



National Survey of Student Engagement

Stetson Uni

Mean Comparisons

August 2008

versity

Interpreting the Mean Comparisons Report

Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

Benchmark

Items that make up the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information

about weighting go to:

www.nsse.iub.edu/2008_Institutional_Report/NSSE_2008_Weighting.cfm.

Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or



NSSE 2008 Mean Comparisons NSSEville State University

NSSEville State compared with:

1. Academic and Intellectual Experiences

a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.84	2.65	***	.23	2.62	***	.27	2.74	**	.12
				SR	3.27	2.90	***	.43	2.91	***	.41	3.03	***	.27
b.	Made a class presentation	CLPRESEN	ACL	FY	2.33	2.09	***	.33	2.08	***	.33	2.21	***	.15
				SR	2.85	2.62	***	.27	2.65	***	.24	2.77	*	.10
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.59	2.53		.07	2.53		.06	2.64		-.05
				SR	2.57	2.30	***	.28	2.37	***	.20	2.47	*	.10
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.04	2.96	**	.11	2.95	**	.11	3.03		.02
				SR	3.34	3.22	**	.15	3.24	**	.13	3.29		.06
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.84	2.71	***	.14	2.72	**	.13	2.75	*	.09
				SR	2.88	2.73	***	.17	2.73	***	.16	2.80	*	.09
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.97	2.07	**	-.12	2.09	***	-.15	2.02		-.06
				SR	1.95	2.23	***	-.36	2.22	***	-.33	2.11	***	-.20

institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

**NSSE 2008 Mean Comparisons
Stetson University**

Stetson compared with:

					Stetson		MECIC		Selected Peers		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
In your experience at your institution during the current school year, about how often have you c											
1=Never, 2=Sometimes, 3=Often, 4=Very often											
1. Academic and Intellectual Experiences	a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.98	2.96		.03	3.07		-.11
				SR	3.35	3.26	*	.12	3.30		.07
	b. Made a class presentation	CLPRESEN	ACL	FY	2.25	2.32		-.08	2.45	***	-.27
				SR	2.98	2.87	*	.13	2.96		.03
	c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.78	2.66		.12	2.59	**	.19
				SR	2.42	2.52		-.10	2.35		.07
	d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.31	3.17	**	.18	3.19	*	.16
				SR	3.41	3.40		.01	3.44		-.05
	e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.92	2.87		.05	2.93		-.02
				SR	2.96	2.92		.04	2.95		.00
	f. Come to class without completing readings or assignments	CLUNPREP		FY	1.95	1.88		.10	1.99		-.06
				SR	2.17	1.93	***	.31	2.13		.05
	g. Worked with other students on projects during class	CLASSGRP	ACL	FY	2.23	2.44	***	-.25	2.34	*	-.13
				SR	2.32	2.51	***	-.22	2.43	*	-.14
	h. Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.57	2.44	**	.15	2.64		-.08
				SR	2.84	2.70	**	.16	2.92		-.09
	i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.74	2.72		.03	2.78		-.04
				SR	2.97	2.97		.00	3.07	*	-.13
	j. Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.83	1.65	**	.20	1.79		.04
				SR	2.27	1.80	***	.49	2.04	***	.23
	k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.81	1.64	**	.20	1.72		.10
				SR	1.73	1.80		-.08	1.90	**	-.19

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
Stetson University**

Stetson compared with:

				Stetson compared with:						
				Stetson	MECIC			Selected Peers		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.51		-0.09	2.62		-0.11
				SR	2.69	*	-.15	2.78		-0.10
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.37	*	.14	3.34		.03
				SR	3.54		.06	3.58		-.07
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.73		-.03	2.74		-.02
				SR	3.03		.08	2.89	*	.16
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.13	*	-.15	2.25	*	-.14
				SR	2.80	***	.30	2.76		.04
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.95		-.07	2.05		-0.11
				SR	2.30		.08	2.37		-.08
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.88	*	.13	2.89		-0.01
				SR	2.93		.00	3.04	*	-.15
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.83	**	.18	2.74		.10
				SR	2.74		-.09	2.78		-.05
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.75		.02	1.85		-0.11
				SR	2.19	***	.29	2.24		-.05
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.82		.13	2.83		-.02
				SR	2.94		.05	2.93		.01
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.73	*	.14	2.69		.03
				SR	2.82	**	.18	2.69	*	.13
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.89	**	.21	2.89		.00
				SR	3.00	***	.32	2.90		.11

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
Stetson University**

Stetson compared with:

										Stetson compared with:		
				Stetson	MECIC			Selected Peers				
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
During the current school year, how much has your coursework emphasized the following mental activities?												
2=Some, 3=Quite a bit, 4=Very much												
2. Mental Activities												
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.95	2.82	*	.16	2.83	*	.14		
			SR	2.79	2.62	**	.18	2.69	.11			
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.24	3.17		.10	3.33	*	-.13		
			SR	3.36	3.32		.06	3.41	-.07			
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.98	2.94		.05	3.11	*	-.16		
			SR	3.22	3.14		.10	3.23	-.01			
d.	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	EVALUATE	LAC	3.03	2.95		.10	3.05		-.02		
			SR	3.14	3.07		.09	3.16	-.02			
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	3.10	3.08		.03	3.17		-.09		
			SR	3.31	3.28		.04	3.30	.01			
During the current school year, about how much reading and writing have you done?												
1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20												
3. Reading and Writing												
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.63	3.38	***	.28	3.72		-.10		
			SR	3.44	3.15	***	.28	3.51	-.07			
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.03	2.01		.02	2.04		-.01		
			SR	2.11	2.16		-.05	2.17	-.07			
c.	Number of written papers or reports of <u>20 pages or more</u>	WRITEMOR	LAC	1.28	1.29		-.01	1.26		.02		
			SR	1.85	1.69	**	.21	1.77	.13			
d.	Number of written papers or reports <u>between 5 and 19 pages</u>	WRITEMID	LAC	2.56	2.45		.13	2.66		-.13		
			SR	2.79	2.66		.13	2.97	**	-.19		
e.	Number of written papers or reports of <u>fewer than 5 pages</u>	WRITESMI	LAC	3.10	3.12		-.02	3.38	***	-.27		

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

Stetson compared with:

					Stetson		MECIC		Selected Peers		
		Variable	Benchmark LAC	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
c.	pages	WRITESML		SR	3.01	2.96		.04	3.35	***	-.30
					In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6						
4. Problem Sets											
a.	Number of problem sets that take you more than an hour to complete	PROBSETA		FY	2.79	2.69		.09	2.66		.12
				SR	2.49	2.51		-.02	2.34		.13
b.	Number of problem sets that take you less than an hour to complete	PROBSETB		FY	2.82	2.74		.07	2.72		.09
				SR	2.42	2.28		.12	2.26	*	.14
5. Examinations					1=Very little to 7=Very much						
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS		FY	5.54	5.44		.09	5.60		-.06
				SR	5.46	5.44		.02	5.44		.01
6. Additional Collegiate Experiences					During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often						
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07		FY	2.61	2.26	***	.36	2.45	*	.17
				SR	2.68	2.10	***	.63	2.43	***	.28
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	2.91	2.80		.10	3.14	***	-.25
				SR	2.92	2.70	**	.22	3.05		-.13
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5		FY	2.02	1.95		.07	2.19	*	-.15
				SR	2.01	2.09		-.07	2.13		-.11
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.75	2.65		.12	2.75		.01
				SR	2.84	2.74		.12	2.81		.03
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.91	2.79	*	.14	2.86		.06
				SR	2.95	2.86		.12	2.91		.05
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.94	2.87		.08	2.96		-.02
				SR	2.98	2.90		.10	3.01		-.03

Which of the following have you done or do you plan to do before you graduate from your institution? Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "I intend to do."

