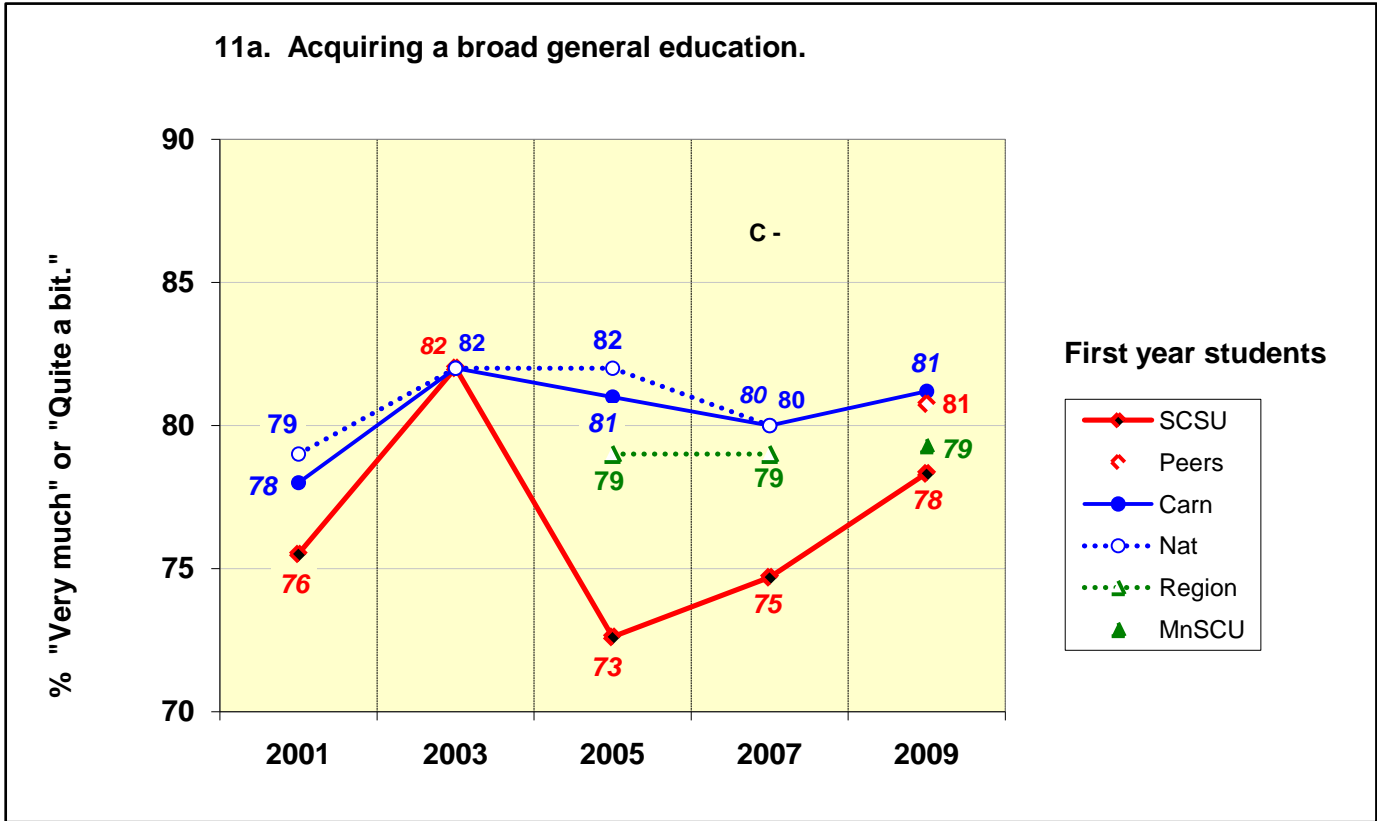
Institutional emphases on facilitating conditions conducive to positive outcomes.



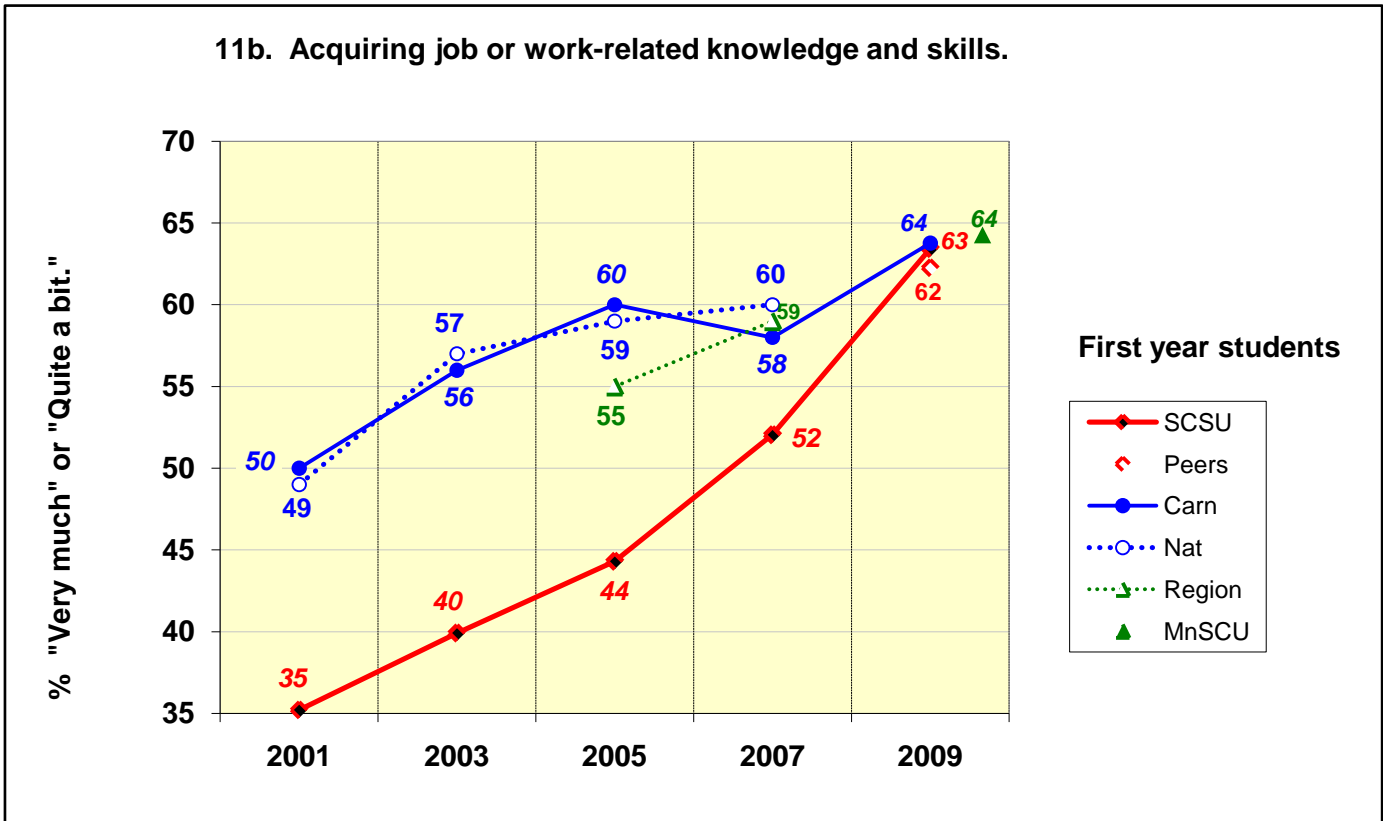
Institutional emphases on facilitating conditions conducive to positive outcomes.



Degree of institutional contribution to knowledge, skills, and personal development.

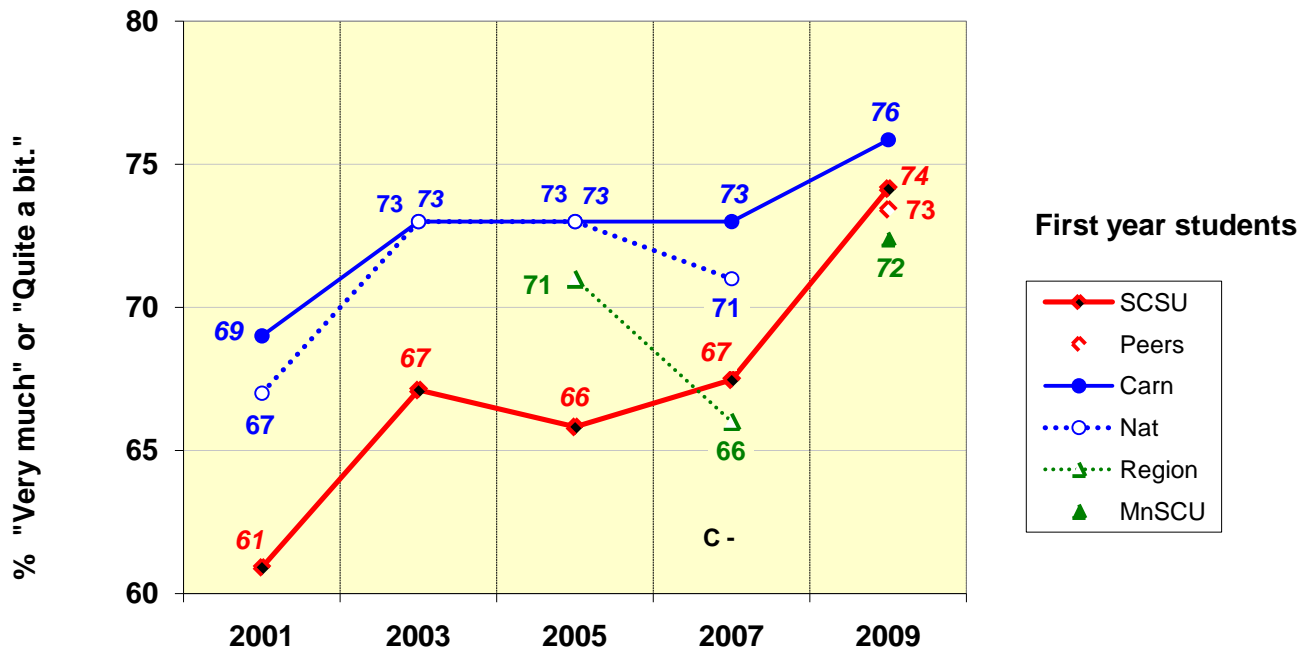


Degree of institutional contribution to knowledge, skills, and personal development.

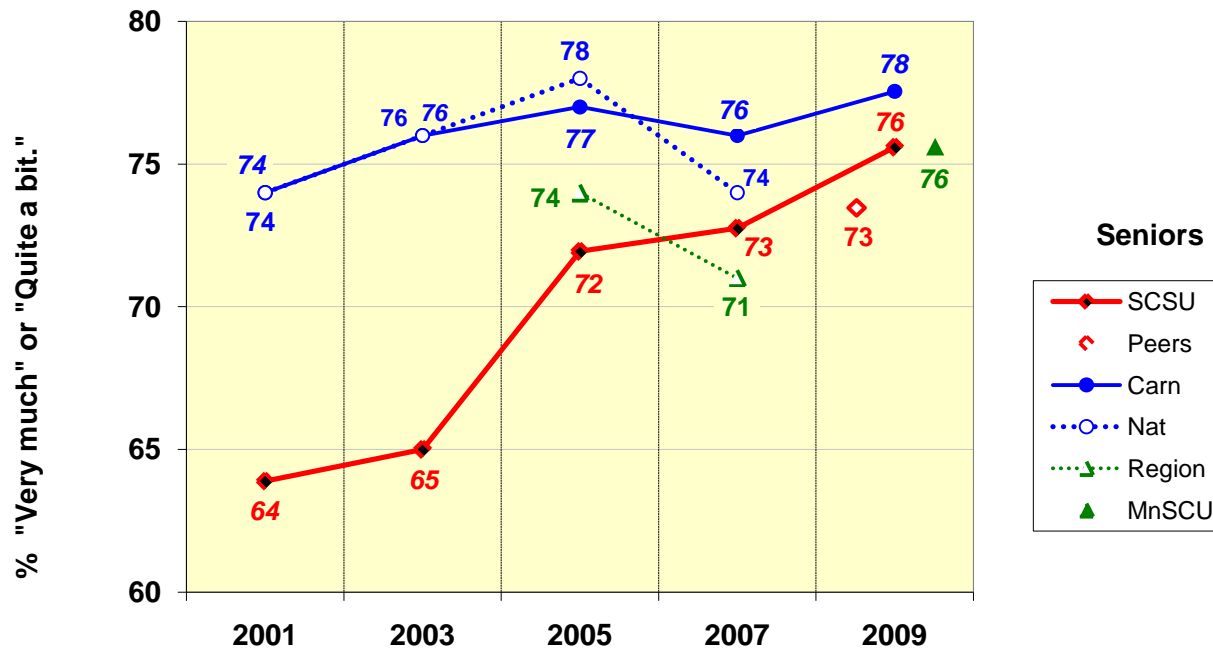


Degree of institutional contribution to knowledge, skills, and personal development.

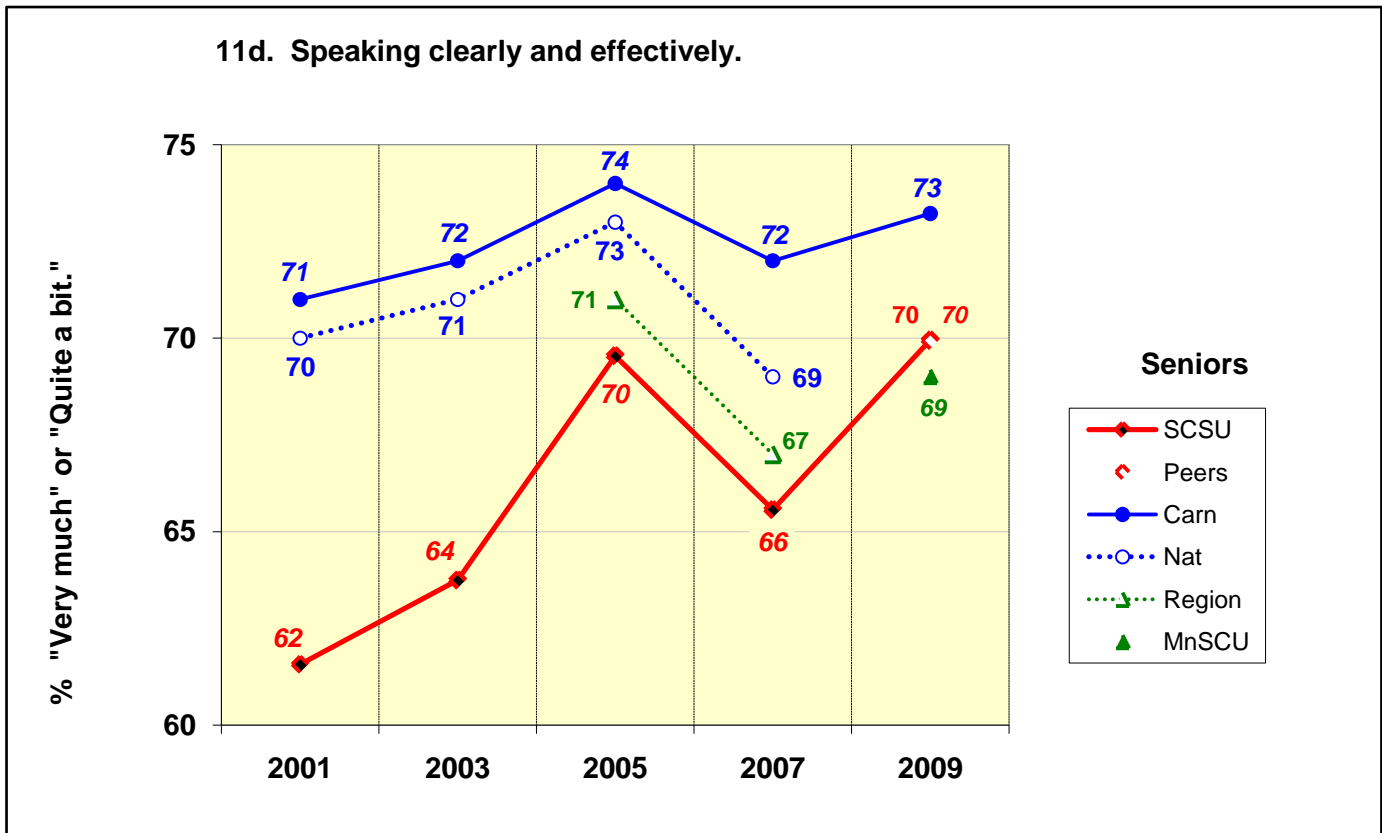
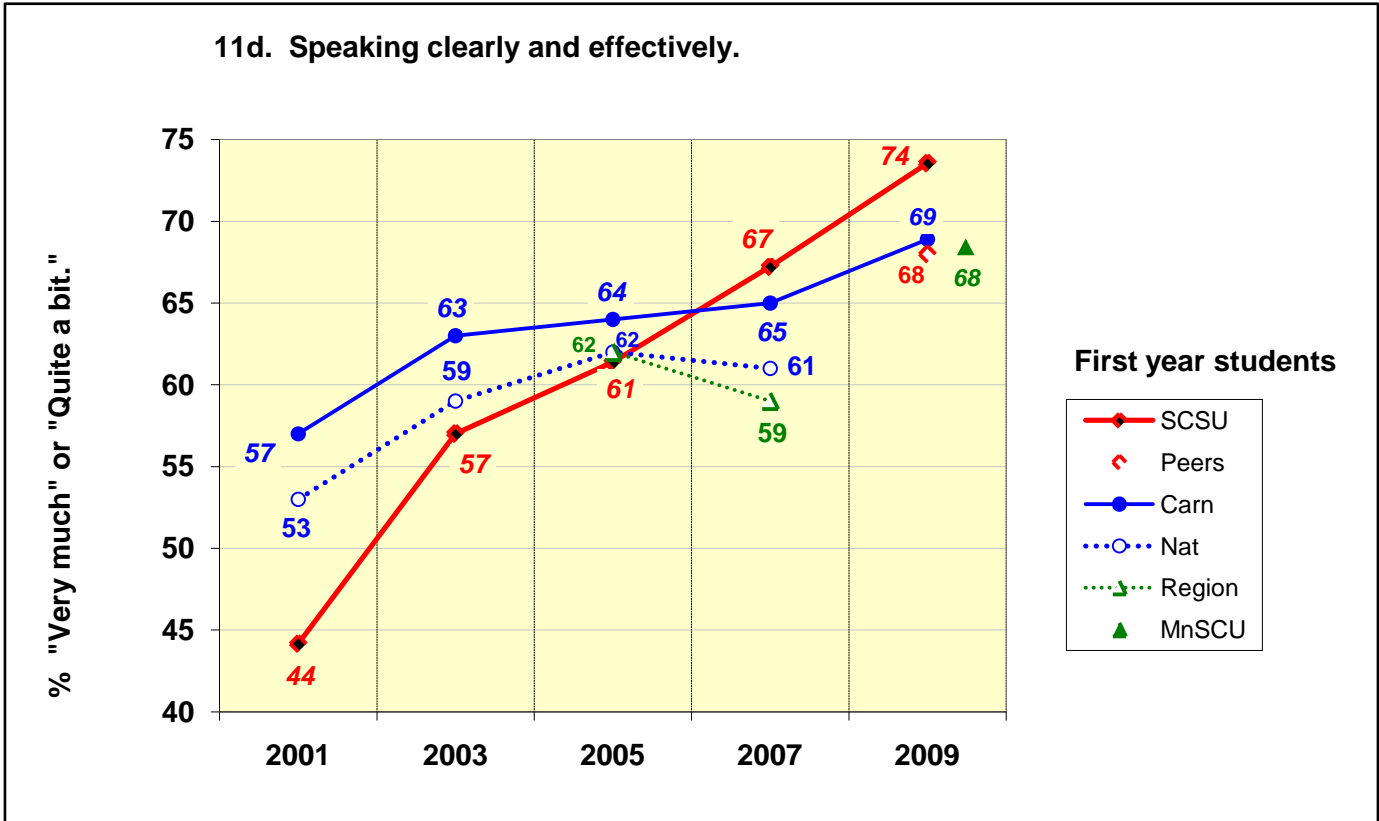
11c. Writing clearly and effectively.



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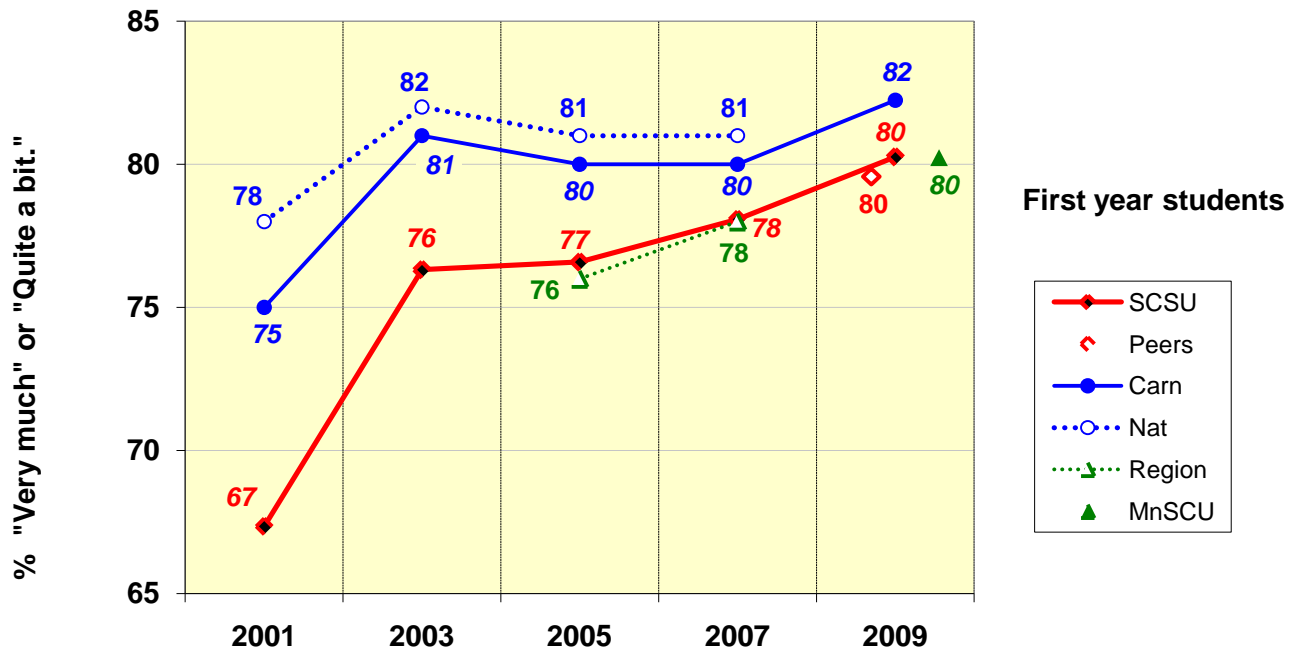
Degree of institutional contribution to knowledge, skills, and personal development.



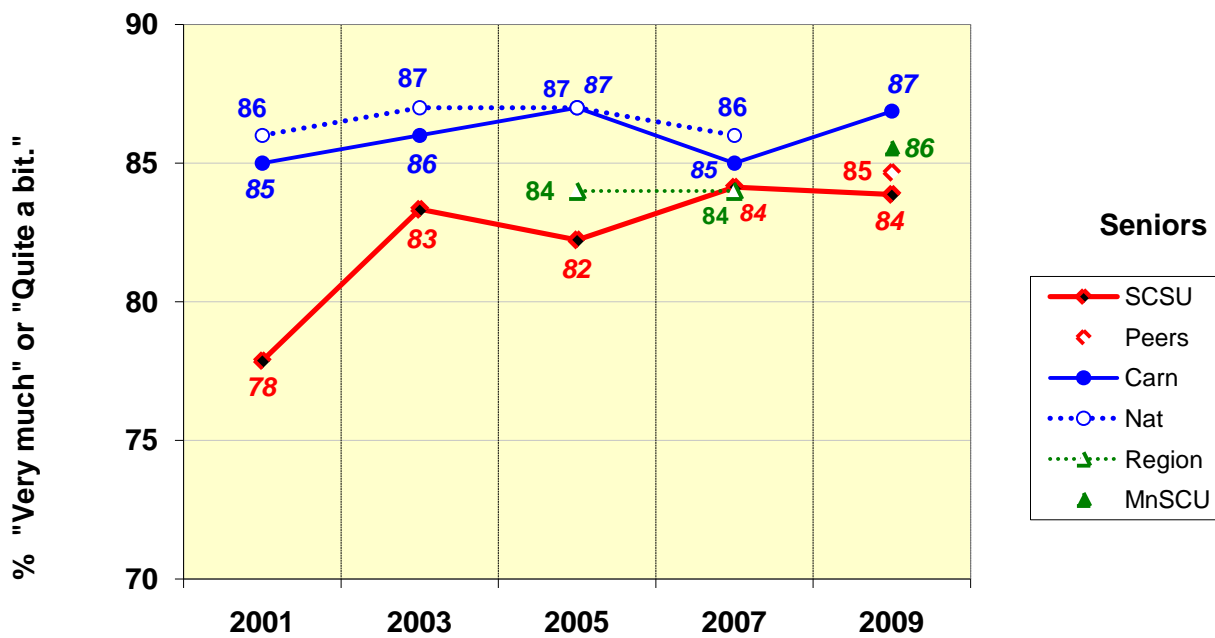


Degree of institutional contribution to knowledge, skills, and personal development.

11e. Thinking critically and analytically.

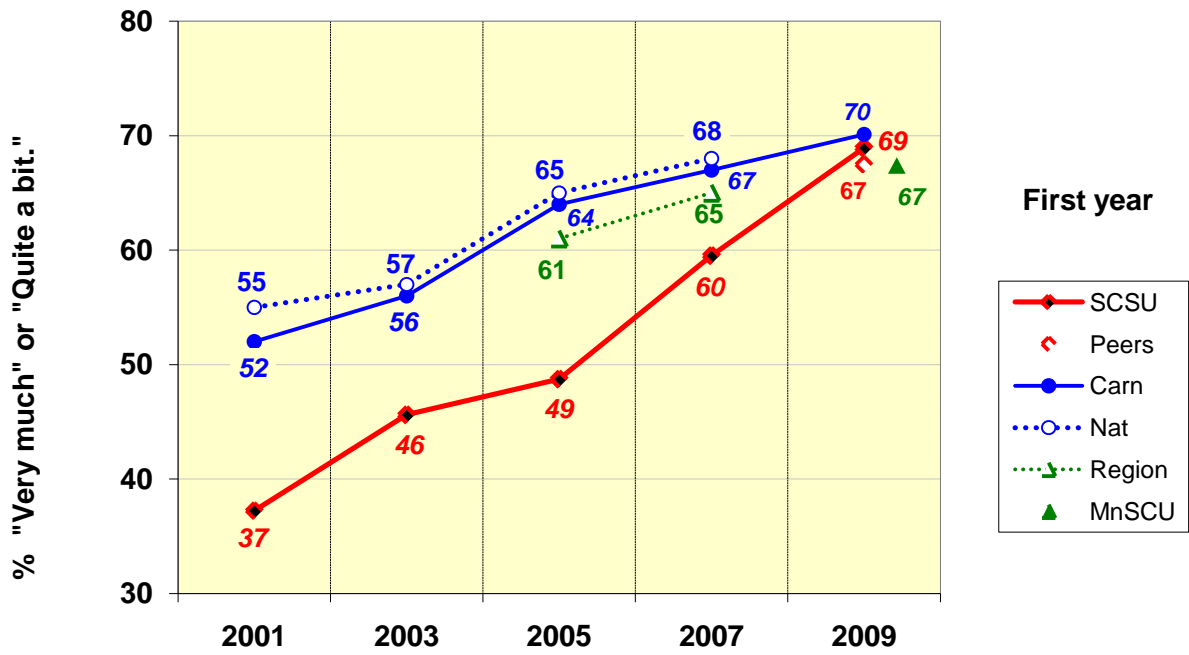


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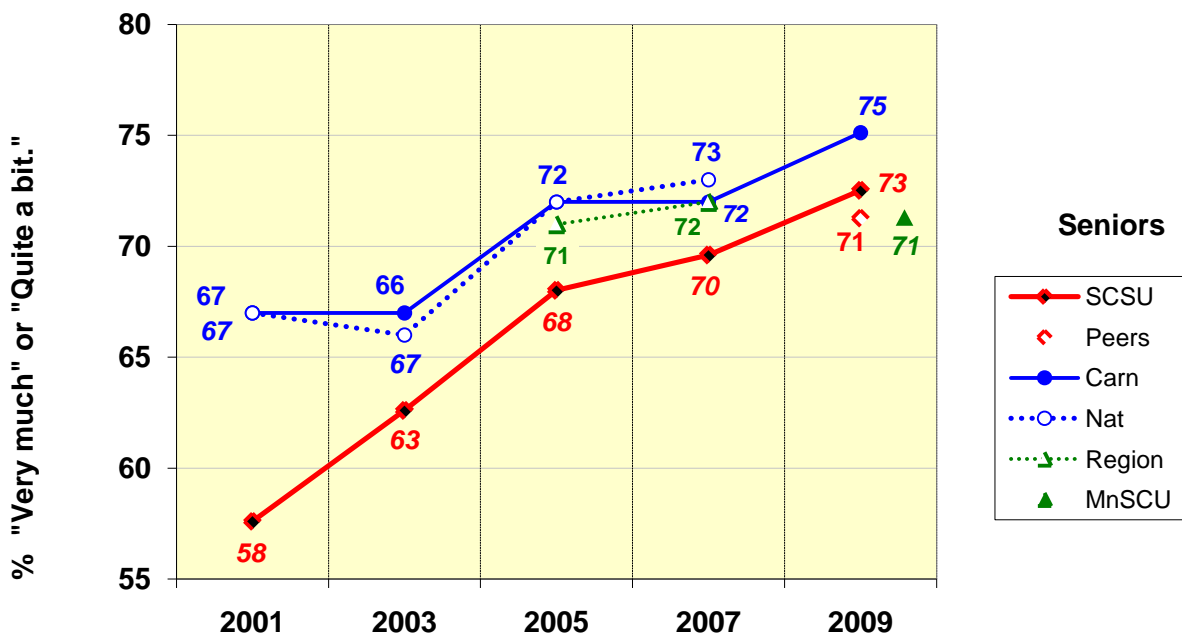


Degree of institutional contribution to knowledge, skills, and personal development.

11f. Analyzing quantitative problems.

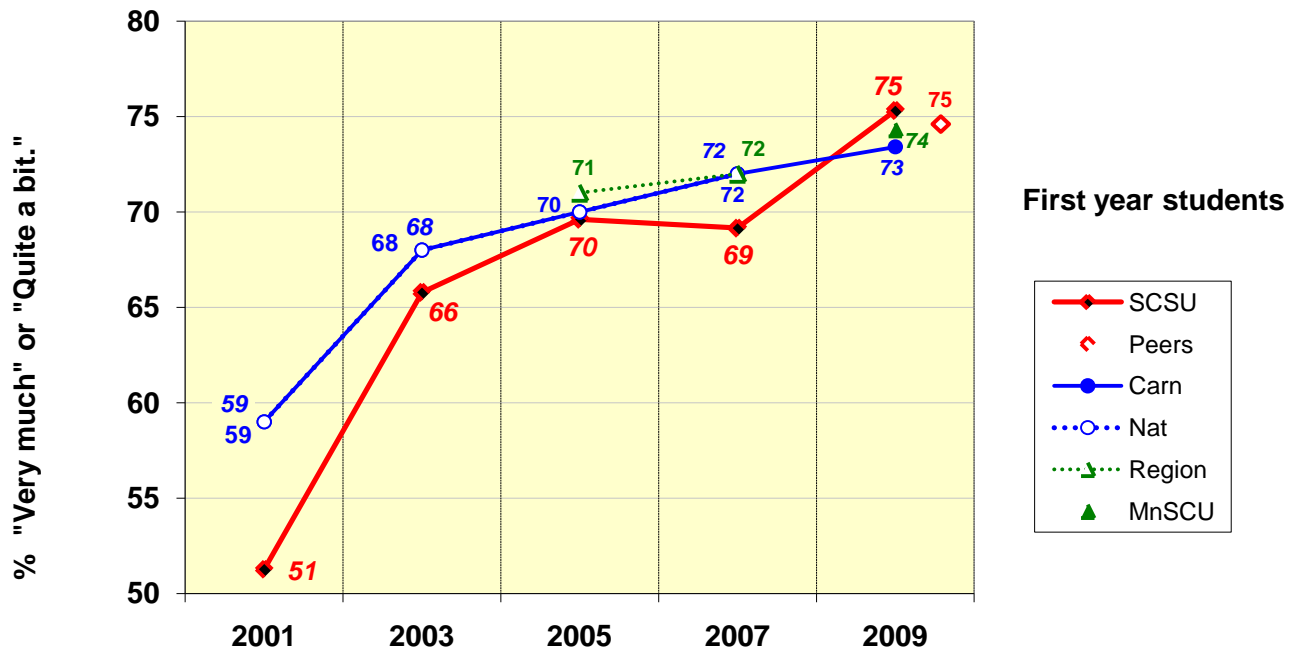


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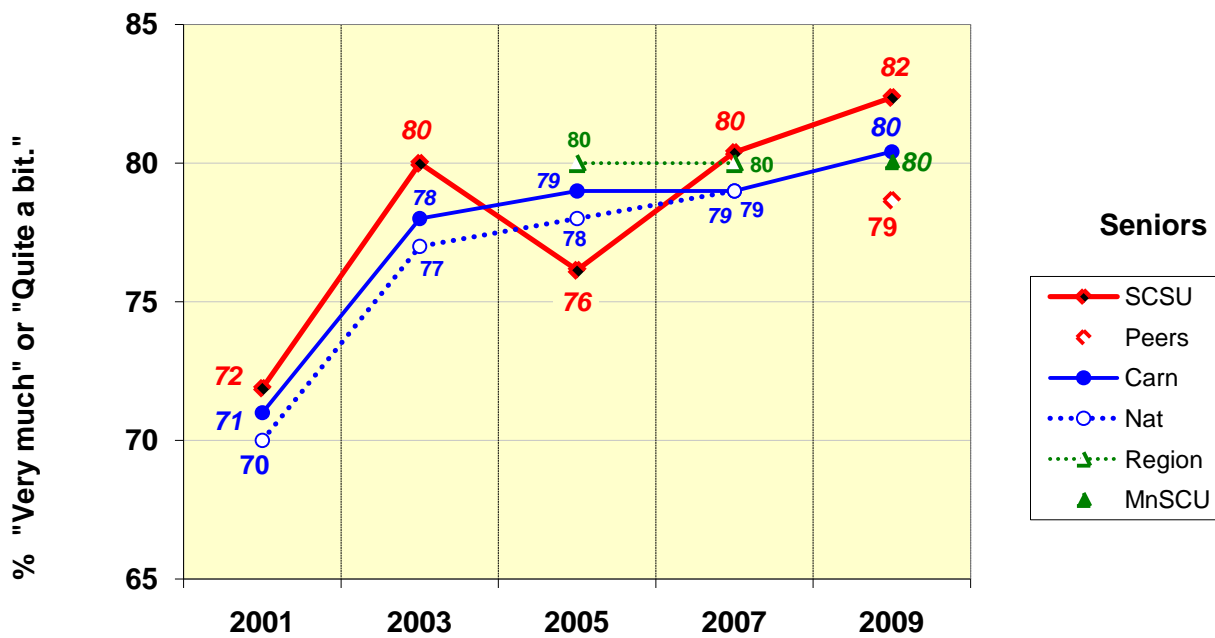


Degree of institutional contribution to knowledge, skills, and personal development.

11g. Using computing and information technology.