7. Enriching Educational Experiences

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
Stetson University**

				<i>Stetson compared with:</i>						
				Stetson	MECIC			Selected Peers		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	.09	.10		-.02	.08		.03
			SR	.68	.57	***	.22	.73		-.13

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
Stetson University**

Stetson compared with:

				Stetson		MECIC		Selected Peers		
				Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
	Variable	Bench- mark	Class							
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.48			.52		-.08
				SR	.77			.79		-.04
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.18			.17		.02
				SR	.32			.31		.04
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.06			.05		.06
				SR	.28	*	.17	.31		-.06
e.	Foreign language coursework	FORLNG04	EEE	FY	.34	***	.34	.44	**	-.20
				SR	.76	***	.91	.69	*	.15
f.	Study abroad	STDABR04	EEE	FY	.03		-.01	.03		-.03
				SR	.38	***	.64	.45	*	-.14
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.04		-.07	.02		.12
				SR	.39	***	.25	.27	***	.27
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		-.02	.01		-.02
				SR	.68	***	.54	.59	**	.17
8. Quality of Relationships				Select the circle that best represents the quality of your relationships with people at your institut. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging						
a.	Relationships with <u>other students</u>	ENVSTU	SCE	FY	5.63		.02	5.72		-.07
				SR	5.65		-.09	5.73		-.06
				1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic						
b.	Relationships with <u>faculty members</u>	ENVFAC	SCE	FY	5.55		.06	5.58		-.03
				SR	5.76		.00	5.81		-.04
				1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Consi						
c.	Relationships with <u>administrative personnel and offices</u>	ENVADM	SCE	FY	4.84		-.03	4.98		-.10
				SR	4.32	***	-.31	4.73	***	-.26

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
Stetson University**

Stetson compared with:

Stetson compared with:										
				Stetson	MECIC			Selected Peers		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=30 hrs/wk										
9. Time Usage	a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.36	4.12	*	.15	4.56	-.13
				SR	4.52	4.07	***	.27	4.34	.11
	b. Working for pay <u>on campus</u>	WORKON01		FY	2.03	1.73	**	.23	1.65	*** .31
				SR	2.20	1.81	***	.26	2.03	.11
	c. Working for pay <u>off campus</u>	WORKOF01		FY	1.61	2.38	***	-.34	1.46	.11
				SR	2.36	4.17	***	-.62	2.44	-.04
	d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.68	2.34	**	.21	2.96	* -.16
				SR	3.20	2.18	***	.60	3.02	.10
	e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.40	3.70	**	-.18	3.88	*** -.30
				SR	3.64	3.45		.12	3.81	-.11
	f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.26	1.86	***	-.33	1.25	.01
				SR	1.49	2.68	***	-.48	1.34	.13
	g. Commuting to class (driving, walking, etc.)	COMMUTE		FY	1.90	2.04		-.13	1.85	.07
				SR	2.09	2.14		-.04	2.03	.07
To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much										
10. Institutional Environment	a. Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.33	3.13	***	.26	3.31	.02
				SR	3.20	3.15		.08	3.30	-.13
	b. Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.21	3.16		.07	3.31	* -.14
				SR	3.09	3.09		.00	3.23	** -.18
	c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.66	2.77		-.11	2.79	-.13
				SR	2.39	2.62	**	-.22	2.56	* -.17

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

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Stetson University**

Stetson compared with:

				Stetson	MECIC			Selected Peers		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	2.33	2.36		-.03	2.42		-.10
			SR	2.09	2.14		-.06	2.15		-.07
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	2.52	2.53		-.01	2.66	*	-.16
			SR	2.33	2.33		.00	2.44		-.11
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	3.17	2.91	***	.27	3.13		.05
			SR	3.02	2.56	***	.44	3.01		.01
g.	Using computers in academic work	ENVCOMPT	FY	3.29	3.28		.02	3.35		-.07
			SR	3.37	3.41		-.05	3.48	*	-.15

To what extent has your experience at this institution contributed to your knowledge, skills, and following areas?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

11. Educational and Personal Growth

a.	Acquiring a broad general education	GNGENLED	FY	3.28	3.20		.09	3.43	***	-.23
			SR	3.41	3.30	*	.14	3.60	***	-.31
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY	2.81	2.87		-.06	2.90		-.10
			SR	2.99	3.18	**	-.22	3.06		-.08
c.	Writing clearly and effectively	GNWRITE	FY	3.15	3.05		.11	3.22		-.08
			SR	3.18	3.15		.03	3.35	***	-.24
d.	Speaking clearly and effectively	GNSPEAK	FY	2.93	2.86		.09	2.97		-.04
			SR	3.16	3.00	*	.17	3.21		-.06
e.	Thinking critically and analytically	GNANALY	FY	3.32	3.24		.11	3.38		-.09
			SR	3.48	3.43		.07	3.55		-.11
f.	Analyzing quantitative problems	GNQUANT	FY	2.88	2.92		-.04	3.04	**	-.19
			SR	3.02	3.08		-.07	3.15	*	-.16
g.	Using computing and information technology	GNCMPTS	FY	2.96	3.04		-.09	2.99		-.04
			SR	3.06	3.18	*	-.14	3.16		-.13
h.	Working effectively with others	GNOTHERS	FY	3.05	3.06		-.01	3.12		-.09
			SR	3.25	3.24		.02	3.35		-.12

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
Stetson University**

Stetson compared with:

				Stetson		MECIC		Selected Peers		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.12	2.13		-.01	2.33	**	-.21
			SR	2.11	2.11		.00	2.31	**	-.19
j.	Learning effectively on your own	GNINQ	FY	2.90	2.98		-.08	3.06	**	-.20
			SR	3.06	3.16		-.11	3.20	*	-.17
k.	Understanding yourself	GNSSELF	FY	2.76	2.84		-.09	2.93	**	-.19
			SR	2.93	2.90		.04	3.08	*	-.16
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.67	2.74		-.07	2.68		-.01
			SR	2.54	2.69	*	-.15	2.66		-.13
m.	Solving complex real-world problems	GNPROBSV	FY	2.71	2.74		-.03	2.75		-.04
			SR	2.78	2.90		-.13	2.87		-.10
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.75	2.79		-.04	2.90	*	-.16
			SR	2.78	2.82		-.04	3.00	***	-.24
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.69	2.63		.06	2.80		-.11
			SR	2.70	2.62		.08	2.83	*	-.14
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.10	2.19		-.08	2.34	***	-.22
			SR	1.96	2.08		-.10	2.20	***	-.22
12. Academic Advising				1=Poor, 2=Fair, 3=Good, 4=Excellent						
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	3.12	3.07		.05	3.16		-.05
			SR	3.08	3.03		.05	3.11		-.04
13. Satisfaction				1=Poor, 2=Fair, 3=Good, 4=Excellent						
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.32	3.24		.11	3.41	*	-.15
			SR	3.37	3.32		.08	3.50	**	-.20
14.				1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes						
	If you could start over again, would you go to the <i>same institution</i> you are now attending?	SAMECOLL	FY	3.27	3.20		.08	3.33		-.08
			SR	3.25	3.26		-.01	3.31		-.07

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008 Mean Comparisons Stetson University

Variable	Bench- mark	Class	Stetson compared with:						
			Stetson	MECIC			Selected Peers		
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
<i>done each of the following?</i>		
2.78	***	.24
3.07	***	.33
2.27		-.03
2.80	***	.21
2.65	*	.13
2.47		-.05
3.06	***	.31
3.30	*	.14
2.78	**	.15
2.81	*	.15
2.01		-.08
2.10		.08
2.41	***	-.21
2.52	***	-.23
2.40	***	.20
2.75		.11
2.63	*	.13
2.94		.04
1.70	*	.14
1.88	***	.41
1.60	***	.26
1.74		-.01

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
2.59		-.08
2.82	*	-.13
3.11	***	.31
3.38	***	.22
2.62	*	.12
2.81	***	.25
2.19		-.07
2.42	***	.40
1.91		.04
2.12	**	.20
2.65	***	.27
2.80	**	.16
2.65	***	.21
2.73		.01
1.65		.12
1.84	***	.36
2.69	*	.14
2.84		.11
2.60		.12
2.67	*	.15
2.69	**	.20
2.71	***	.30

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
<i>ul activities? 1=Very little,</i>		
2.90		.06
2.75		.04
3.10	**	.17
3.24	*	.15
2.89		.11
3.05	**	.20
2.90	*	.15
3.01	*	.16
3.03		.09
3.19	*	.14
3.24	***	.42
3.20	***	.24
2.06		-.04
2.19		-.08
1.28		.00
1.64	***	.27
2.29	***	.33
2.58	***	.22
3.04		.06

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
3.00		.01
2.69		.10
2.61		-.10
2.75		.06
2.35		.05
5.41		.11
5.39		.05
2.22	***	.42
2.07	***	.67
2.79		.11
2.68	***	.24
2.06		-.03
2.11		-.09
2.60	**	.17
2.68	**	.18
2.76	**	.17
2.83	*	.14
2.84		.11
2.89		.12

ution? (Recoded: 0=Have not Done" among all valid

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008		
<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
.08		.03
.53	***	.29