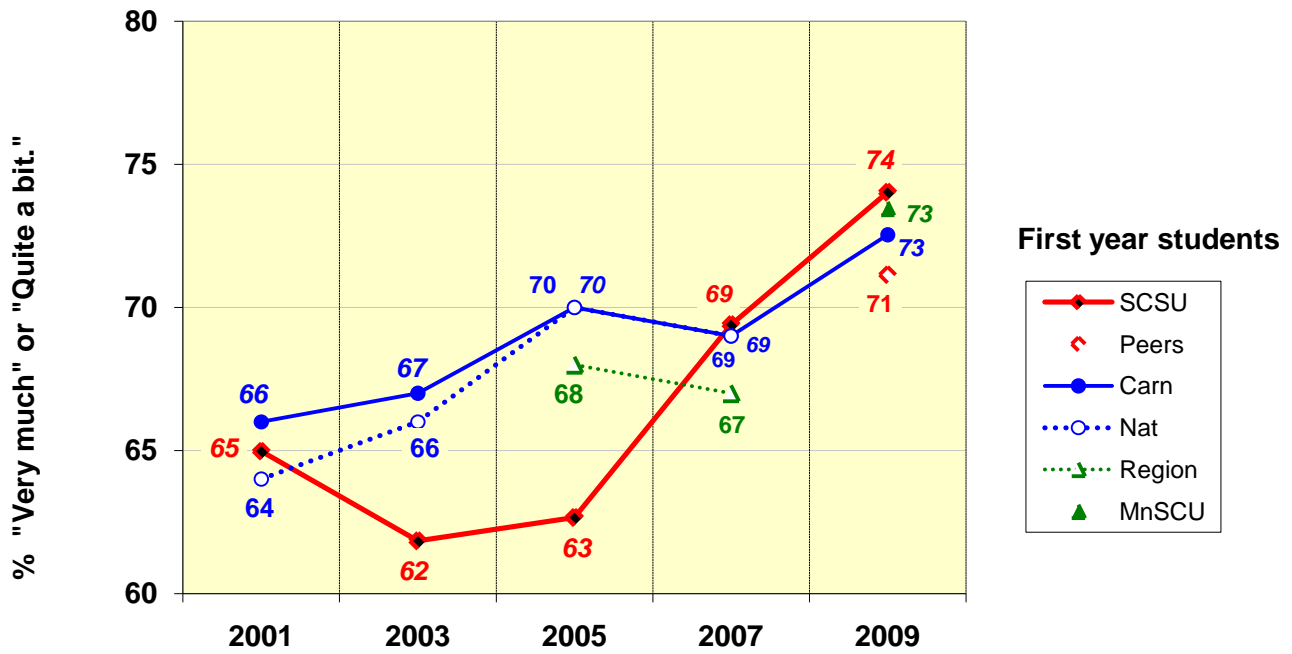


11g. Using computing and information technology.

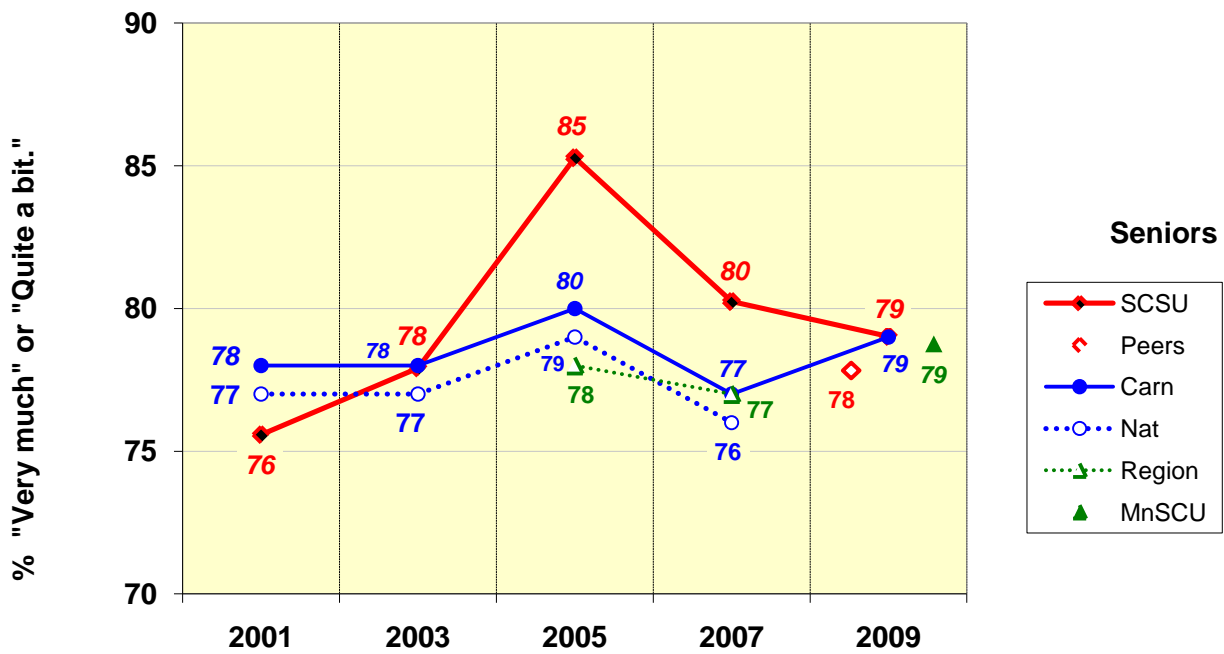


Degree of institutional contribution to knowledge, skills, and personal development.

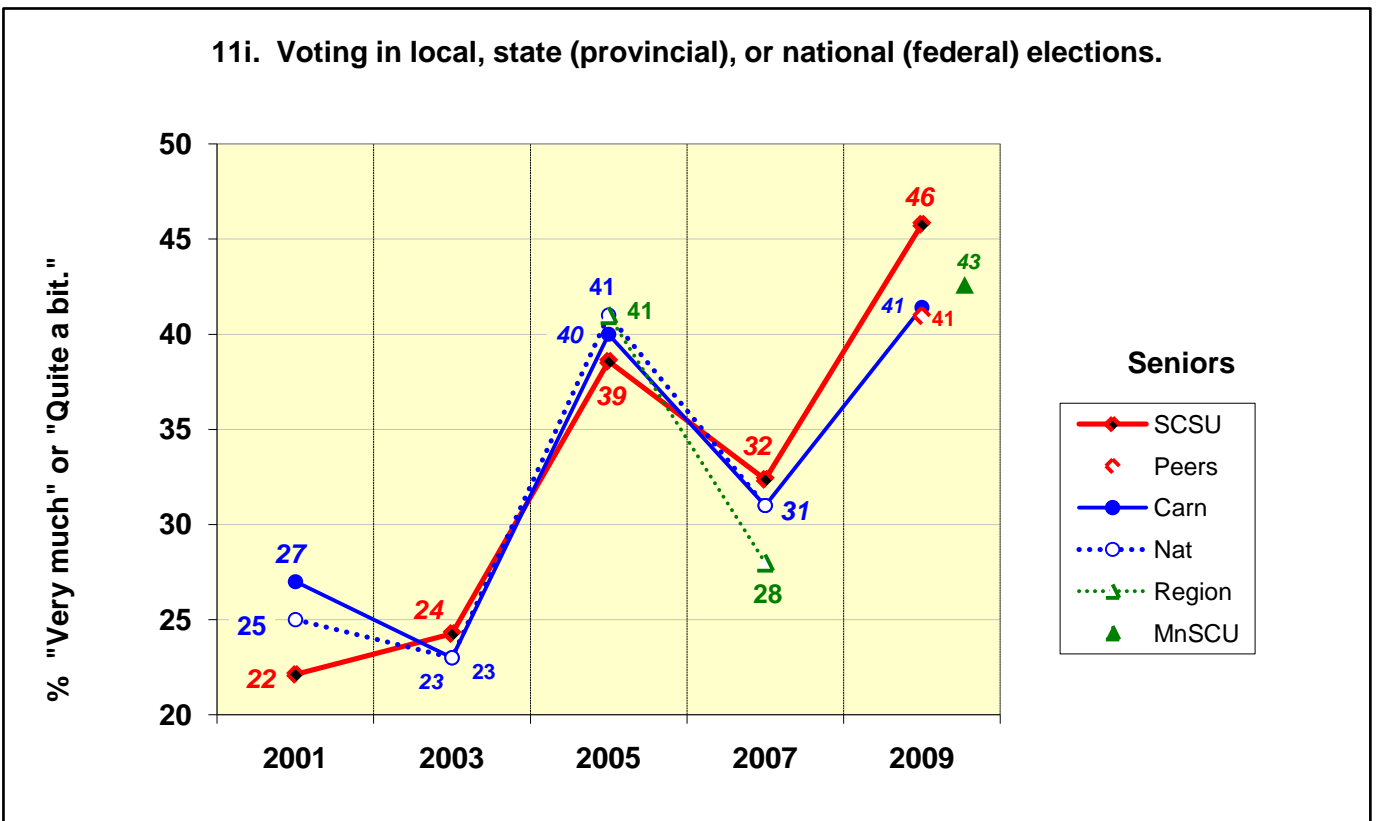
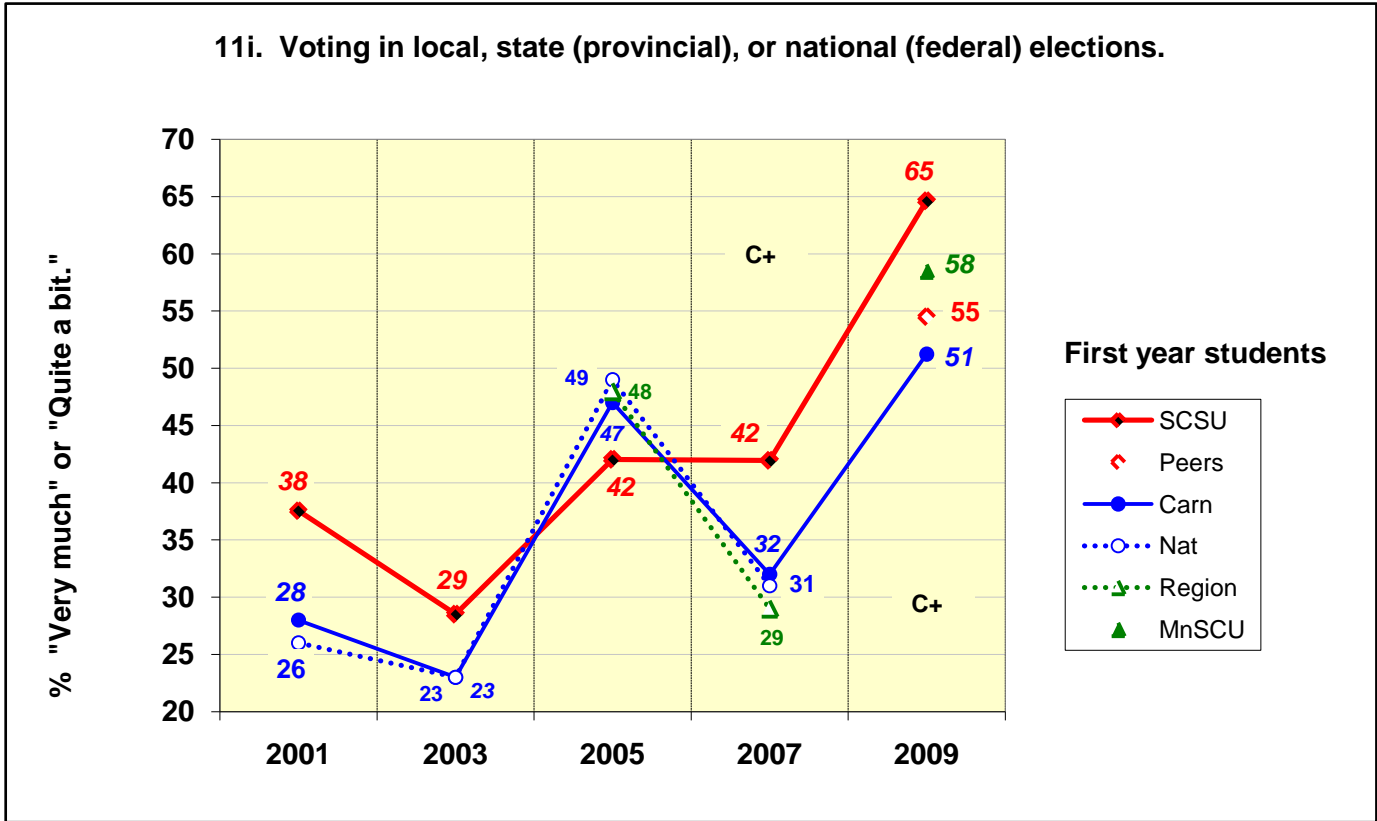
11h. Working effectively with others.



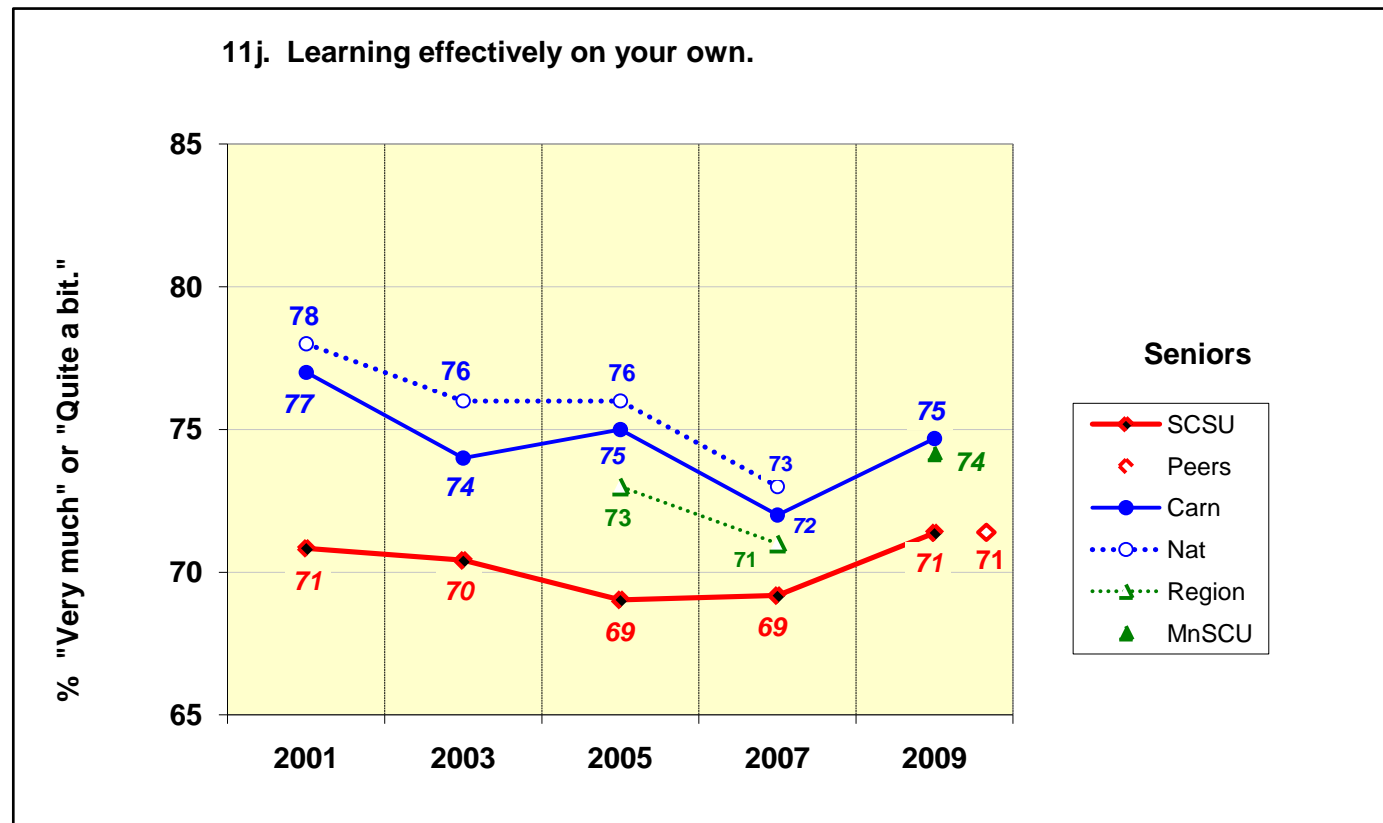
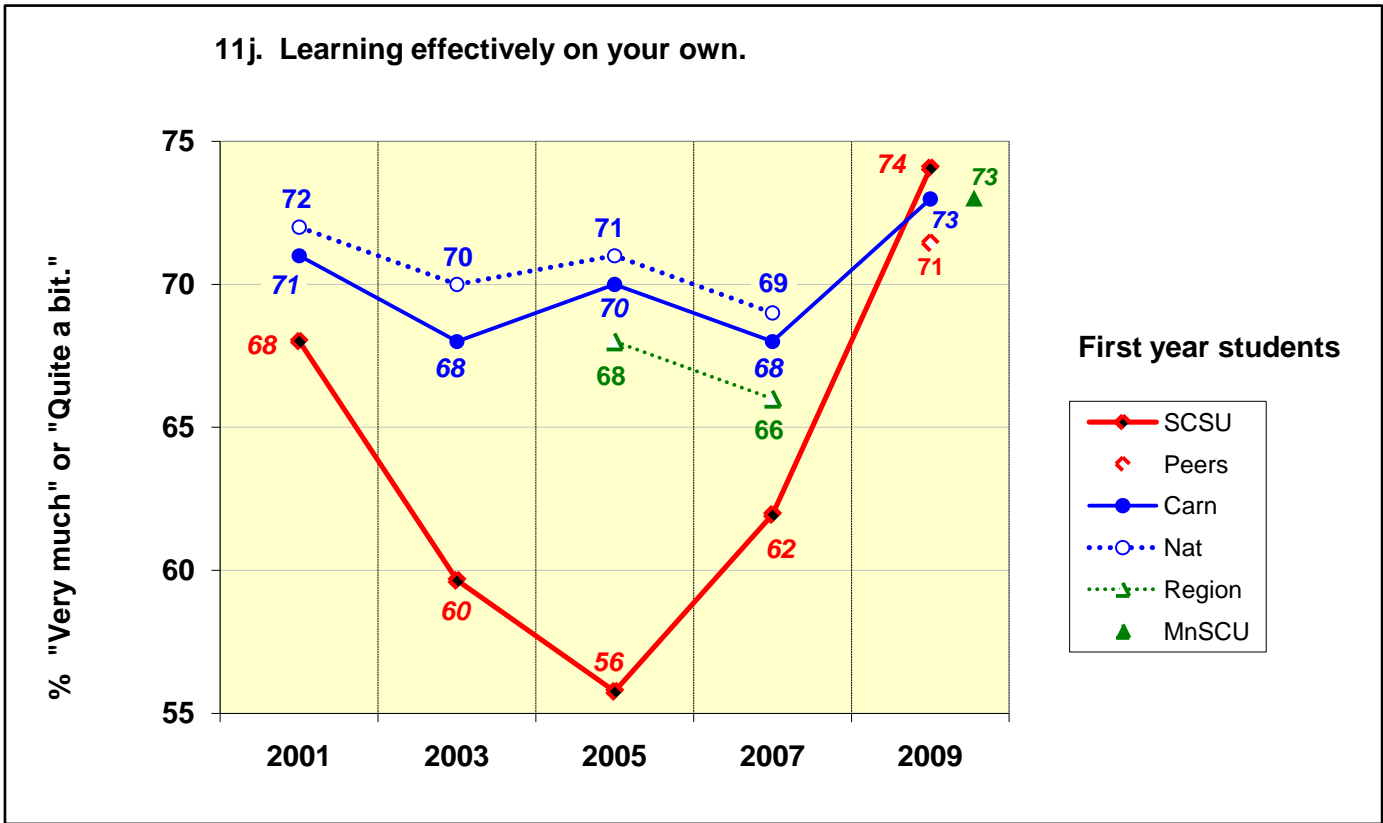
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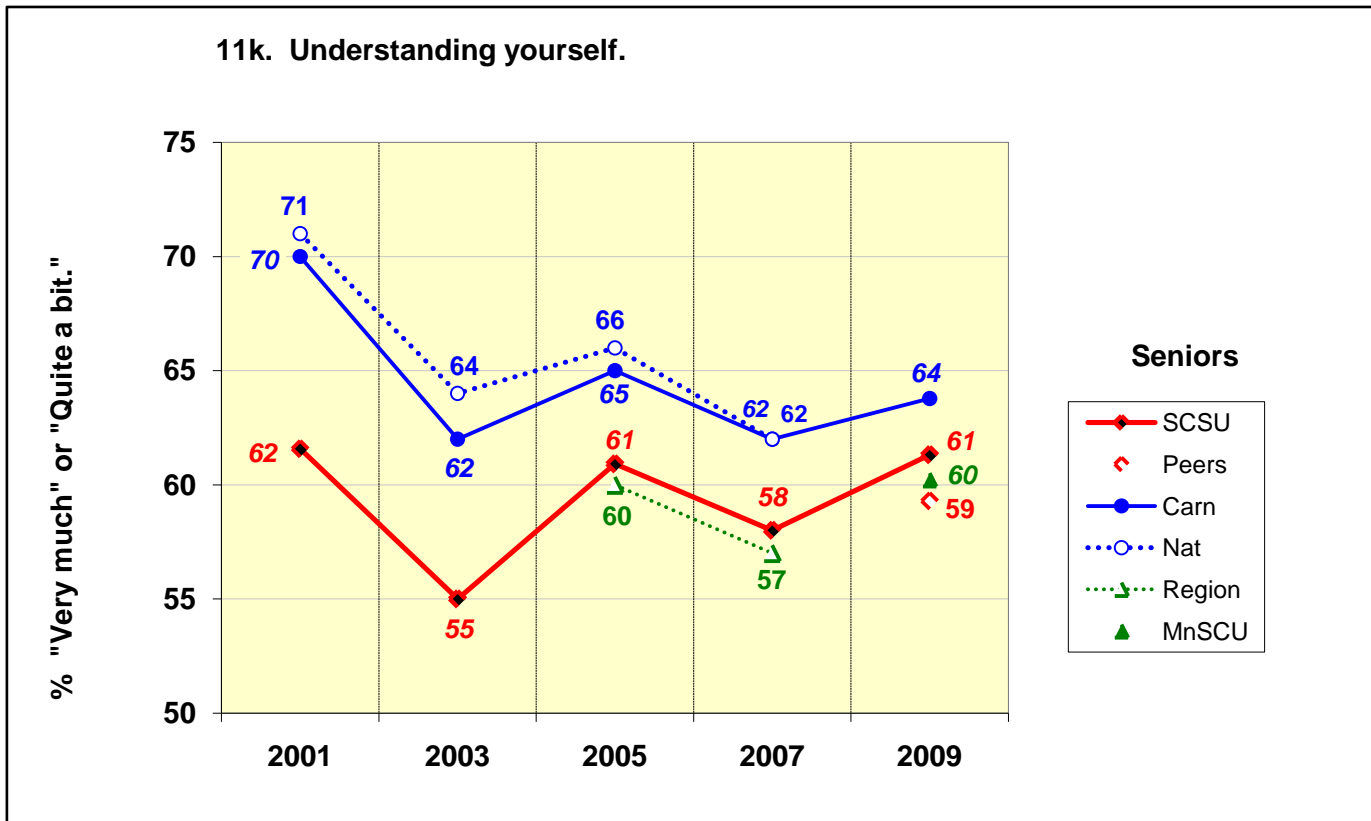
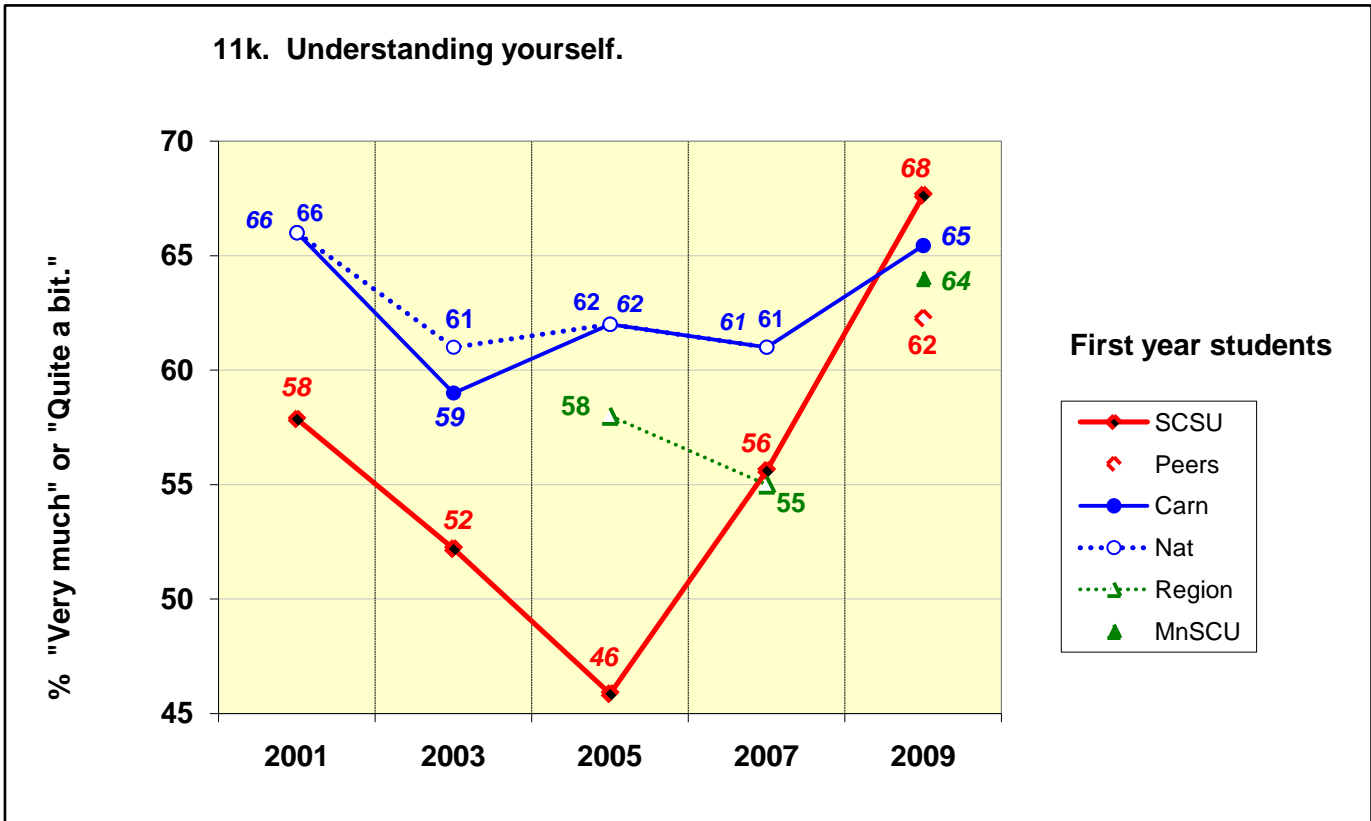
Degree of institutional contribution to knowledge, skills, and personal development.



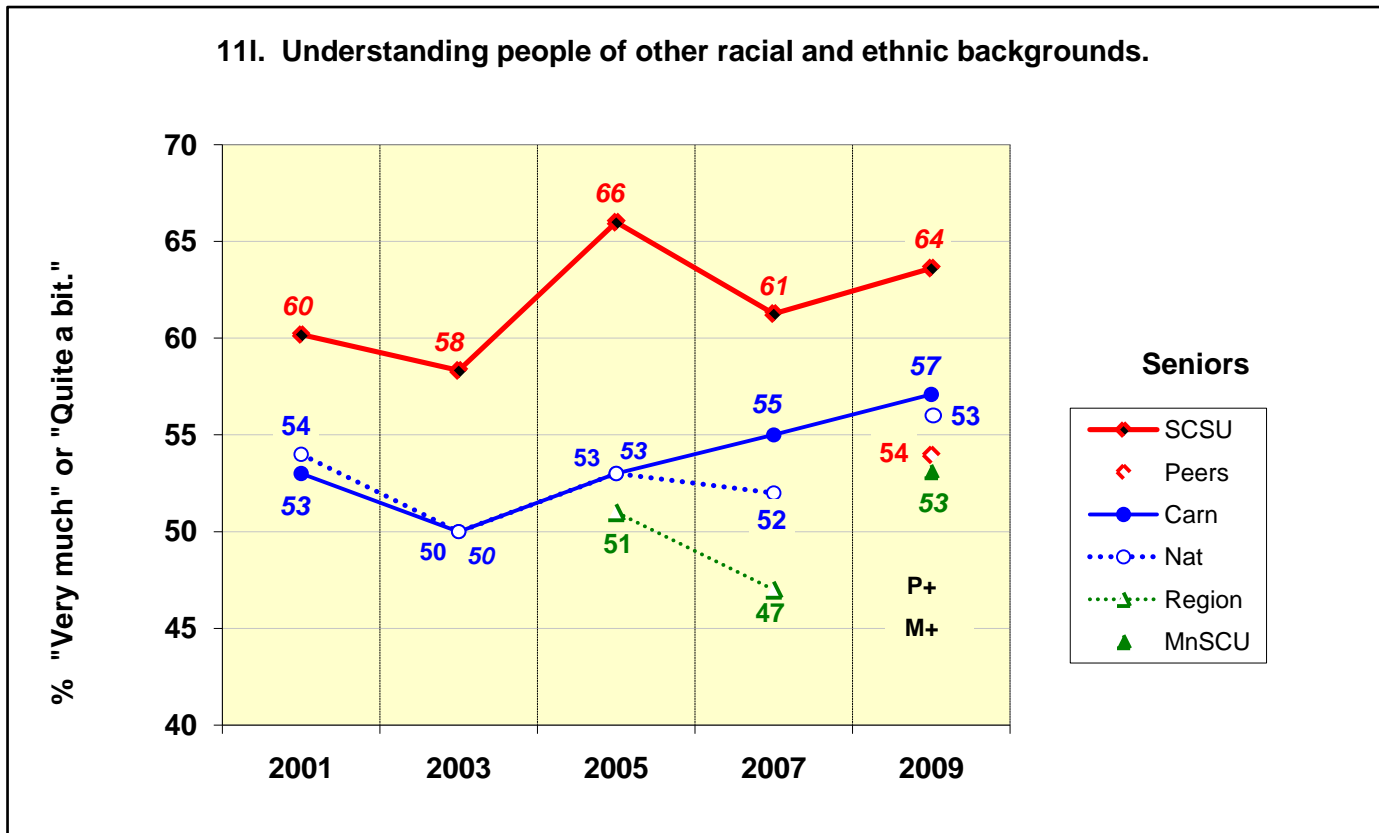
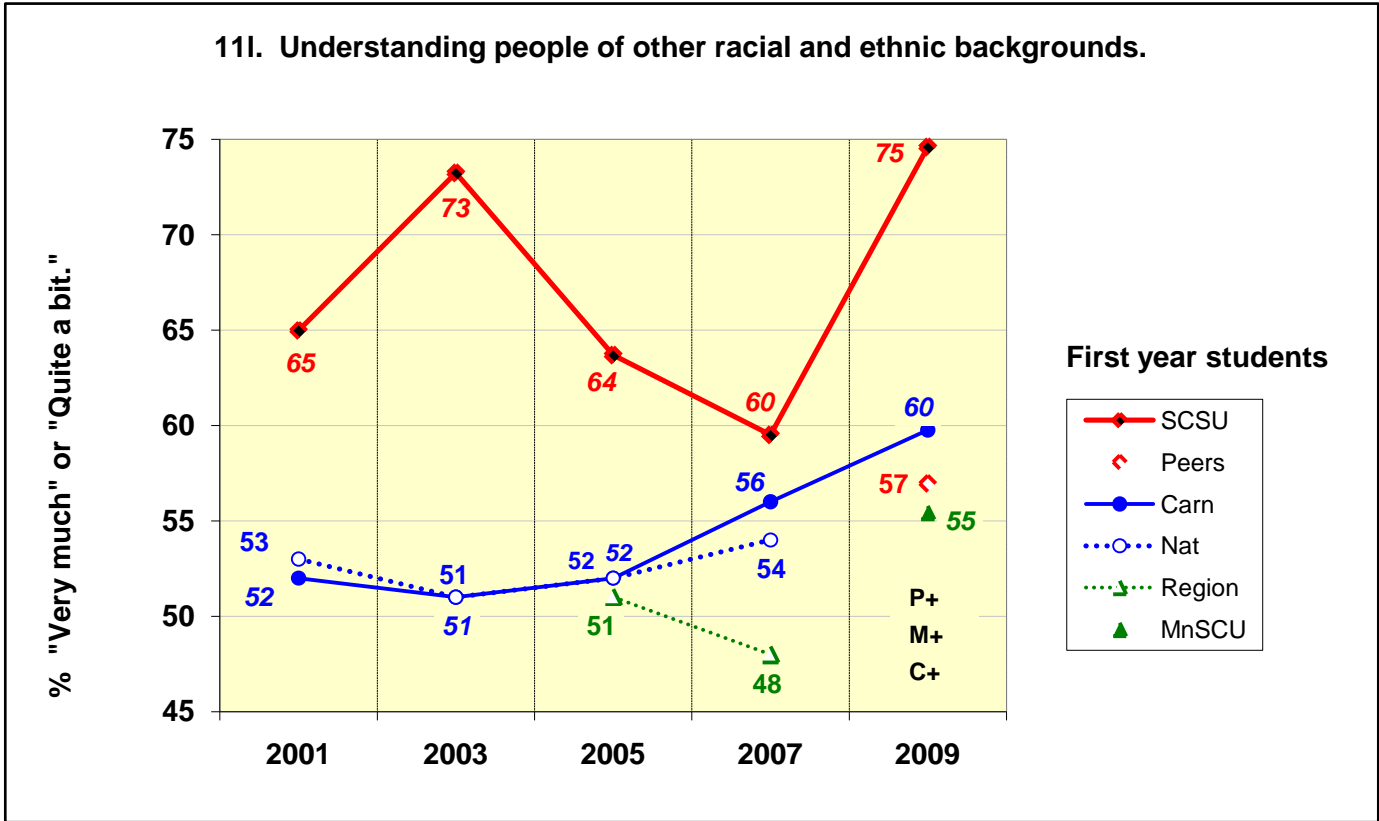
Degree of institutional contribution to knowledge, skills, and personal development.



Degree of institutional contribution to knowledge, skills, and personal development.

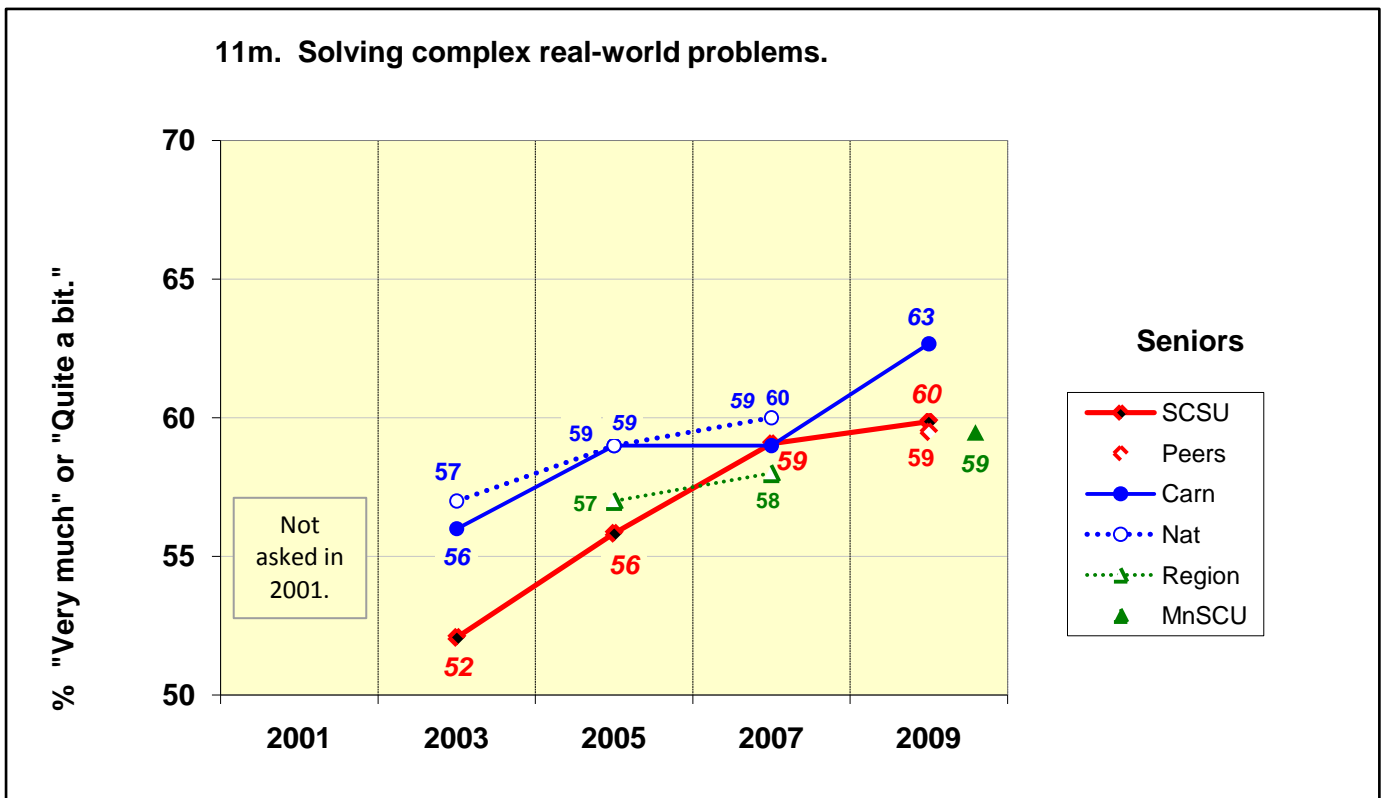
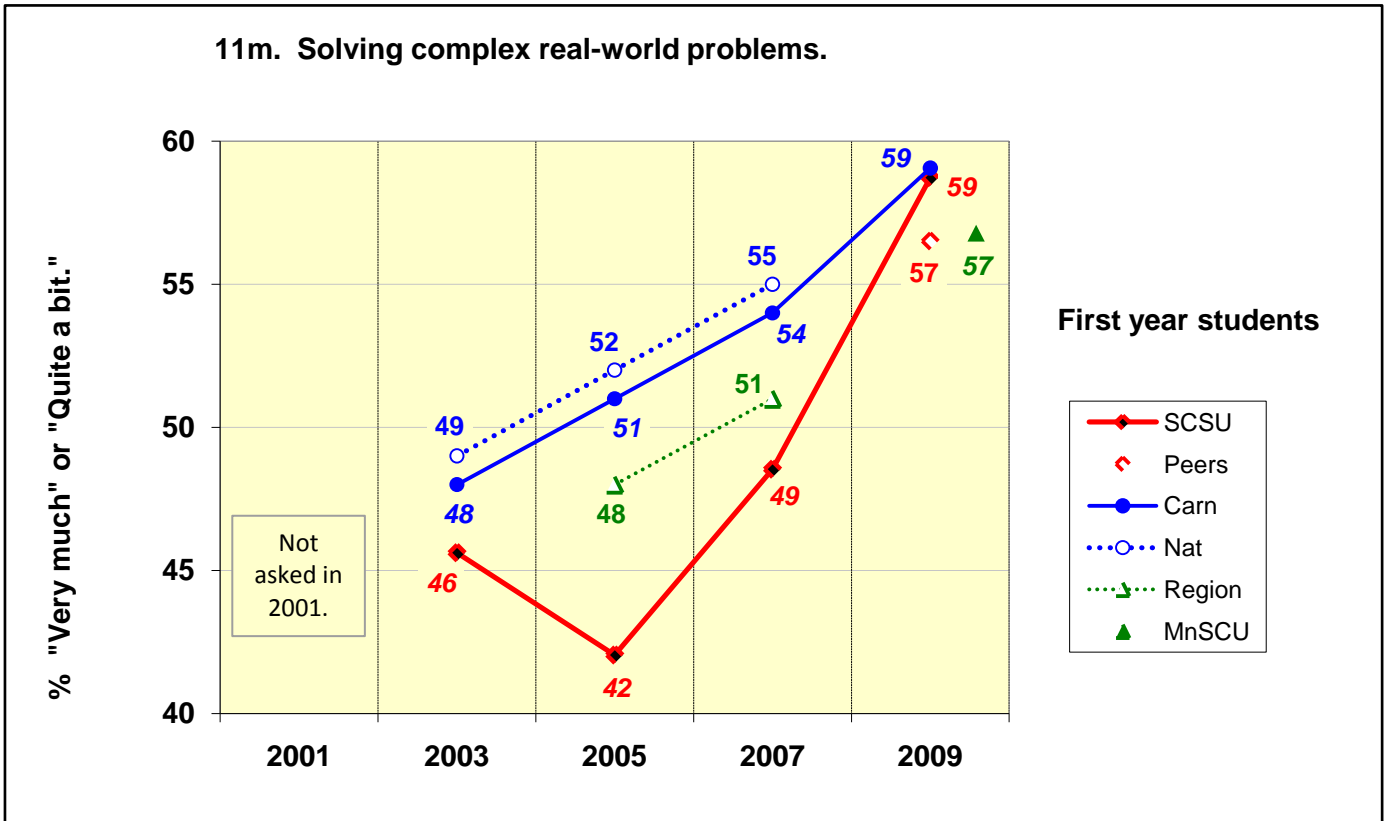