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008		
<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
.38	**	.21
.60	***	.36
.16		.04
.26	*	.14
.05		.04
.20	**	.20
.22	***	.30
.41	***	.70
.03		-.03
.15	***	.65
.04		-.01
.18	***	.53
.02		-.06
.32	***	.75
<i>ion.</i>		
5.47		.11
5.59		.04
5.19	***	.27
5.41	***	.26
derate, Flexible		
4.65		.12
4.53	*	-.13

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
<i>7=26-30 hrs/wk, 8=More than</i>		
4.04	**	.20
4.14	***	.22
1.55	***	.39
1.79	***	.26
2.46	***	-.37
3.79	***	-.51
2.26	***	.27
2.11	***	.71
3.77	***	-.22
3.49		.10
1.79	***	-.31
2.38	***	-.39
2.26	***	-.32
2.36	***	-.26
3.14	***	.24
3.14		.08
3.07	**	.18
2.93	**	.18
2.70		-.03
2.50		-.11

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
2.27		.07
1.99		.10
2.49		.03
2.23		.11
2.84	***	.36
2.61	***	.42
3.31		-.02
3.46		-.12

personal development in the

3.20		.10
3.29	*	.15
2.80		.01
3.07		-.09
3.02	*	.15
3.11		.07
2.85		.10
3.00	**	.18
3.21	*	.14
3.36	**	.16
2.96		-.09
3.08		-.07
3.04		-.09
3.22	**	-.19
2.99		.07
3.17		.10

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
2.24		-.11
2.11		.00
2.96		-.06
3.05		.02
2.81		-.05
2.83		.11
2.67		.00
2.64		-.10
2.69		.02
2.78		.00
2.70		.06
2.71		.07
2.47	***	.22
2.48	***	.22
2.15		-.05
1.96		.01
3.00	*	.14
2.85	***	.24
3.19	*	.17
3.21	**	.22
3.23		.05
3.20		.06

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2008

<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect Size</i> ^c
IPEDS: 137546		

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e					
		Stetson				Selected Peers				NSSE 2008				Stetson			Selected Peers			NSSE 2008		
	Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008
CLQUEST	277	2.98	2.96	3.07	2.78	.05	.01	.01	.00	.82	.85	.81	.85	4,135	5,565	276	.631	.084	.000			
CLPRESEN	277	2.25	2.32	2.45	2.27	.04	.01	.01	.00	.69	.80	.74	.81	332	311	277	.122	.000	.617			
REWROPAP	277	2.78	2.66	2.59	2.65	.06	.02	.01	.00	.92	.96	.93	.98	4,139	5,556	276	.055	.002	.023			
INTEGRAT	277	3.31	3.17	3.19	3.06	.04	.01	.01	.00	.73	.75	.73	.79	4,133	5,561	379,254	.004	.010	.000			
DIVCLASS	277	2.92	2.87	2.93	2.78	.05	.01	.01	.00	.82	.87	.81	.88	322	5,556	276	.401	.793	.007			
CLUNPREP	273	1.95	1.88	1.99	2.01	.04	.01	.01	.00	.73	.74	.74	.77	4,107	5,541	377,333	.127	.333	.189			
CLASSGRP	277	2.23	2.44	2.34	2.41	.05	.01	.01	.00	.83	.85	.81	.84	319	5,559	276	.000	.031	.000			
OCCGRP	277	2.57	2.44	2.64	2.40	.05	.01	.01	.00	.76	.89	.79	.88	332	5,569	277	.007	.173	.000			
INTIDEAS	256	2.74	2.72	2.78	2.63	.05	.01	.01	.00	.83	.82	.79	.82	3,910	5,278	356,024	.650	.515	.032			
TUTOR	256	1.83	1.65	1.79	1.70	.06	.01	.01	.00	.97	.84	.86	.85	283	276	256	.006	.605	.045			
COMMPROJ	255	1.81	1.64	1.72	1.60	.06	.01	.01	.00	.92	.85	.89	.84	3,895	5,280	355,498	.002	.108	.000			
ITACADEM	256	2.51	2.60	2.62	2.59	.06	.02	.01	.00	1.03	1.05	1.01	1.03	3,909	5,281	355,873	.183	.095	.202			
EMAIL	256	3.37	3.26	3.34	3.11	.04	.01	.01	.00	.70	.77	.72	.82	300	5,269	355,463	.019	.629	.000			
FACGRADE	254	2.73	2.75	2.74	2.62	.05	.01	.01	.00	.85	.87	.84	.88	3,896	5,263	355,469	.679	.750	.047			
FACPLANS	256	2.13	2.27	2.25	2.19	.05	.02	.01	.00	.87	.93	.88	.90	298	283	256	.014	.025	.271			
FACIDEAS	256	1.95	2.01	2.05	1.91	.06	.02	.01	.00	.91	.91	.89	.90	3,911	5,274	355,888	.306	.089	.490			
FACFEED	247	2.88	2.77	2.89	2.65	.05	.01	.01	.00	.77	.82	.77	.84	287	5,187	247	.039	.825	.000			
WORKHARD	247	2.83	2.68	2.74	2.65	.05	.01	.01	.00	.86	.84	.84	.85	3,834	5,190	348,053	.007	.107	.001			
FACOTHER	247	1.75	1.74	1.85	1.65	.06	.01	.01	.00	.90	.85	.89	.86	3,825	5,182	347,606	.795	.092	.064			
OOCIDEAS	247	2.82	2.71	2.83	2.69	.06	.01	.01	.00	.88	.87	.83	.87	3,819	5,184	347,499	.056	.810	.026			
DIVRSTUD	247	2.73	2.58	2.69	2.60	.06	.02	.01	.00	1.01	1.01	.98	1.01	3,828	5,182	347,754	.032	.592	.056			
DIFFSTU2	247	2.89	2.69	2.89	2.69	.06	.02	.01	.00	.96	.98	.92	.98	3,828	5,184	347,844	.002	.966	.002			
MEMORIZE	245	2.95	2.82	2.83	2.90	.05	.01	.01	.00	.81	.87	.87	.87	284	272	244	.012	.024	.277			
ANALYZE	245	3.24	3.17	3.33	3.10	.05	.01	.01	.00	.77	.75	.69	.78	3,801	5,145	344,405	.139	.043	.006			
SYNTHESZ	242	2.98	2.94	3.11	2.89	.05	.01	.01	.00	.83	.84	.77	.84	3,791	5,131	343,677	.455	.014	.074			
EVALUATE	245	3.03	2.95	3.05	2.90	.05	.01	.01	.00	.81	.84	.79	.85	3,790	5,140	344,008	.138	.800	.016			
APPLYING	242	3.10	3.08	3.17	3.03	.05	.01	.01	.00	.82	.80	.78	.84	3,805	5,134	344,183	.666	.160	.184			
READASGN	243	3.63	3.38	3.72	3.24	.05	.02	.01	.00	.84	.93	.89	.94	285	5,141	344,115	.000	.145	.000			

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University First-Year Students

N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
Stetson		Stetson				Stetson				Stetson				Stetson			Stetson		
Stetson		Stetson				Stetson				Stetson				Stetson			Stetson		
MECIC		MECIC				MECIC				MECIC				MECIC			MECIC		
Selected Peers		Selected Peers				Selected Peers				Selected Peers				Selected Peers			Selected Peers		
NSSE 2008		NSSE 2008				NSSE 2008				NSSE 2008				NSSE 2008			NSSE 2008		

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
		Stetson compared with:																	
	Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008
READOWN	242	2.03	2.01	2.04	2.06	.05	.01	.01	.00	.83	.87	.82	.93	3,797	5,140	242	.789	.876	.541
WRITEMOR	243	1.28	1.29	1.26	1.28	.04	.01	.01	.00	.65	.65	.63	.69	3,802	5,140	343,996	.833	.705	.954
WRITEMID	242	2.56	2.45	2.66	2.29	.05	.01	.01	.00	.81	.84	.82	.84	3,811	5,142	344,229	.056	.055	.000
WRITESML	242	3.10	3.12	3.38	3.04	.07	.02	.01	.00	1.04	1.04	1.03	1.04	3,807	5,150	344,571	.718	.000	.382
PROBSETA	241	2.79	2.69	2.66	2.69	.07	.02	.02	.00	1.09	1.10	1.11	1.12	3,779	5,113	342,740	.166	.063	.139
PROBSETB	239	2.82	2.74	2.72	2.75	.07	.02	.02	.00	1.16	1.20	1.17	1.20	3,776	5,105	341,981	.277	.194	.324
EXAMS	241	5.54	5.44	5.60	5.41	.07	.02	.01	.00	1.12	1.21	1.04	1.20	3,797	5,144	343,842	.188	.377	.099
ATDART07	238	2.61	2.26	2.45	2.22	.06	.02	.01	.00	.94	.96	.90	.93	3,763	5,098	238	.000	.011	.000
EXRCSE05	236	2.91	2.80	3.14	2.79	.06	.02	.01	.00	.96	1.07	.92	1.04	277	5,099	236	.104	.000	.064
WORSHP05	238	2.02	1.95	2.19	2.06	.07	.02	.02	.00	1.09	1.08	1.10	1.10	3,755	5,099	339,823	.328	.026	.630
OWNVIEW	237	2.75	2.65	2.75	2.60	.06	.01	.01	.00	.91	.89	.84	.89	3,774	257	339,806	.084	.921	.008
OTHRVIEW	238	2.91	2.79	2.86	2.76	.06	.01	.01	.00	.87	.87	.82	.86	3,768	5,105	339,898	.037	.380	.009
CHNGVIEW	238	2.94	2.87	2.96	2.84	.05	.01	.01	.00	.81	.85	.80	.83	3,762	5,103	339,819	.216	.726	.080
INTERN04	232	.09	.10	.08	.08	.02	.00	.00	.00	.29	.29	.27	.27	3,727	5,031	333,848	.757	.690	.628
VOLNTR04	234	.48	.42	.52	.38	.03	.01	.01	.00	.50	.49	.50	.49	265	5,021	234	.098	.214	.002
LRNCOM04	233	.18	.16	.17	.16	.02	.01	.01	.00	.38	.36	.37	.37	3,715	5,020	333,222	.436	.755	.513
RESRCH04	233	.06	.05	.05	.05	.02	.00	.00	.00	.24	.22	.22	.23	3,718	5,006	332,628	.463	.409	.553
FORLNG04	234	.34	.20	.44	.22	.03	.01	.01	.00	.48	.40	.50	.41	256	259	234	.000	.002	.000
STDABR04	233	.03	.03	.03	.03	.01	.00	.00	.00	.16	.16	.17	.17	3,725	5,026	332,787	.892	.643	.639
INDSTD04	233	.04	.06	.02	.04	.01	.00	.00	.00	.20	.23	.15	.20	276	244	332,757	.210	.175	.914
SNRX04	234	.01	.01	.01	.02	.01	.00	.00	.00	.11	.12	.12	.14	3,730	5,035	234	.731	.779	.186
ENVSTU	231	5.63	5.60	5.72	5.47	.09	.02	.02	.00	1.35	1.42	1.34	1.42	3,706	5,029	333,037	.800	.308	.102
ENVFAC	232	5.55	5.47	5.58	5.19	.08	.02	.02	.00	1.17	1.33	1.18	1.36	273	5,029	232	.328	.695	.000
ENVADM	232	4.84	4.88	4.98	4.65	.10	.03	.02	.00	1.51	1.52	1.42	1.55	3,713	5,027	332,942	.683	.140	.060
ACADPR01	230	4.36	4.12	4.56	4.04	.10	.03	.02	.00	1.48	1.59	1.58	1.61	3,663	4,987	330,392	.027	.062	.003
WORKON01	230	2.03	1.73	1.65	1.55	.11	.02	.02	.00	1.60	1.27	1.19	1.25	248	241	229	.006	.001	.000
WORKOF01	231	1.61	2.38	1.46	2.46	.09	.04	.02	.00	1.41	2.30	1.28	2.32	321	249	231	.000	.119	.000
COCURR01	231	2.68	2.34	2.96	2.26	.11	.03	.02	.00	1.63	1.60	1.70	1.56	3,666	4,998	231	.002	.015	.000

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University First-Year Students

N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d				Significance ^e			
																		<i>Stetson compared with:</i>			
Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008			

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
	Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	Stetson compared with:		
SOCIAL05	230	3.40	3.70	3.88	3.77	.09	.03	.02	.00	1.42	1.61	1.58	1.66	270	4,989	230	.003	.000	.000
CAREDE01	230	1.26	1.86	1.25	1.79	.05	.03	.01	.00	.72	1.88	.91	1.70	479	4,988	231	.000	.825	.000
COMMUTE	231	1.90	2.04	1.85	2.26	.05	.02	.01	.00	.79	1.02	.82	1.10	3,676	4,993	231	.050	.327	.000
ENVSCHOL	226	3.33	3.13	3.31	3.14	.04	.01	.01	.00	.67	.75	.69	.76	3,643	4,963	326,062	.000	.798	.000
ENVSUPRT	227	3.21	3.16	3.31	3.07	.05	.01	.01	.00	.77	.79	.72	.80	3,625	4,948	325,309	.339	.042	.008
ENVDIVRS	227	2.66	2.77	2.79	2.70	.06	.02	.01	.00	.95	.98	.96	.97	3,635	4,961	325,243	.119	.057	.612
ENVNACAD	227	2.33	2.36	2.42	2.27	.06	.02	.01	.00	.95	.96	.91	.96	3,614	4,953	325,019	.668	.145	.305
ENVSOCAL	227	2.52	2.53	2.66	2.49	.06	.02	.01	.00	.96	.95	.90	.93	3,617	245	324,014	.850	.030	.656
ENVEVENT	223	3.17	2.91	3.13	2.84	.05	.02	.01	.00	.79	.97	.81	.93	268	4,953	223	.000	.456	.000
ENVCOMPT	226	3.29	3.28	3.35	3.31	.05	.01	.01	.00	.82	.81	.75	.79	3,623	4,957	325,446	.746	.305	.718
GNGENLED	225	3.28	3.20	3.43	3.20	.05	.01	.01	.00	.72	.81	.68	.78	3,569	4,883	320,302	.175	.001	.119
GNWORK	223	2.81	2.87	2.90	2.80	.06	.02	.01	.00	.90	.93	.91	.94	3,569	4,863	319,626	.352	.147	.829
GNWRITE	225	3.15	3.05	3.22	3.02	.05	.02	.01	.00	.81	.88	.80	.86	3,577	4,875	319,801	.107	.214	.021
GNSPEAK	221	2.93	2.86	2.97	2.85	.06	.02	.01	.00	.86	.92	.88	.92	254	4,862	220	.194	.541	.129
GNANALY	224	3.32	3.24	3.38	3.21	.04	.01	.01	.00	.67	.79	.71	.78	266	4,869	223	.077	.208	.015
GNQUANT	224	2.88	2.92	3.04	2.96	.06	.02	.01	.00	.86	.90	.85	.87	3,569	4,866	319,026	.535	.006	.174
GNCMPTS	225	2.96	3.04	2.99	3.04	.06	.02	.01	.00	.88	.91	.87	.89	3,554	4,878	319,842	.209	.532	.161
GNOTHERS	224	3.05	3.06	3.12	2.99	.06	.01	.01	.00	.86	.87	.81	.88	3,582	4,876	319,428	.942	.192	.278
GNCITIZN	215	2.12	2.13	2.33	2.24	.07	.02	.02	.00	1.01	1.05	1.02	1.06	3,492	4,831	215	.847	.003	.082
GNINQ	213	2.90	2.98	3.06	2.96	.06	.02	.01	.00	.82	.88	.79	.86	3,497	4,824	313,952	.235	.005	.359
GNSELF	215	2.76	2.84	2.93	2.81	.06	.02	.01	.00	.94	.97	.91	.96	3,495	233	313,789	.208	.007	.423
GNDIVERS	215	2.67	2.74	2.68	2.67	.06	.02	.01	.00	.90	.98	.95	.96	3,493	4,823	314,044	.312	.840	.958
GNPROBSV	215	2.71	2.74	2.75	2.69	.06	.02	.01	.00	.87	.93	.89	.93	3,497	4,823	314,012	.657	.550	.725
GNETHICS	214	2.75	2.79	2.90	2.70	.07	.02	.01	.00	.96	.99	.93	.99	3,494	232	313,947	.597	.027	.387
GNCOMMUN	215	2.69	2.63	2.80	2.47	.06	.02	.01	.00	.91	.99	.92	.99	249	4,827	215	.337	.099	.001
GNSPIRIT	215	2.10	2.19	2.34	2.15	.07	.02	.02	.00	1.02	1.08	1.09	1.09	247	238	215	.205	.001	.446
ADVISE	218	3.12	3.07	3.16	3.00	.05	.01	.01	.00	.79	.85	.81	.84	3,536	4,872	317,993	.433	.491	.038
ENTIREXP	217	3.32	3.24	3.41	3.19	.04	.01	.01	.00	.66	.74	.65	.72	3,537	4,873	318,006	.115	.036	.011
SAMECOLL	218	3.27	3.20	3.33	3.23	.05	.01	.01	.00	.79	.84	.80	.82	3,537	4,875	318,219	.240	.274	.474