Degree of institutional contribution to knowledge, skills, and personal development.

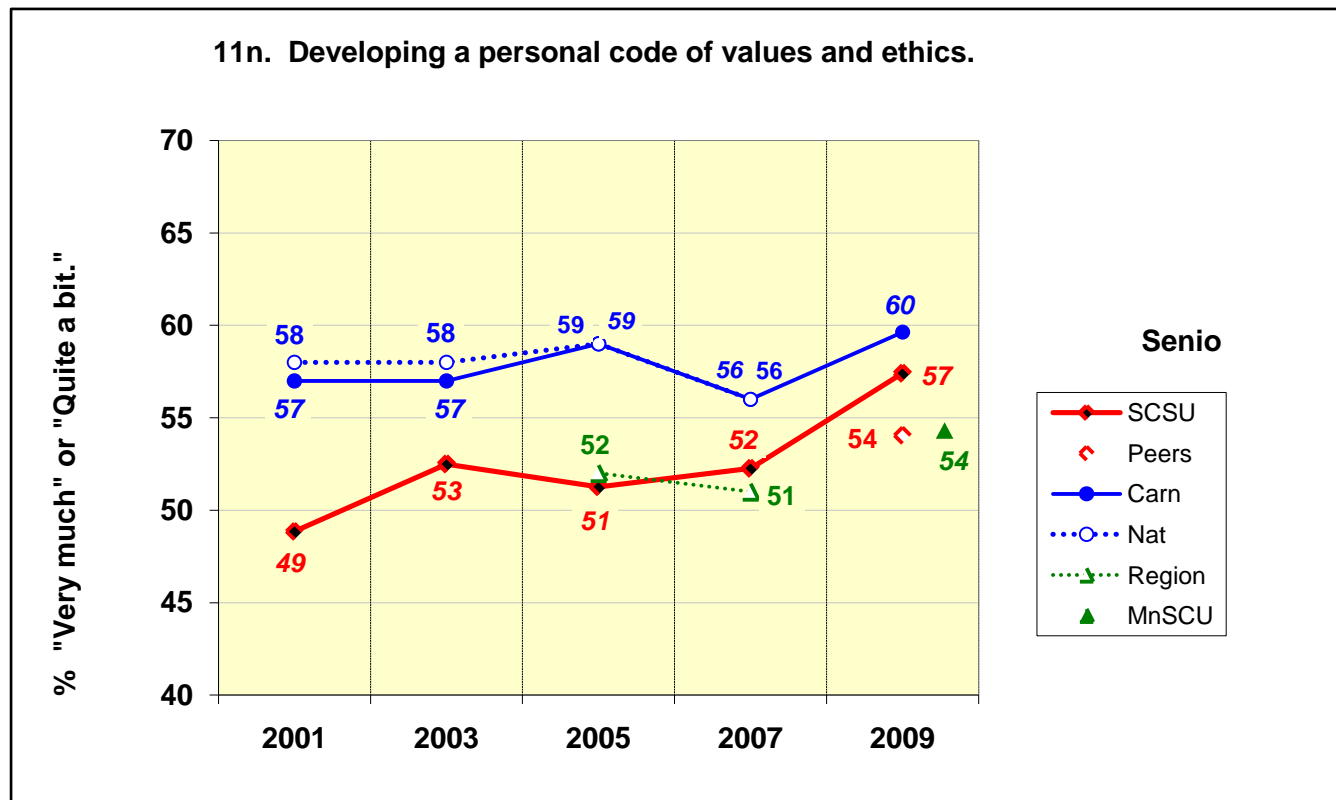
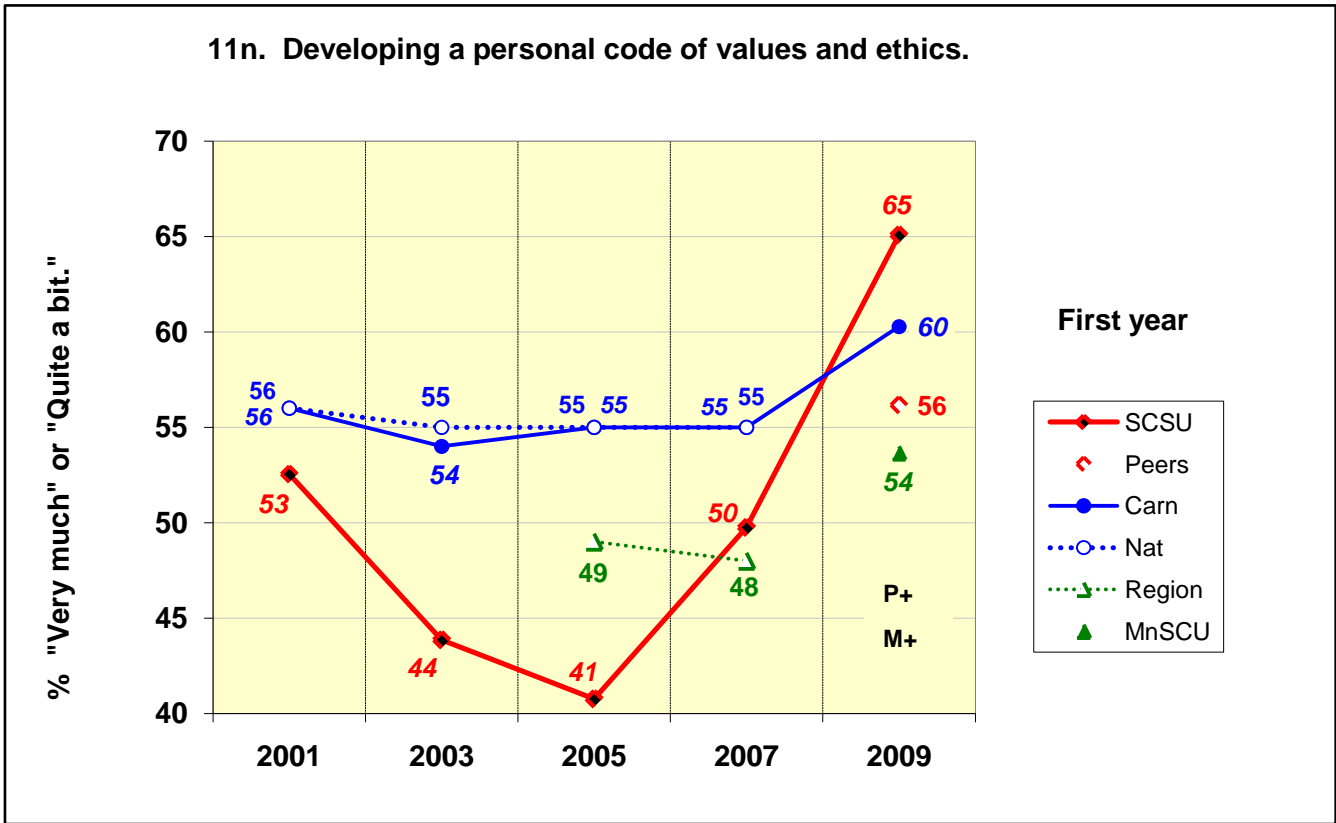




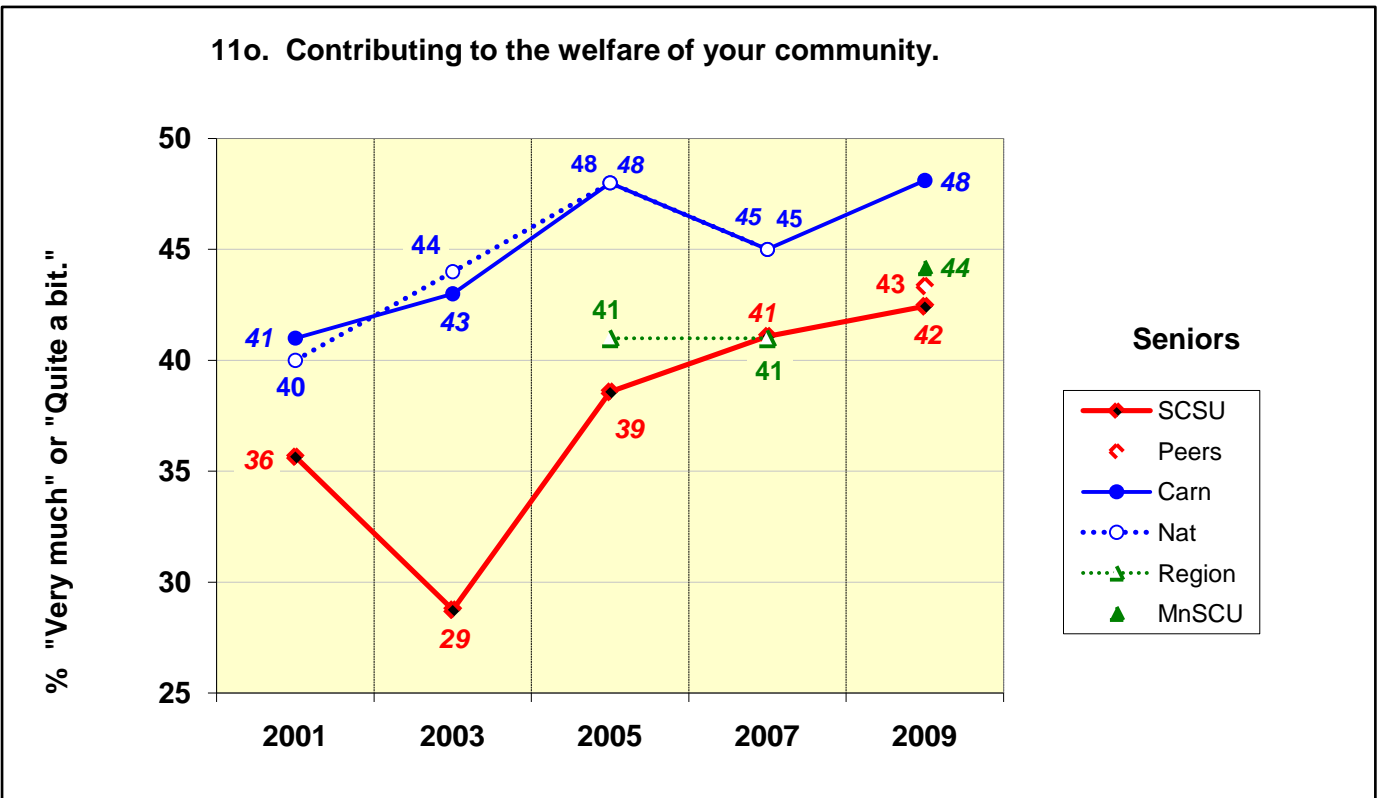
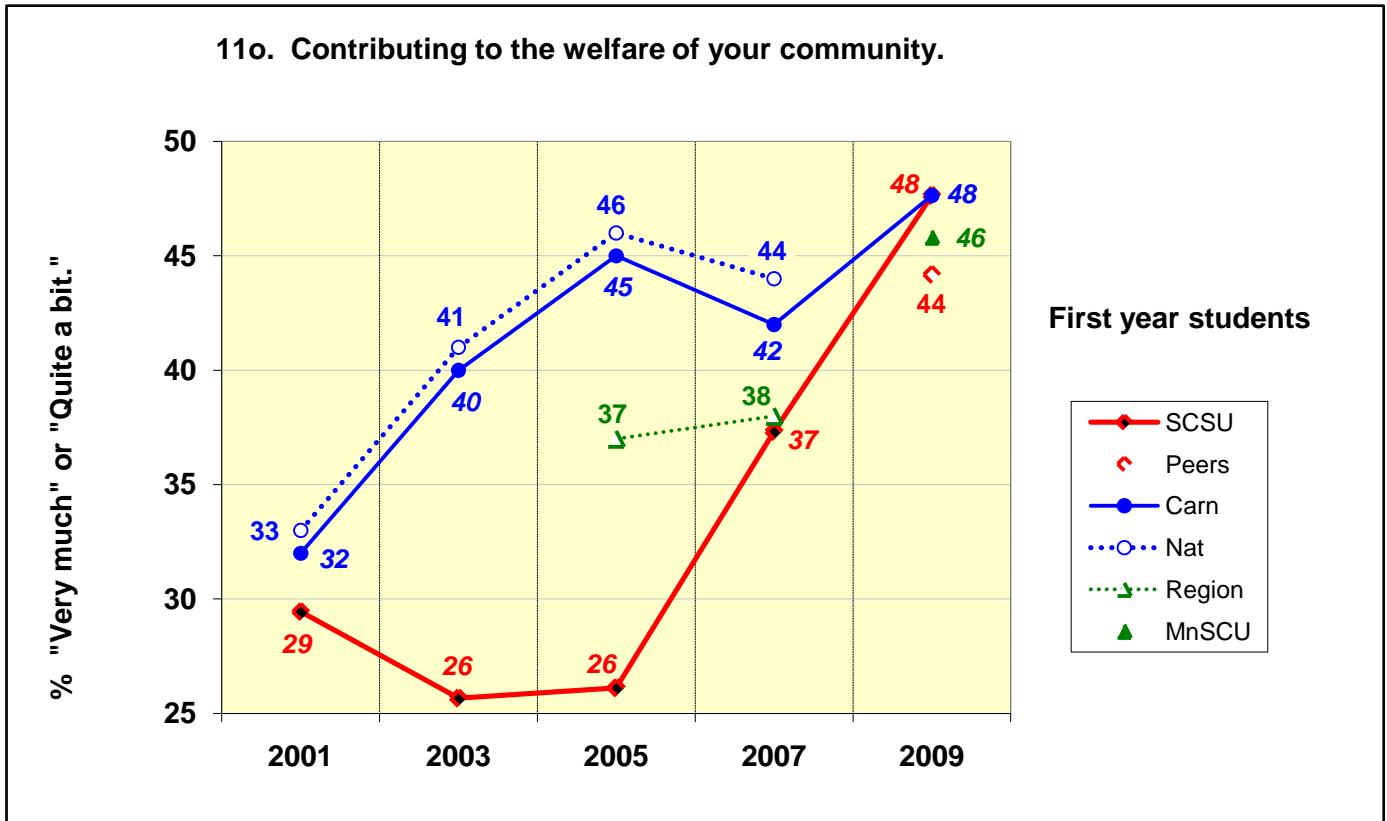
Degree of institutional contribution to knowledge, skills, and personal development.