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University First-Year Students

N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d				Significance ^e			
																		<i>Stetson compared with:</i>			
Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008			

^a Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^c Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MECIC	Selected Peers	NSSE 2008
.03	-.11	.24
-.08	-.27	-.03
.12	.19	.13
.18	.16	.31
.05	-.02	.15
.10	-.06	-.08
-.25	-.13	-.21
.15	-.08	.20
.03	-.04	.13
.20	.04	.14
.20	.10	.26
-.09	-.11	-.08
.14	.03	.31
-.03	-.02	.12
-.15	-.14	-.07
-.07	-.11	.04
.13	-.01	.27
.18	.10	.21
.02	-.11	.12
.13	-.02	.14
.14	.03	.12
.21	.00	.20
.16	.14	.06
.10	-.13	.17
.05	-.16	.11
.10	-.02	.15
.03	-.09	.09
.28	-.10	.42

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MEIC	Selected Peers	NSSE 2008

Effect Size ^f
Stetson
compared with:

MECIC	Selected Peers	NSSE 2008
.02	-.01	-.04
-.01	.02	.00
.13	-.13	.33
-.02	-.27	.06
.09	.12	.10
.07	.09	.06
.09	-.06	.11
.36	.17	.42
.10	-.25	.11
.07	-.15	-.03
.12	.01	.17
.14	.06	.17
.08	-.02	.11
-.02	.03	.03
.11	-.08	.21
.05	.02	.04
.05	.06	.04
.34	-.20	.30
-.01	-.03	-.03
-.07	.12	-.01
-.02	-.02	-.06
.02	-.07	.11
.06	-.03	.27
-.03	-.10	.12
.15	-.13	.20
.23	.31	.39
-.34	.11	-.37
.21	-.16	.27

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MEIC	Selected Peers	NSSE 2008

Effect Size ^f
Stetson
compared with:

MECIC	Selected Peers	NSSE 2008
- .18	-.30	-.22
-.33	.01	-.31
-.13	.07	-.32
.26	.02	.24
.07	-.14	.18
-.11	-.13	-.03
-.03	-.10	.07
-.01	-.16	.03
.27	.05	.36
.02	-.07	-.02
.09	-.23	.10
-.06	-.10	.01
.11	-.08	.15
.09	-.04	.10
.11	-.09	.14
-.04	-.19	-.09
-.09	-.04	-.09
-.01	-.09	.07
-.01	-.21	-.11
-.08	-.20	-.06
-.09	-.19	-.05
-.07	-.01	.00
-.03	-.04	.02
-.04	-.16	.06
.06	-.11	.22
-.08	-.22	-.05
.05	-.05	.14
.11	-.15	.17
.08	-.08	.05

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MEIC	Selected Peers	NSSE 2008



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
																	Stetson compared with:		
	Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008
CLQUEST	255	3.35	3.26	3.30	3.07	.05	.01	.01	.00	.74	.82	.80	.86	291	285	436,596	.050	.265	.000
CLPRESEN	256	2.98	2.87	2.96	2.80	.05	.01	.01	.00	.80	.88	.78	.87	292	5,419	255	.028	.624	.000
REWROPAP	255	2.42	2.52	2.35	2.47	.06	.01	.01	.00	.95	.99	.94	.97	4,711	5,422	436,260	.126	.252	.439
INTEGRAT	254	3.41	3.40	3.44	3.30	.04	.01	.01	.00	.69	.73	.67	.74	4,708	5,414	436,209	.821	.465	.026
DIVCLASS	252	2.96	2.92	2.95	2.81	.06	.01	.01	.00	.94	.93	.85	.92	4,697	271	435,584	.582	.996	.014
CLUNPREP	254	2.17	1.93	2.13	2.10	.05	.01	.01	.00	.76	.76	.76	.79	4,683	5,400	434,212	.000	.480	.200
CLASSGRP	255	2.32	2.51	2.43	2.52	.05	.01	.01	.00	.84	.87	.83	.88	286	5,409	254	.000	.035	.000
OCCGRP	255	2.84	2.70	2.92	2.75	.05	.01	.01	.00	.79	.89	.82	.91	292	5,423	254	.005	.155	.053
INTIDEAS	242	2.97	2.97	3.07	2.94	.05	.01	.01	.00	.80	.82	.76	.81	4,585	5,263	421,435	.996	.045	.561
TUTOR	242	2.27	1.80	2.04	1.88	.07	.01	.01	.00	1.04	.94	1.00	.96	262	262	241	.000	.001	.000
COMMPROJ	242	1.73	1.80	1.90	1.74	.06	.01	.01	.00	.87	.94	.93	.91	4,590	5,255	420,924	.245	.004	.875
ITACADEM	242	2.69	2.85	2.78	2.82	.07	.02	.01	.00	1.06	1.05	1.00	1.02	4,597	261	421,524	.021	.170	.043
EMAIL	242	3.54	3.50	3.58	3.38	.04	.01	.01	.00	.63	.70	.63	.75	275	5,257	241	.354	.319	.000
FACGRADE	242	3.03	2.96	2.89	2.81	.05	.01	.01	.00	.85	.85	.86	.88	4,595	5,250	241	.227	.018	.000
FACPLANS	243	2.80	2.51	2.76	2.42	.06	.02	.01	.00	.96	1.00	.92	.96	4,587	5,258	421,219	.000	.501	.000
FACIDEAS	242	2.30	2.23	2.37	2.12	.06	.01	.01	.00	.91	.96	.91	.93	4,595	5,259	421,442	.250	.236	.002
FACFEED	241	2.93	2.93	3.04	2.80	.05	.01	.01	.00	.76	.81	.73	.81	4,556	5,208	240	.973	.023	.008
WORKHARD	241	2.74	2.81	2.78	2.73	.05	.01	.01	.00	.80	.85	.83	.85	4,542	5,201	416,662	.170	.449	.934
FACOTHER	241	2.19	1.91	2.24	1.84	.06	.01	.01	.00	.94	.98	.97	.95	4,542	5,200	416,344	.000	.450	.000
OOCIDEAS	241	2.94	2.90	2.93	2.84	.06	.01	.01	.00	.86	.86	.82	.85	4,538	5,203	416,317	.451	.852	.074
DIVRSTUD	241	2.82	2.63	2.69	2.67	.06	.02	.01	.00	.94	1.00	.94	.99	271	5,203	416,503	.004	.045	.021
DIFFSTU2	240	3.00	2.69	2.90	2.71	.06	.01	.01	.00	.88	.95	.89	.96	271	5,199	239	.000	.098	.000
MEMORIZE	239	2.79	2.62	2.69	2.75	.06	.01	.01	.00	.90	.95	.90	.92	268	5,182	414,276	.005	.110	.554
ANALYZE	240	3.36	3.32	3.41	3.24	.05	.01	.01	.00	.71	.73	.67	.75	4,524	5,179	413,800	.403	.266	.019
SYNTHESZ	238	3.22	3.14	3.23	3.05	.05	.01	.01	.00	.74	.79	.78	.83	4,521	5,168	412,950	.138	.847	.002
EVALUATE	238	3.14	3.07	3.16	3.01	.05	.01	.01	.00	.80	.83	.80	.87	4,518	5,178	413,472	.199	.771	.015
APPLYING	239	3.31	3.28	3.30	3.19	.05	.01	.01	.00	.72	.80	.77	.82	272	5,183	238	.495	.844	.014
READASGN	237	3.44	3.15	3.51	3.20	.07	.02	.01	.00	1.06	1.02	1.00	1.02	260	256	236	.000	.303	.000

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University Seniors

N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
Stetson		Stetson				Stetson				Stetson				Stetson			Stetson		
Stetson		Stetson				Stetson				Stetson				Stetson			Stetson		
MECIC		MECIC				MECIC				MECIC				MECIC			MECIC		
Selected Peers		Selected Peers				Selected Peers				Selected Peers				Selected Peers			Selected Peers		
NSSE 2008		NSSE 2008				NSSE 2008				NSSE 2008				NSSE 2008			NSSE 2008		

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			
		Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	Stetson compared with:		
		Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008
READOWN	236	2.11	2.16	2.17	2.19	.06	.01	.01	.00	.91	.97	.87	.98	4,515	5,163	235	.435	.325	.194	
WRITEMOR	238	1.85	1.69	1.77	1.64	.05	.01	.01	.00	.74	.77	.68	.79	266	5,158	237	.002	.057	.000	
WRITEMID	238	2.79	2.66	2.97	2.58	.07	.01	.01	.00	1.04	.97	.92	.96	4,507	255	413,331	.052	.010	.001	
WRITESML	238	3.01	2.96	3.35	3.00	.08	.02	.02	.00	1.20	1.17	1.12	1.16	4,503	5,169	413,311	.515	.000	.847	
PROBSETA	233	2.49	2.51	2.34	2.61	.08	.02	.02	.00	1.19	1.13	1.17	1.21	4,477	5,141	410,247	.818	.055	.135	
PROBSETB	232	2.42	2.28	2.26	2.35	.07	.02	.02	.00	1.09	1.13	1.17	1.21	4,447	5,120	408,871	.078	.041	.439	
EXAMS	238	5.46	5.44	5.44	5.39	.07	.02	.02	.00	1.10	1.29	1.15	1.29	274	5,160	237	.761	.836	.363	
ATDART07	235	2.68	2.10	2.43	2.07	.06	.01	.01	.00	.88	.93	.91	.91	4,477	5,126	235	.000	.000	.000	
EXRCSE05	235	2.92	2.70	3.05	2.68	.07	.02	.01	.00	1.03	1.05	.97	1.05	4,468	5,124	408,843	.001	.059	.000	
WORSHP05	235	2.01	2.09	2.13	2.11	.07	.02	.02	.00	1.08	1.10	1.08	1.12	4,455	5,115	408,974	.297	.097	.170	
OWNVIEW	235	2.84	2.74	2.81	2.68	.06	.01	.01	.00	.91	.91	.84	.89	4,456	254	409,285	.080	.629	.007	
OTHRVIEW	235	2.95	2.86	2.91	2.83	.06	.01	.01	.00	.87	.84	.81	.85	4,472	5,119	409,329	.085	.455	.029	
CHNGVIEW	235	2.98	2.90	3.01	2.89	.05	.01	.01	.00	.83	.82	.78	.82	4,476	254	409,398	.128	.664	.075	
INTERN04	231	.68	.57	.73	.53	.03	.01	.01	.00	.47	.50	.44	.50	259	250	230	.001	.067	.000	
VOLNTR04	231	.77	.62	.79	.60	.03	.01	.01	.00	.42	.49	.41	.49	265	5,079	230	.000	.579	.000	
LRNCOM04	228	.32	.30	.31	.26	.03	.01	.01	.00	.47	.46	.46	.44	4,430	5,074	227	.383	.565	.045	
RESRCH04	230	.28	.21	.31	.20	.03	.01	.01	.00	.45	.41	.46	.40	250	5,073	229	.019	.363	.007	
FORLNG04	231	.76	.33	.69	.41	.03	.01	.01	.00	.43	.47	.46	.49	261	256	230	.000	.021	.000	
STDABR04	231	.38	.15	.45	.15	.03	.01	.01	.00	.49	.36	.50	.36	244	254	230	.000	.031	.000	
INDSTD04	230	.39	.28	.27	.18	.03	.01	.01	.00	.49	.45	.44	.39	251	247	229	.001	.000	.000	
SNRX04	231	.68	.41	.59	.32	.03	.01	.01	.00	.47	.49	.49	.47	259	255	404,449	.000	.010	.000	
ENVSTU	231	5.65	5.77	5.73	5.59	.09	.02	.02	.00	1.34	1.32	1.32	1.37	4,407	5,087	404,357	.166	.341	.544	
ENVFAC	231	5.76	5.76	5.81	5.41	.08	.02	.02	.00	1.18	1.28	1.16	1.37	4,421	5,084	230	.985	.523	.000	
ENVADM	231	4.32	4.83	4.73	4.53	.11	.03	.02	.00	1.61	1.68	1.60	1.69	4,420	5,083	404,045	.000	.000	.049	
ACADPR01	229	4.52	4.07	4.34	4.14	.12	.03	.02	.00	1.78	1.68	1.65	1.74	251	247	401,661	.000	.128	.001	
WORKON01	228	2.20	1.81	2.03	1.79	.10	.02	.02	.00	1.54	1.48	1.46	1.55	251	246	227	.000	.118	.000	
WORKOF01	228	2.36	4.17	2.44	3.79	.14	.05	.03	.00	2.08	2.93	2.06	2.81	279	5,053	227	.000	.578	.000	
COCURR01	229	3.20	2.18	3.02	2.11	.13	.03	.03	.00	1.93	1.69	1.74	1.55	248	246	228	.000	.160	.000	

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University Seniors

N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
Stetson		Stetson				Stetson				Stetson				MECIC			Stetson compared with:		
Stetson		Stetson				Stetson				Stetson				MECIC			Selected Peers		
MECIC		MECIC				MECIC				MECIC				Selected Peers			NSSE 2008		
Selected Peers		Selected Peers				Selected Peers				Selected Peers				NSSE 2008					
NSSE 2008		NSSE 2008				NSSE 2008				NSSE 2008									

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
		<i>Stetson compared with:</i>																	
	Stetson	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	Stetson	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008	MECIC	Selected Peers	NSSE 2008
SOCIAL05	229	3.64	3.45	3.81	3.49	.11	.02	.02	.00	1.71	1.57	1.57	1.54	4,404	5,054	401,166	.087	.099	.142
CAREDE01	227	1.49	2.68	1.34	2.38	.09	.04	.02	.00	1.35	2.51	1.18	2.31	319	243	227	.000	.096	.000
COMMUTE	229	2.09	2.14	2.03	2.36	.06	.02	.01	.00	.93	1.06	.80	1.04	262	244	228	.455	.358	.000
ENVSCHOL	227	3.20	3.15	3.30	3.14	.05	.01	.01	.00	.69	.76	.71	.77	4,385	5,031	398,584	.265	.054	.205
ENVSUPRT	227	3.09	3.09	3.23	2.93	.05	.01	.01	.00	.78	.82	.75	.84	4,374	5,018	397,955	.958	.007	.006
ENVDIVRS	226	2.39	2.62	2.56	2.50	.07	.02	.01	.00	1.01	1.02	.98	.99	4,369	5,027	397,773	.001	.013	.095
ENVNACAD	227	2.09	2.14	2.15	1.99	.06	.02	.01	.00	.93	1.00	.92	.94	255	5,018	397,424	.390	.330	.122
ENVSOCAL	225	2.33	2.33	2.44	2.23	.06	.01	.01	.00	.88	.96	.92	.94	254	5,003	396,567	.980	.094	.102
ENVEVENT	227	3.02	2.56	3.01	2.61	.06	.02	.01	.00	.89	1.05	.85	.96	262	5,017	226	.000	.862	.000
ENVCOMPT	228	3.37	3.41	3.48	3.46	.05	.01	.01	.00	.79	.78	.71	.74	4,369	245	398,188	.423	.040	.073
GNGENLED	224	3.41	3.30	3.60	3.29	.05	.01	.01	.00	.72	.81	.62	.79	255	239	393,978	.028	.000	.028
GNWORK	224	2.99	3.18	3.06	3.07	.06	.01	.01	.00	.93	.89	.92	.93	4,330	4,961	393,441	.001	.265	.169
GNWRITE	224	3.18	3.15	3.35	3.11	.06	.01	.01	.00	.84	.86	.76	.86	4,337	4,964	393,636	.704	.001	.290
GNSPEAK	224	3.16	3.00	3.21	3.00	.06	.01	.01	.00	.87	.92	.82	.90	4,327	4,957	393,472	.011	.376	.009
GNANALY	223	3.48	3.43	3.55	3.36	.04	.01	.01	.00	.67	.74	.65	.76	252	4,956	222	.286	.094	.007
GNQUANT	222	3.02	3.08	3.15	3.08	.06	.01	.01	.00	.88	.90	.87	.88	247	242	392,957	.305	.026	.265
GNCMPTS	222	3.06	3.18	3.16	3.22	.06	.01	.01	.00	.89	.88	.85	.85	4,331	4,963	393,651	.045	.069	.004
GNOTHERS	224	3.25	3.24	3.35	3.17	.05	.01	.01	.00	.80	.83	.75	.85	4,327	4,957	393,336	.797	.070	.121
GNCITIZN	219	2.11	2.11	2.31	2.11	.07	.02	.02	.00	1.05	1.07	1.04	1.05	4,286	4,909	389,185	.999	.005	.990
GNINQ	218	3.06	3.16	3.20	3.05	.06	.01	.01	.00	.87	.84	.79	.88	4,290	4,902	388,986	.107	.014	.801
GNSELF	217	2.93	2.90	3.08	2.83	.07	.02	.01	.00	.98	.98	.90	1.00	4,285	4,908	389,091	.613	.024	.112
GNDIVERS	219	2.54	2.69	2.66	2.64	.07	.02	.01	.00	1.01	1.02	.96	.99	4,289	4,898	388,965	.031	.065	.122
GNPROBSV	218	2.78	2.90	2.87	2.78	.06	.01	.01	.00	.94	.93	.92	.95	4,290	4,905	389,080	.054	.151	.963
GNETHICS	219	2.78	2.82	3.00	2.71	.06	.02	.01	.00	.96	1.02	.93	1.03	4,281	4,906	218	.542	.001	.295
GNCOMMUN	219	2.70	2.62	2.83	2.48	.06	.02	.01	.00	.95	1.05	.95	1.02	247	4,900	218	.232	.042	.001
GNSPIRIT	218	1.96	2.08	2.20	1.96	.07	.02	.02	.00	1.01	1.12	1.09	1.09	246	241	217	.109	.001	.917
ADVISE	223	3.08	3.03	3.11	2.85	.06	.01	.01	.00	.89	.93	.88	.95	4,344	4,942	392,726	.502	.597	.000
ENTIREXP	223	3.37	3.32	3.50	3.21	.04	.01	.01	.00	.64	.72	.65	.74	4,338	4,948	392,713	.262	.004	.001
SAMECOLL	223	3.25	3.26	3.31	3.20	.05	.01	.01	.00	.82	.85	.84	.86	4,345	4,947	392,767	.839	.275	.398