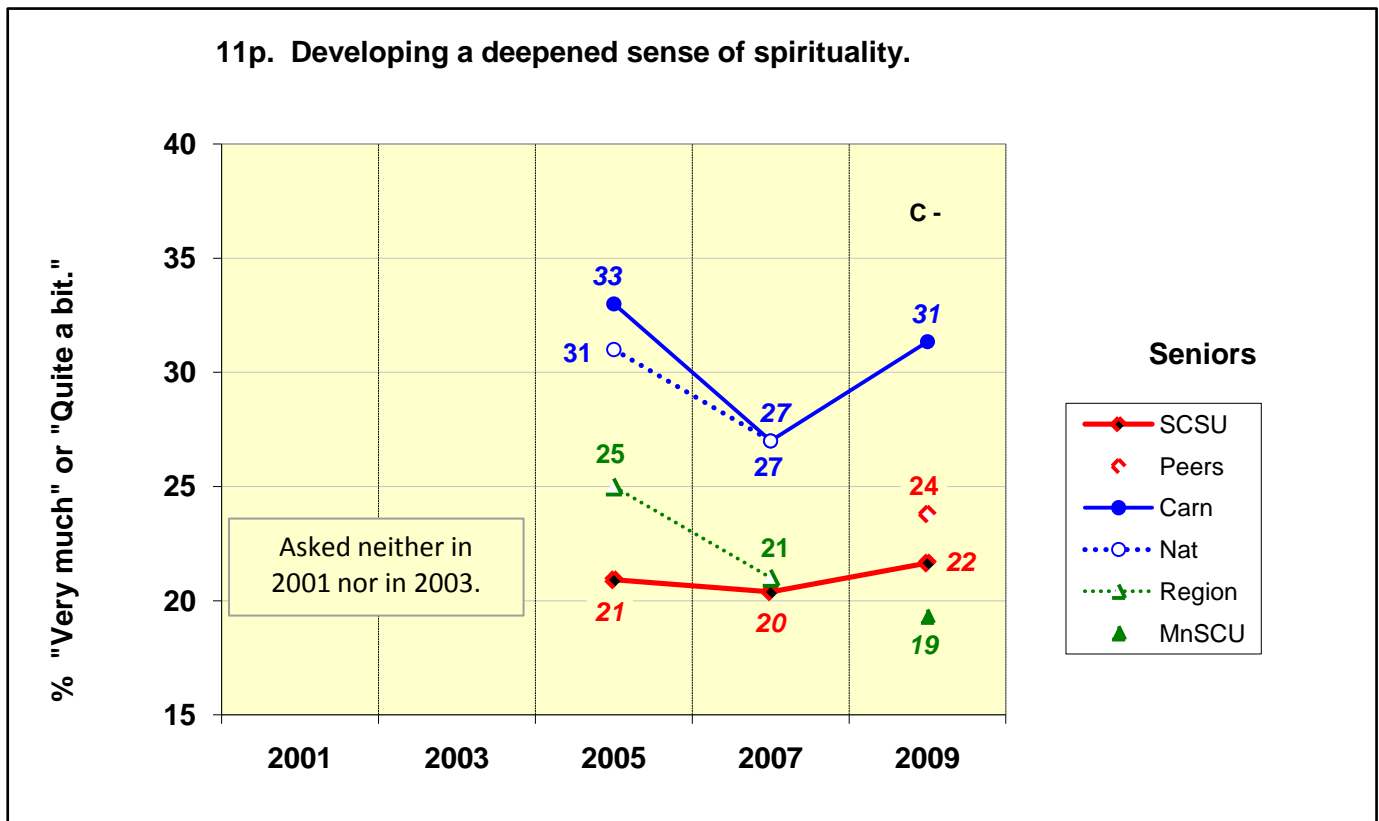
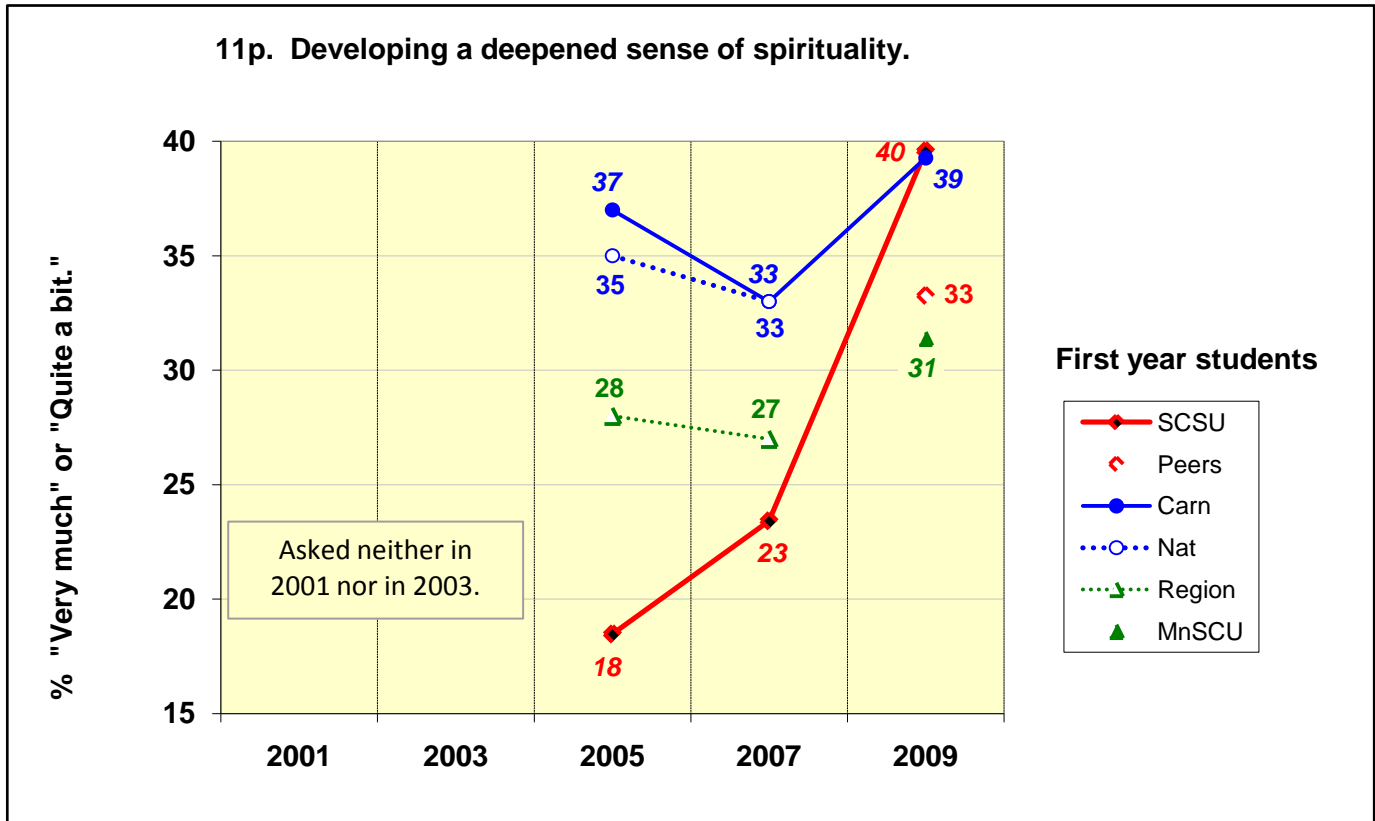
Degree of institutional contribution to knowledge, skills, and personal development.



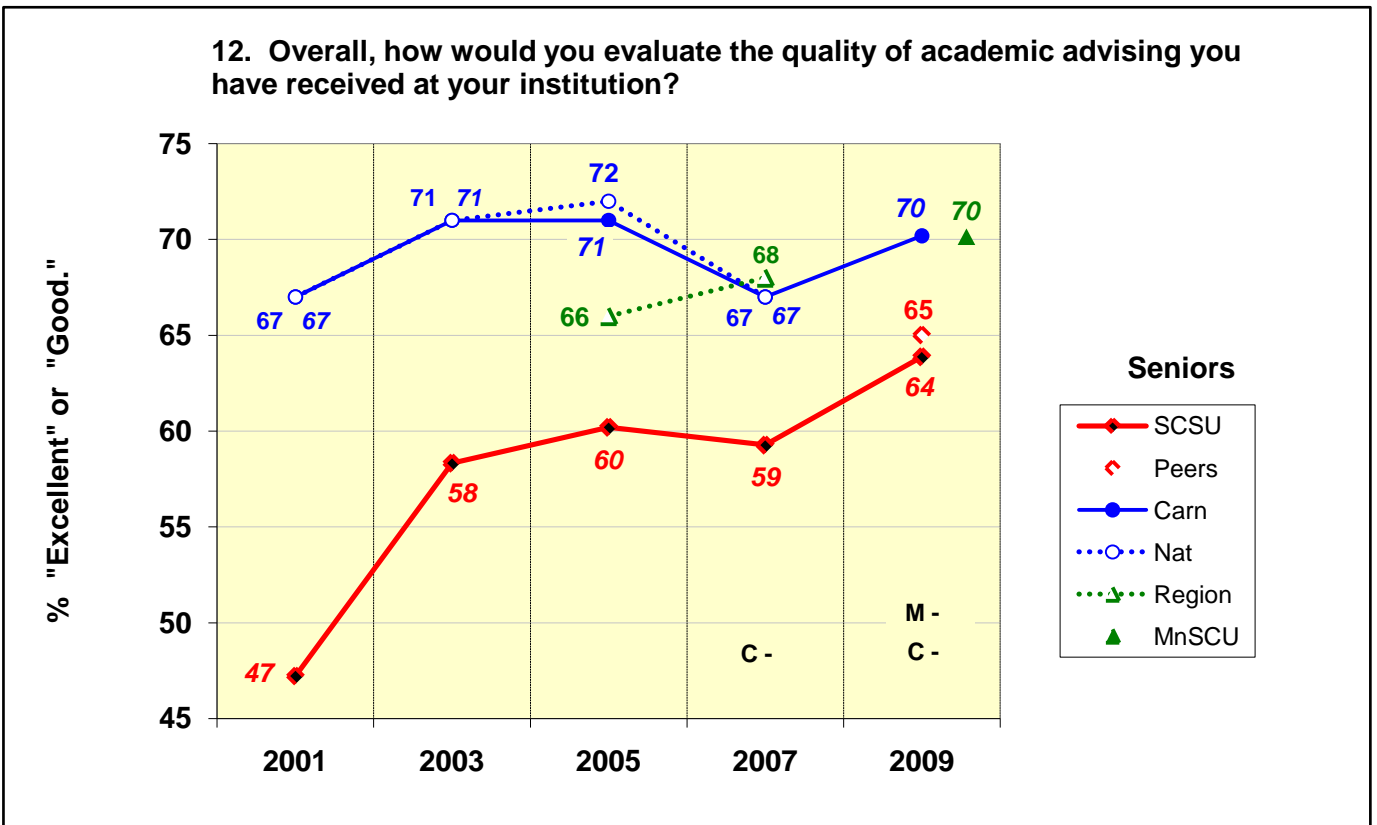
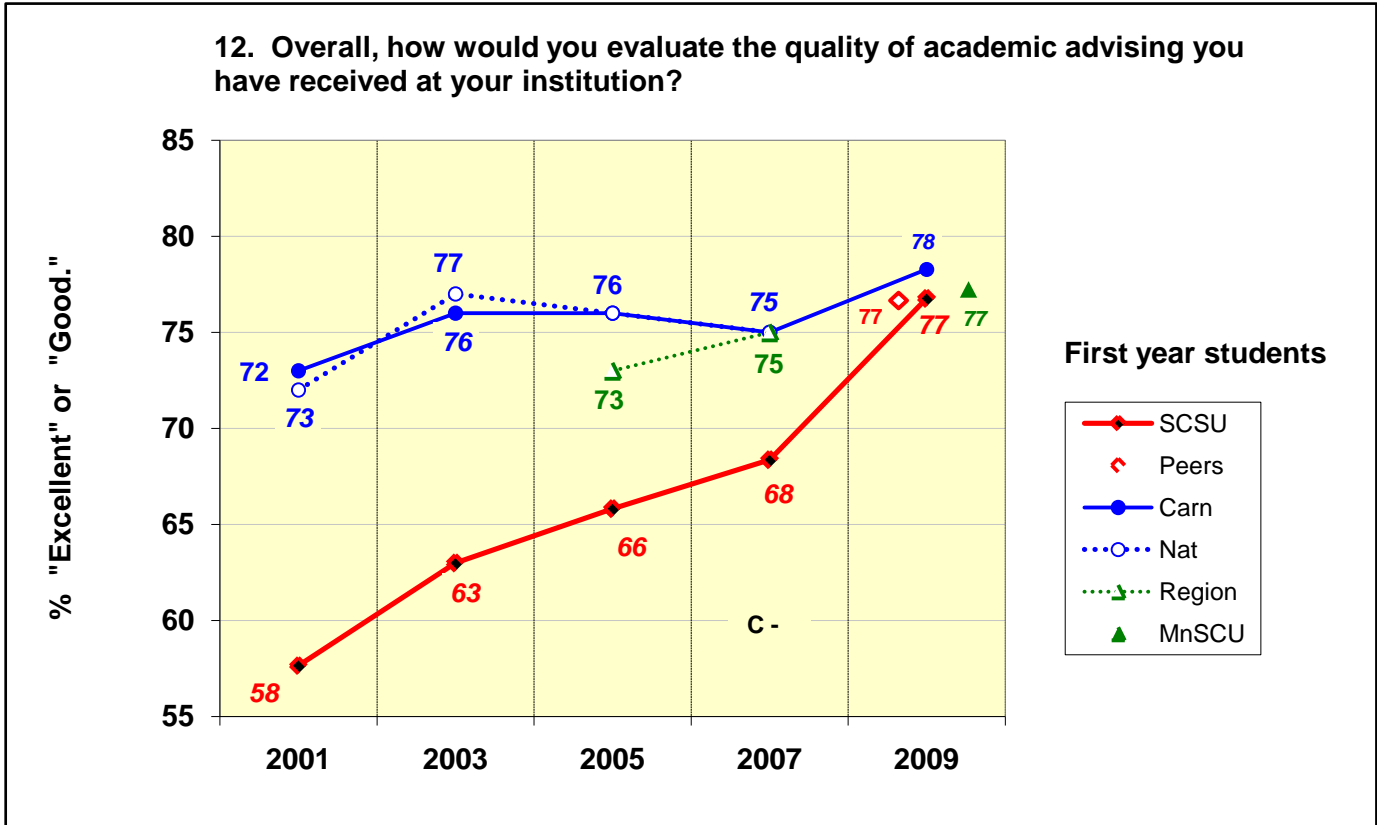
Degree of institutional contribution to knowledge, skills, and personal development.



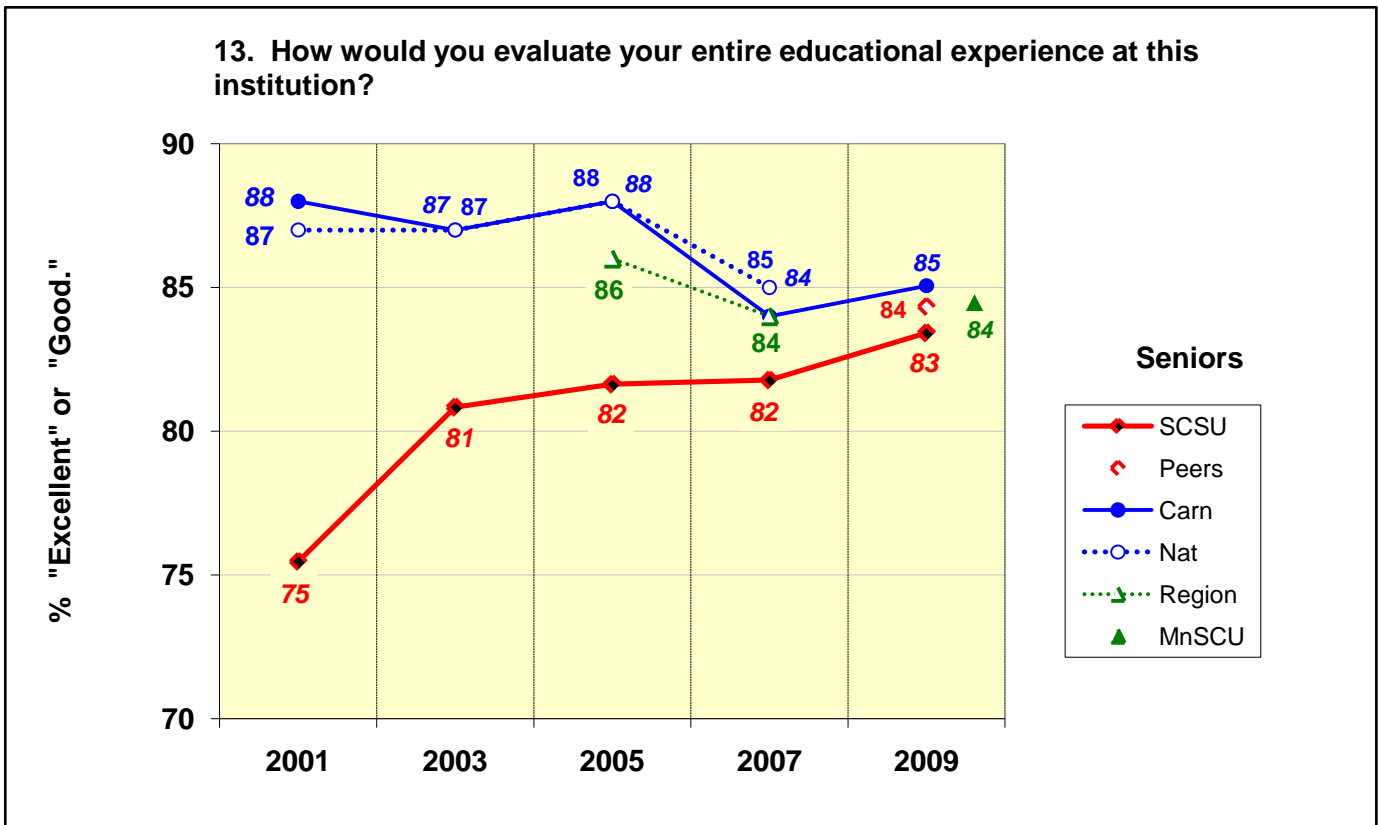
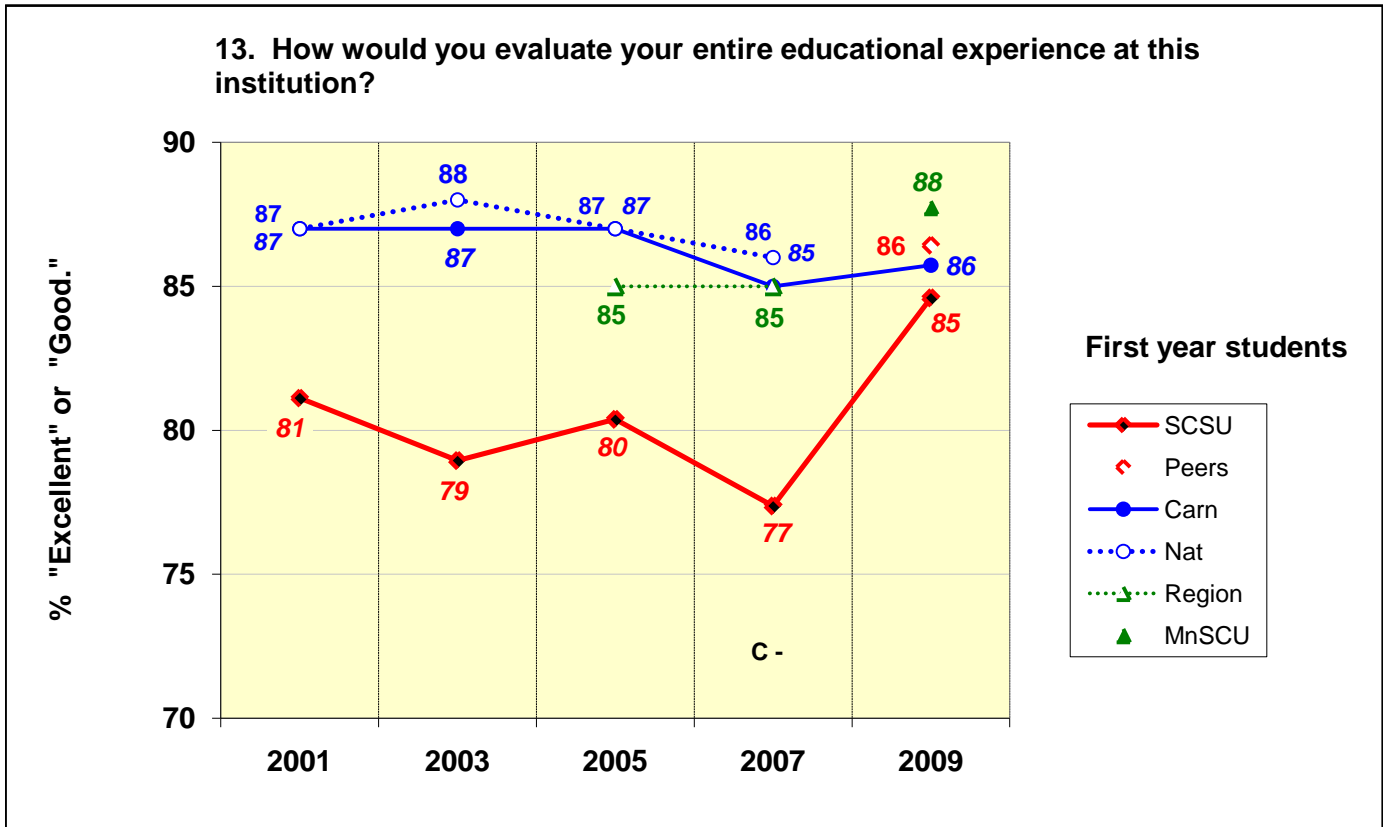
Degree of institutional contribution to knowledge, skills, and personal development.