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

Stetson University Seniors

N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e		
Stetson		Stetson				Stetson				Stetson				MECIC			Stetson compared with:		
Stetson		Stetson				Stetson				Stetson				MECIC			Selected Peers		
MECIC		MECIC				MECIC				MECIC				Selected Peers			NSSE 2008		
Selected Peers		Selected Peers				Selected Peers				Selected Peers				NSSE 2008					
NSSE 2008		NSSE 2008				NSSE 2008				NSSE 2008									

^a Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^c Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

Effect Size ^f
Stetson
compared with:

MECIC	Selected Peers	NSSE 2008
.12	.07	.33
.13	.03	.21
-.10	.07	-.05
.01	-.05	.14
.04	.00	.15
.31	.05	.08
-.22	-.14	-.23
.16	-.09	.11
.00	-.13	.04
.49	.23	.41
-.08	-.19	-.01
-.15	-.10	-.13
.06	-.07	.22
.08	.16	.25
.30	.04	.40
.08	-.08	.20
.00	-.15	.16
-.09	-.05	.01
.29	-.05	.36
.05	.01	.11
.18	.13	.15
.32	.11	.30
.18	.11	.04
.06	-.07	.15
.10	-.01	.20
.09	-.02	.16
.04	.01	.14
.28	-.07	.24

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MEIC	Selected Peers	NSSE 2008

Effect Size ^t		
<i>Stetson</i>		
<i>compared with:</i>		
MECIC	Selected Peers	NSSE 2008
-05	-07	-08
.21	.13	.27
.13	-.19	.22
.04	-.30	.01
-.02	.13	-.10
.12	.14	.05
.02	.01	.05
.63	.28	.67
.22	-.13	.24
-.07	-.11	-.09
.12	.03	.18
.12	.05	.14
.10	-.03	.12
.22	-.13	.29
.32	-.04	.36
.06	.04	.14
.17	-.06	.20
.91	.15	.70
.64	-.14	.65
.25	.27	.53
.54	.17	.75
-.09	-.06	.04
.00	-.04	.26
-.31	-.26	-.13
.27	.11	.22
.26	.11	.26
-.62	-.04	-.51
.60	.10	.71

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MEIC	Selected Peers	NSSE 2008

Effect Size ^f
Stetson
compared with:

MECIC	Selected Peers	NSSE 2008
.12	-.11	.10
-.48	.13	-.39
-.04	.07	-.26
.08	-.13	.08
.00	-.18	.18
-.22	-.17	-.11
-.06	-.07	.10
.00	-.11	.11
.44	.01	.42
-.05	-.15	-.12
.14	-.31	.15
-.22	-.08	-.09
.03	-.24	.07
.17	-.06	.18
.07	-.11	.16
-.07	-.16	-.07
-.14	-.13	-.19
.02	-.12	.10
.00	-.19	.00
-.11	-.17	.02
.04	-.16	.11
-.15	-.13	-.10
-.13	-.10	.00
-.04	-.24	.07
.08	-.14	.22
-.10	-.22	.01
.05	-.04	.24
.08	-.20	.22
-.01	-.07	.06

Effect Size ^f		
<i>Stetson</i>		
<i>compared with:</i>		
MEIC	Selected Peers	NSSE 2008

Stetson

Stetson compare
MECIC

Mission Engagement Consortium for Independent Colleges Questions

Refer to the MECIC codebook for response option values.

		Variable	Class	Mean	Mean	Sig ^b
1. Every institution has a mission statement. We would like to know how familiar you are with your school's mission. Please indicate your agreement with each of the following statements:						
1a.	The mission of this institution is widely understood by students.	MEC0801a	FY	3.50	3.69	*
			SR	2.83	3.57	***
1b.	Ethical and spiritual development of students is an important part of the mission at this institution.	MEC0801b	FY	3.42	3.55	
			SR	3.19	3.41	**
1c.	This institution offers opportunities for volunteering and community service.	MEC0801c	FY	4.31	4.09	***
			SR	4.24	3.98	***
1d.	Social and personal development of students is an important part of the mission at this institution.	MEC0801d	FY	4.01	3.95	
			SR	3.61	3.83	**
1e.	This institution offers opportunities for developing leadership skills.	MEC0801e	FY	4.21	4.13	
			SR	4.16	4.13	
1f.	The heritage of the founding religious community of this institution is evident here.	MEC0801f	FY	3.48	3.28	*
			SR	3.06	3.14	
1g.	The faculty, staff, and students here are respectful of people of different religions.	MEC0801g	FY	4.11	4.15	
			SR	3.95	4.12	**
1h.	The faculty, staff, and students here are respectful of people of different races and cultures.	MEC0801h	FY	4.22	4.23	
			SR	4.01	4.22	***
1i.	People of different sexual orientations are accepted socially here.	MEC0801i	FY	3.81	4.04	**
			SR	3.61	3.94	***
1j.	Students feel free to express their individual spirituality here.	MEC0801j	FY	3.92	4.03	
			SR	3.82	3.90	

^a Weighted by sex, enrollment status, and institution size

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.

^d Response set is categorical

NSSE 2008 Mean Comparisons ^a
Mission Engagement Consortium for Independent Colleges
Stetson University

Mission Engagement Consortium for Independent Colleges Questions

Refer to the MECIC codebook for response option values.

Refer to the MECIC codebook for response option values.			Variable	Class	Mean	Mean	Sig ^b
1k.	The environment here encourages students to develop an appreciation of diversity	MEC0801k	FY		3.85	3.97	
			SR		3.44	3.89	***
1l.	At this institution, there are opportunities for students to strengthen their religious commitment	MEC0801l	FY		3.85	3.61	***
			SR		3.63	3.46	**
1m.	The mission of this institution is reflected in its course offerings	MEC0801m	FY		3.85	3.86	
			SR		3.37	3.75	***
1n.	The faculty at this institution discuss the ethical implications of what is being studied.	MEC0801n	FY		3.88	3.80	
			SR		3.66	3.78	
1o.	As a result of my experience here, I am more aware of my own personal values	MEC0801o	FY		3.80	3.90	
			SR		3.94	3.93	
2.	Current religious preference: (Mark only one)	MEC0802 ^d	FY				
			SR				
3.	Within the past week, have you spent time in private prayer or meditation?	MEC0803	FY		1.43	1.45	
			SR		1.52	1.53	
4.	Within the past week, have you participated in a religious service?	MEC0804	FY		1.25	1.23	
			SR		1.24	1.29	
5.	How important is it to you that you accomplish the following objectives?						
5a.	Volunteering in community service	MEC0805a	FY		2.78	2.78	
			SR		2.80	2.71	
5b.	Influencing social values	MEC0805b	FY		2.84	2.86	
			SR		2.97	2.93	

^a Weighted by sex, enrollment status, and institution size

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.