Overall evaluations of institution.

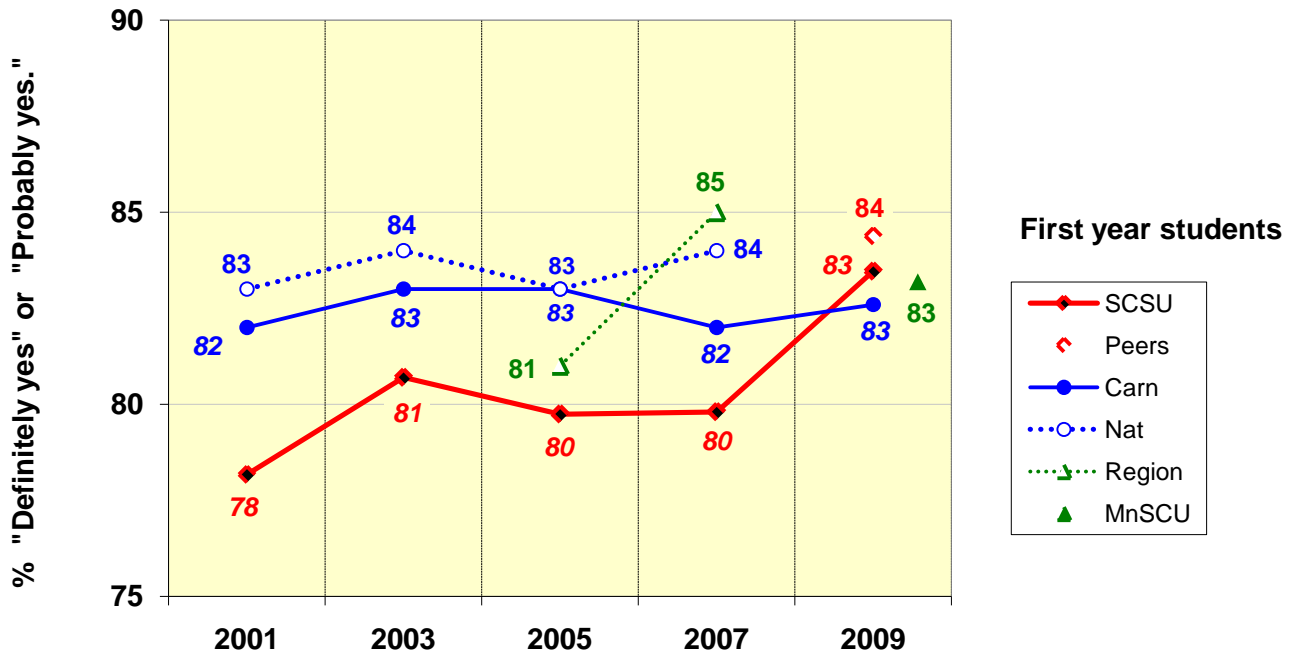


Overall evaluations of institution.

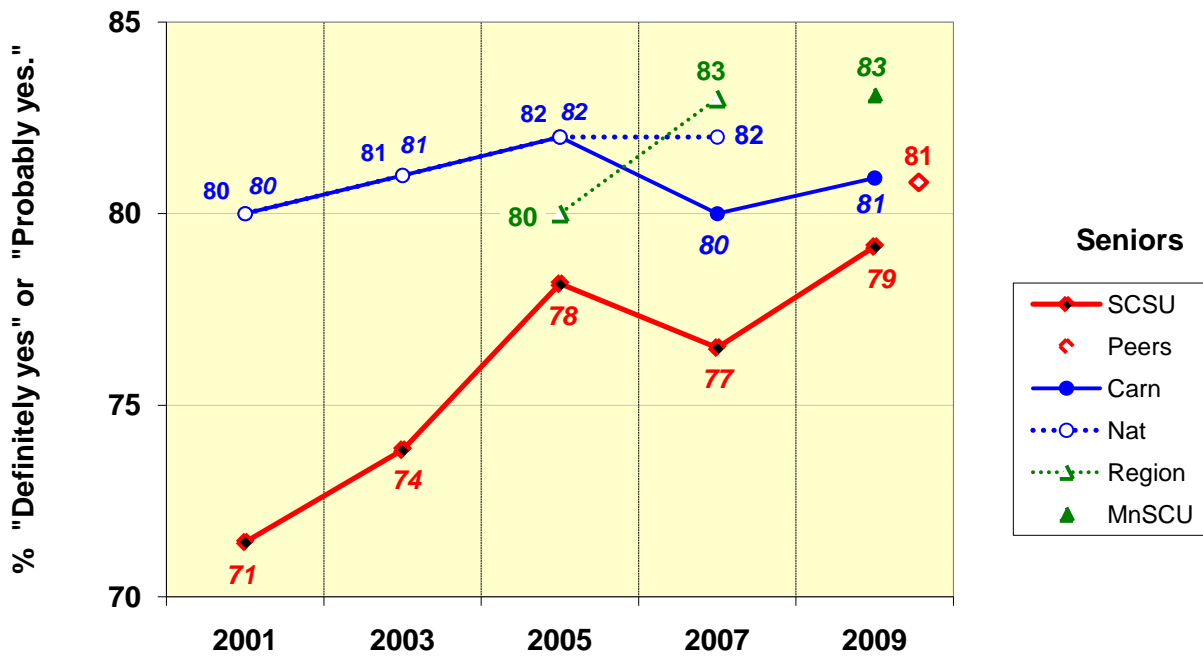


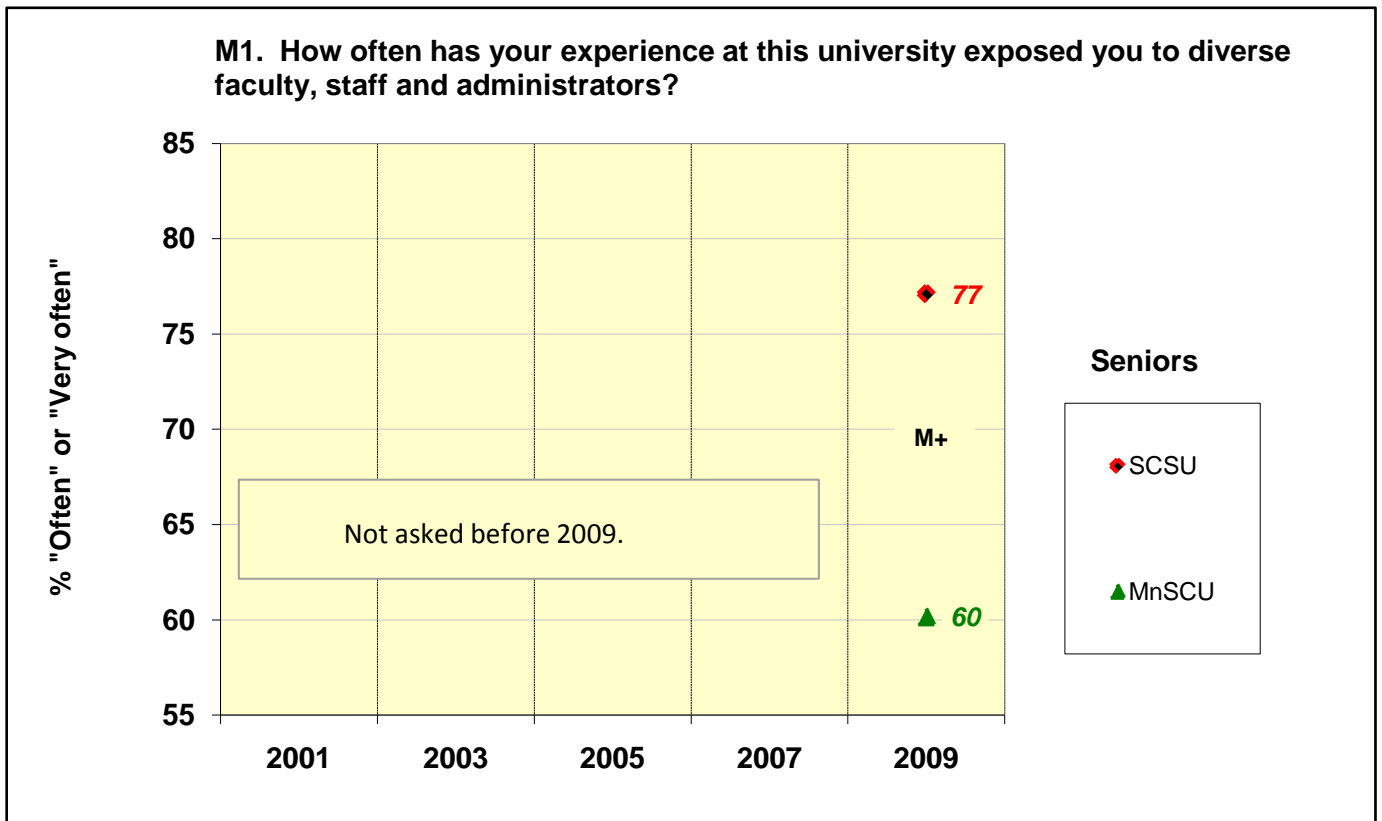
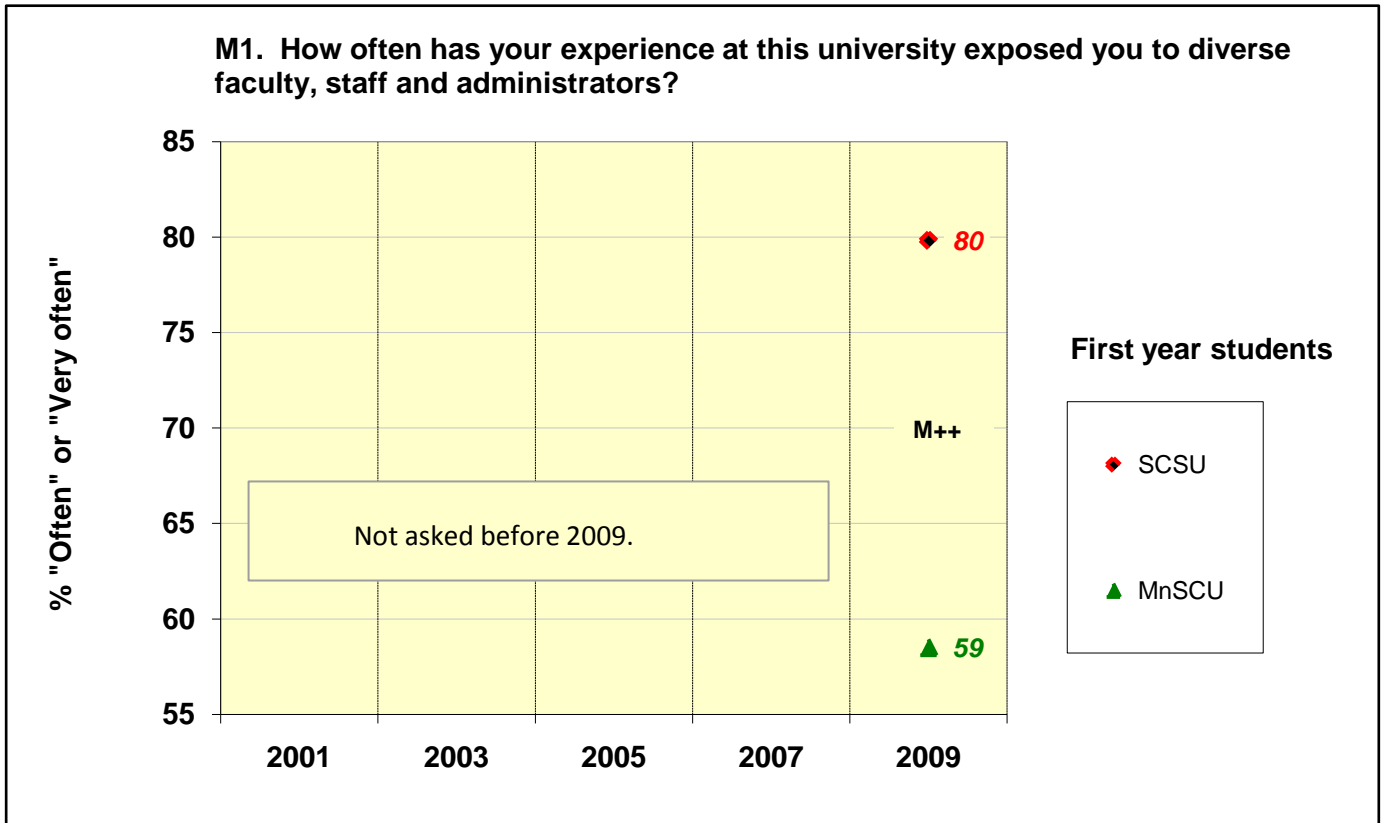
Overall evaluations of institution.

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

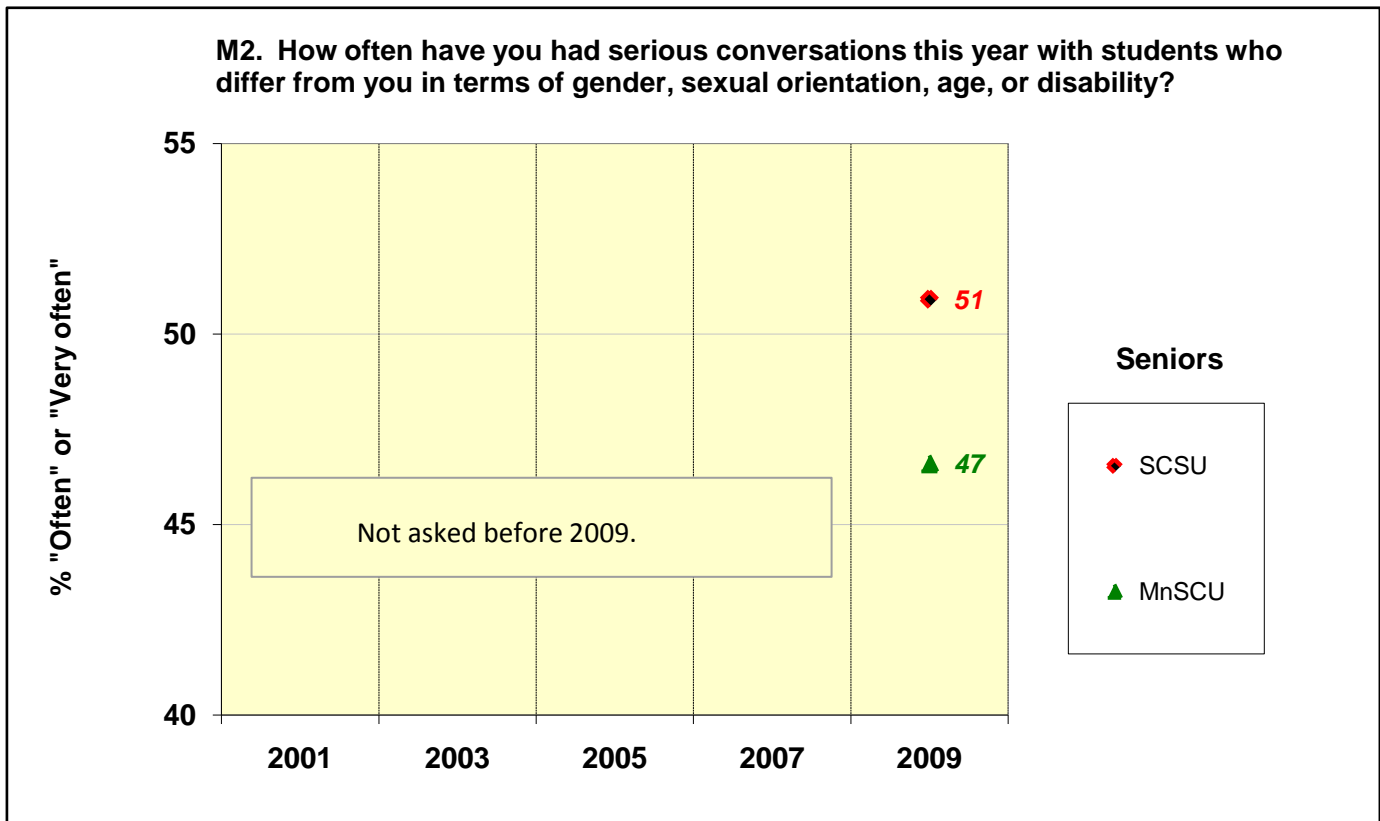
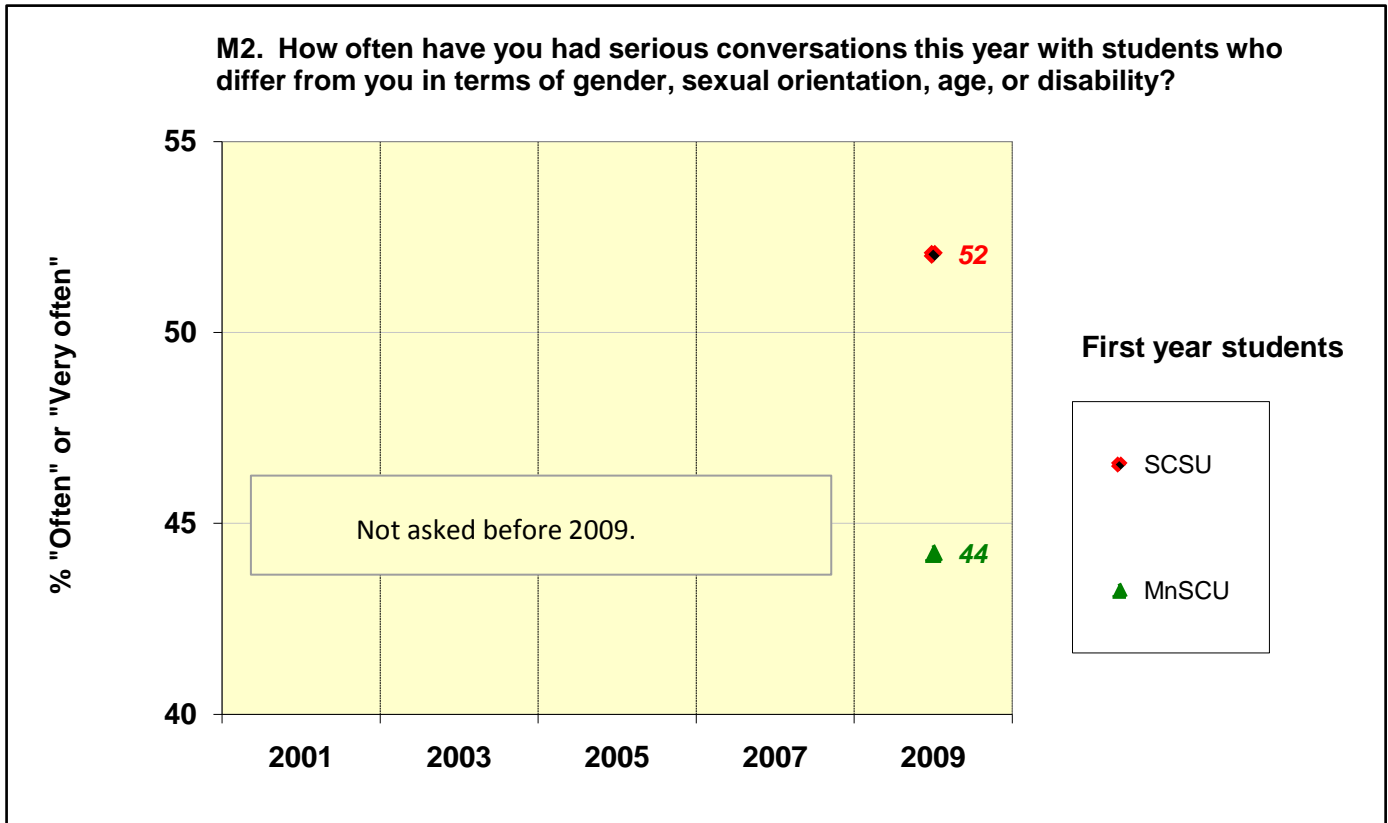


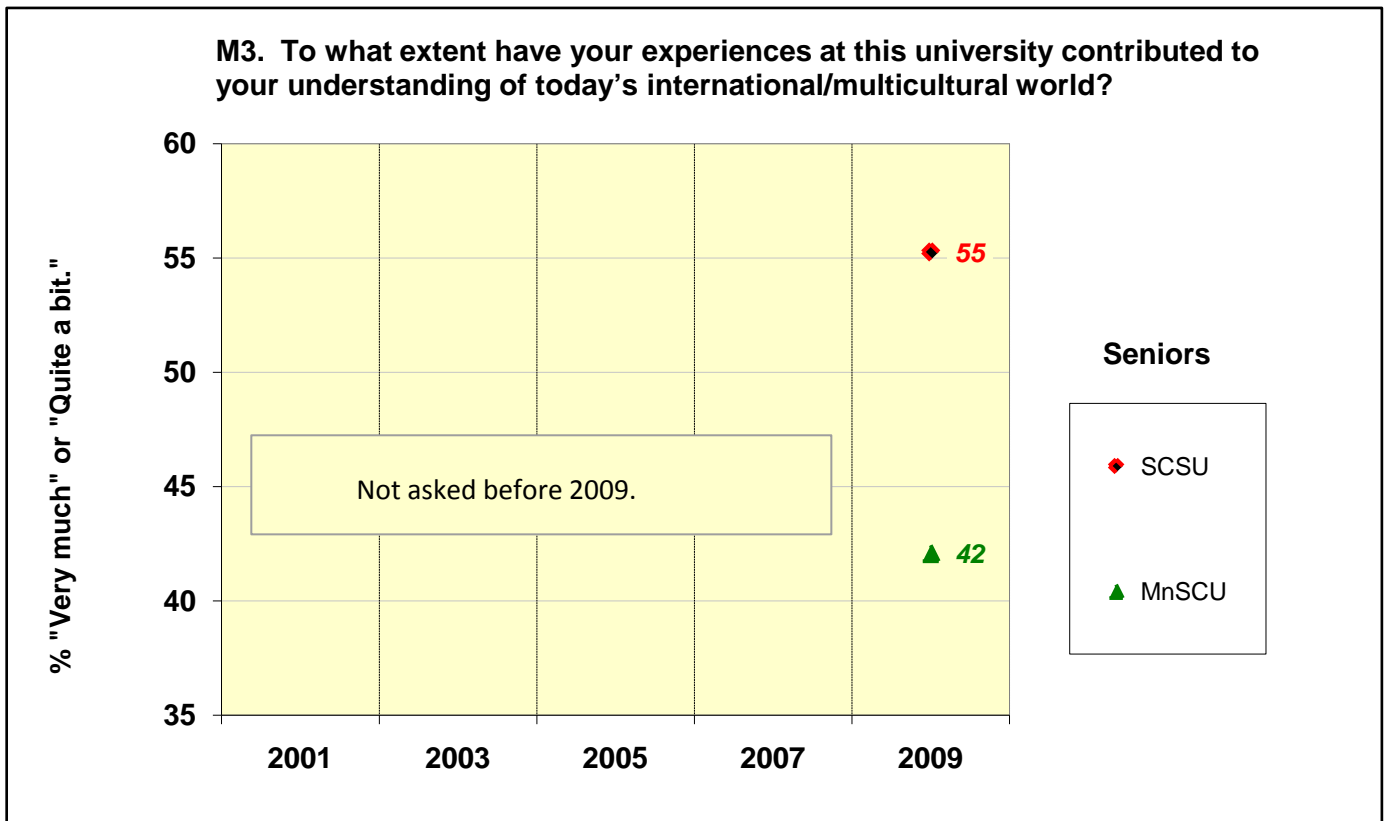
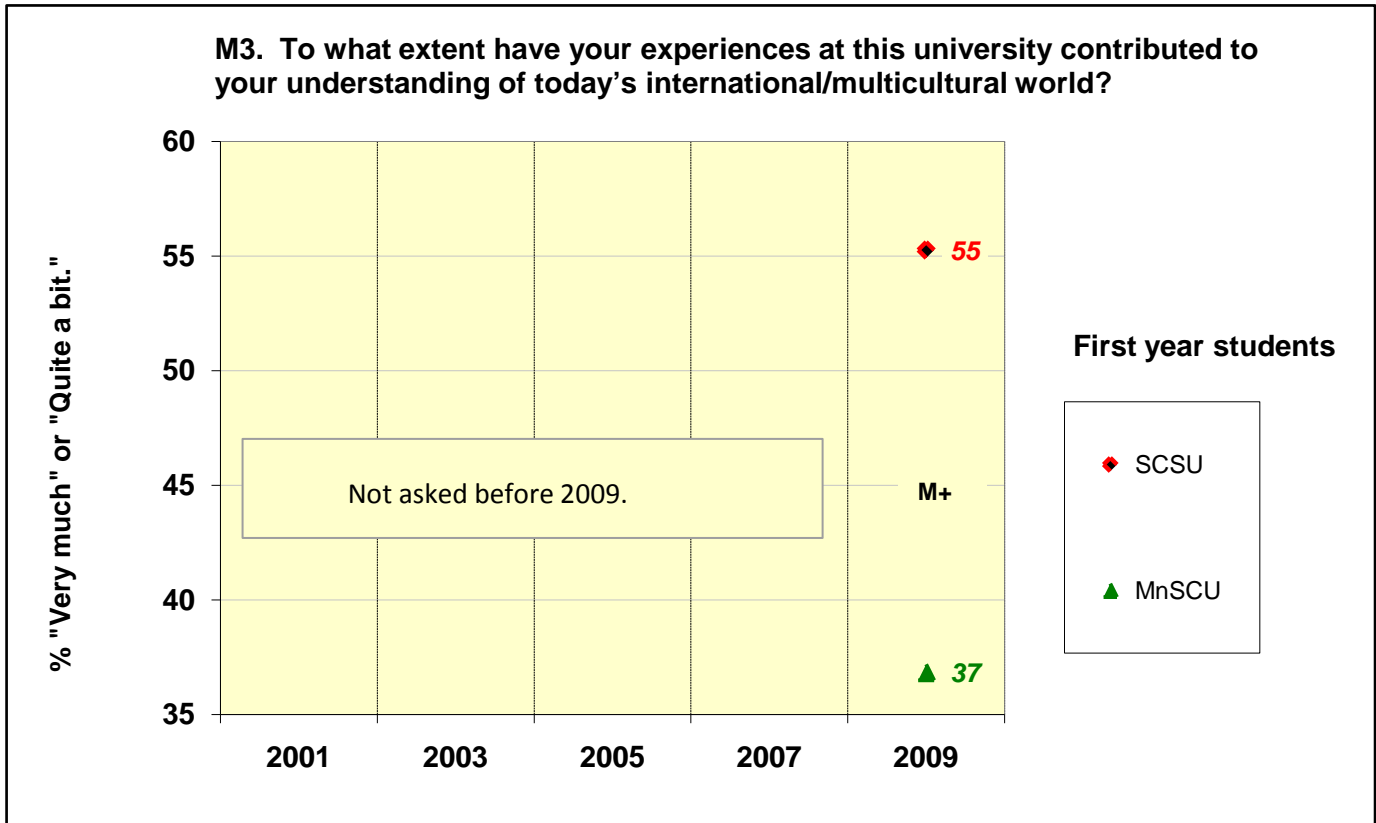
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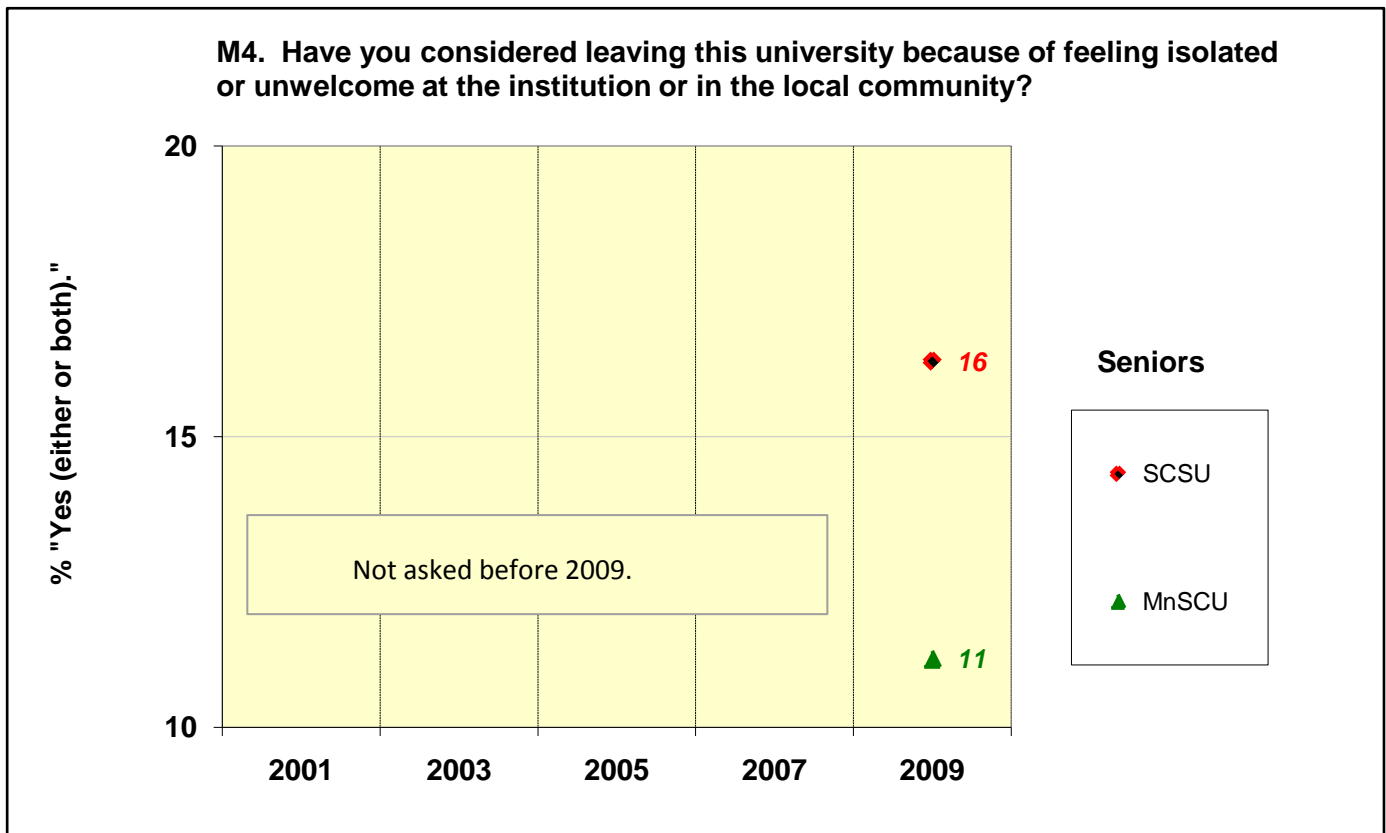
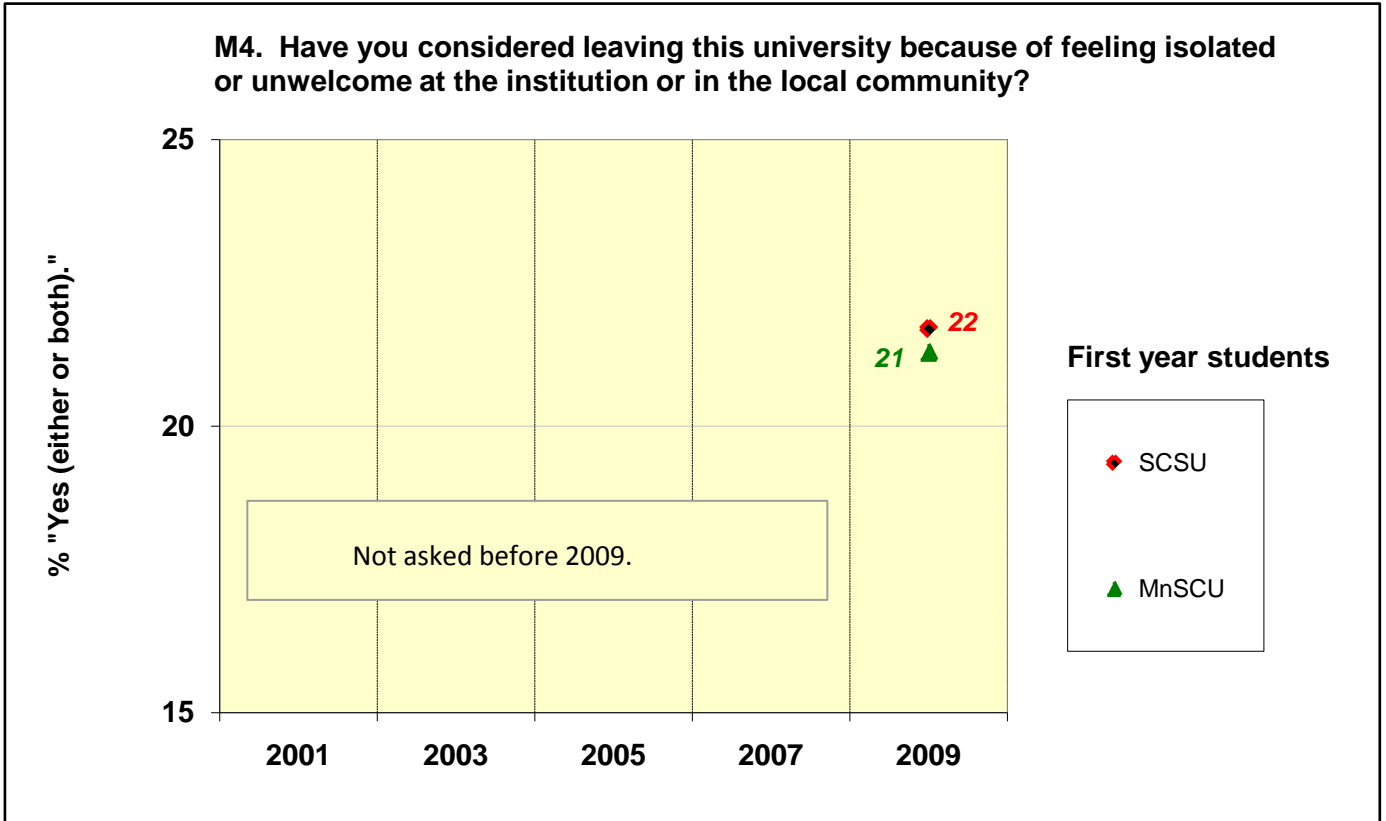












Response options: Yes at institution, Yes in Community, Yes both, or No.