^d Response set is categorical

olleges

ed with

Effect size ^c

-.19

-.67

-.12

-.20

.26

.29

.07

-.24

.10

.04

.17

-.06

-.04

-.20

-.01

-.25

-.25

-.34

-.12

-.09

^a Weighted by sex, enrollment status, and institution size

b. * $p < .05$, ** $p < .01$, *** $p < .001$

^c Mean difference divided by the pooled s.d.

^d. Response set is categorical

olleges

ed with

<i>Effect size ϵ^2</i>	
- .12	
- .44	
.24	
.17	
- .01	
- .42	
.10	
- .13	
- .11	
.00	
- .04	
- .01	
.04	
- .11	
.00	
.10	
- .02	
.05	

IPEDS: 137546

^a Weighted by sex, enrollment status, and institution size

b. * $p < .05$, ** $p < .01$, *** $p < .001$

^c. Mean difference divided by the pooled s.d.

d. Response set is categorical



National Survey of Student Engagement

NSSE 2008 Detailed Statistics^a Mission Engagement Consortium for Independent Colleges Stetson University

First-Year Students

N	Mean	Standard Error of the Mean ^b	Standard deviation ^c	DF ^d	Sig. ^e	Effect size ^f
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Seniors

N	Mean	Standard Error of the Mean ^b	Standard deviation ^c	DF ^d
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Stetson compared with MECIC

	Stetson	Stetson	MECIC	Stetson	MECIC	Stetson	MECIC	MECIC			Stetson	Stetson	MECIC	Stetson	MECIC	Stetson	MECIC	MECIC
MEC0801a	182	3.50	3.69	.07	.02	.97	1.00	3105	.013	-.19	197	2.83	3.57	.07	.02	1.00	1.11	222
MEC0801b	181	3.42	3.55	.08	.02	1.03	1.05	3105	.105	-.12	195	3.19	3.41	.07	.02	.93	1.12	224
MEC0801c	181	4.31	4.09	.05	.02	.67	.86	3106	.001	.26	196	4.24	3.98	.05	.01	.72	.88	4016
MEC0801d	180	4.01	3.95	.06	.02	.82	.90	3099	.388	.07	195	3.61	3.83	.07	.02	.91	.94	4021
MEC0801e	180	4.21	4.13	.05	.01	.69	.79	3099	.186	.10	195	4.16	4.13	.05	.01	.72	.84	4027
MEC0801f	181	3.48	3.28	.08	.02	1.04	1.19	211	.014	.17	196	3.06	3.14	.08	.02	1.11	1.26	221
MEC0801g	181	4.11	4.15	.06	.02	.77	.87	210	.580	-.04	196	3.95	4.12	.06	.01	.82	.87	217
MEC0801h	181	4.22	4.23	.06	.02	.77	.84	3100	.925	-.01	195	4.01	4.22	.06	.01	.83	.81	213
MEC0801i	180	3.81	4.04	.07	.02	.96	.93	3078	.001	-.25	195	3.61	3.94	.07	.02	.98	.99	4003
MEC0801j	180	3.92	4.03	.07	.02	.90	.87	3079	.106	-.12	193	3.82	3.90	.06	.02	.82	.93	217
MEC0801k	179	3.85	3.97	.06	.02	.87	.96	3072	.120	-.12	195	3.44	3.89	.08	.02	1.05	1.01	213
MEC0801l	180	3.85	3.61	.06	.02	.87	1.01	211	.000	.24	196	3.63	3.46	.06	.02	.88	1.03	223
MEC0801m	179	3.85	3.86	.06	.02	.82	.90	3068	.923	-.01	195	3.37	3.75	.06	.01	.85	.92	3976
MEC0801n	180	3.88	3.80	.06	.02	.80	.88	207	.174	.10	194	3.66	3.78	.07	.01	.94	.91	3998
MEC0801o	179	3.80	3.90	.07	.02	.96	.94	3064	.165	-.11	195	3.94	3.93	.06	.01	.89	.92	4004
MEC0802 ^g																		
MEC0803	182	1.43	1.45	.04	.01	.50	.50	3090	.643	-.04	196	1.52	1.53	.04	.01	.50	.50	4002
MEC0804	182	1.25	1.23	.03	.01	.43	.42	3083	.581	.04	196	1.24	1.29	.03	.01	.43	.46	218
MEC0805a	182	2.78	2.78	.07	.02	.95	.95	3088	.959	.00	196	2.80	2.71	.07	.02	.95	.95	4006
MEC0805b	181	2.84	2.86	.07	.02	.89	.91	3075	.827	-.02	196	2.97	2.93	.07	.01	.95	.89	3998

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics^a Mission Engagement Consortium for Independent Colleges Stetson University

First-Year Students

N	Mean	Standard Error of the Mean ^b	Standard deviation ^c	DF ^d	Sig. ^e	Effect size ^f
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Stetson compared with MECIC

Stetson	Stetson	MECIC	Stetson	MECIC	Stetson	MECIC	MECIC
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Seniors

N	Mean	Standard Error of the Mean ^b	Standard deviation ^c	DF ^d
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Stetson	Stetson	MECIC	Stetson	MECIC	Stetson	MECIC	MECIC
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^a Response set is categorical.

Sig. ^e	Effect size ^f
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Stetson compared with MECIC

.000	-.67
.001	-.20
.000	.29
.001	-.24
.578	.04
.341	-.06
.006	-.20
.001	-.25
.000	-.34
.173	-.09
.000	-.44
.010	.17
.000	-.42
.078	-.13
.992	.00
.871	-.01
.106	-.11
.182	.10
.524	.05

IPEDS: 137546

Sig. ^e	Effect size ^f
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Stetson compared with MECIC



National Survey of Student Engagement

Stetson Uni

Frequency Distributions
August 2008

versity



Interpreting the Frequency Distributions Report

Sample

The *Frequency Distributions* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Response Options

Response options listed just as they appear on the instrument.

Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at www.nsse.iub.edu/2008_Institutional_Report/NSSE_2008_Weighting.cfm.

Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.



National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions^a NSSEville State University

		First-Year Students												Seniors											
		Variable		Response Options		NSSEville State		Mid East Public		Carnegie Class		NSSE 2008		NSSEville State		Mid East Public		Carnegie Class		NSSE 2008					
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%				
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	14	3%	451	4%	1,565	5%	4,836	4%	5	1%	251	3%	955	3%	2,712	2%							
		Sometimes	211	37%	5099	44%	13,661	45%	55,638	39%	84	19%	3555	34%	10,461	33%	38,525	28%							
		Often	202	34%	4111	35%	10,071	33%	52,664	35%	156	32%	3737	33%	10,549	33%	49,105	33%							
		Very often	144	26%	2152	17%	5,693	17%	34,795	22%	232	48%	3674	30%	10,465	31%	57,604	36%							
		Total	571	100%	11813	100%	30,990	100%	147,933	100%	477	100%	11217	100%	32,430	100%	147,946	100%							
b. Made a class presentation	CLPRESEN (ACL)	Never	44	8%	1959	19%	5,777	20%	20,344	16%	14	3%	566	6%	1,892	7%	6,697	6%							
		Sometimes	334	58%	6759	57%	17,509	56%	80,660	53%	147	32%	4536	44%	12,648	41%	48,977	35%							
		Often	157	27%	2460	18%	6,060	18%	36,269	23%	206	43%	3957	33%	11,116	33%	55,559	36%							
		Very often	36	7%	626	5%	1,639	5%	10,626	7%	111	22%	2155	17%	6,764	19%	36,673	23%							
		Total	571	100%	11804	100%	30,985	100%	147,899	100%	478	100%	11214	100%	32,420	100%	147,906	100%							
c. Prepared two or more drafts of a paper or assignment before turning it in	REWRPOPAP	Never	73	15%	1831	17%	5,084	17%	19,478	14%	72	15%	2298	21%	6,235	20%	24,486	17%							
		Sometimes	174	31%	3761	34%	9,922	32%	46,750	31%	183	38%	4508	41%	12,655	39%	56,891	38%							
		Often	204	33%	3602	30%	9,622	31%	47,395	32%	113	23%	2750	24%	8,268	25%	39,304	27%							
		Very often	120	21%	2610	20%	6,342	19%	34,222	23%	110	24%	1654	14%	5,243	16%	27,190	18%							
		Total	571	100%	11804	100%	30,970	100%	147,845	100%	478	100%	11210	100%	32,401	100%	147,871	100%							
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	7	1%	294	3%	905	3%	2,948	3%	5	1%	126	1%	405	1%	1,472	1%							
		Sometimes	123	21%	2768	26%	7,646	26%	31,606	23%	57	12%	1676	17%	4,813	16%	18,243	14%							
		Often	274	49%	5241	44%	13,382	43%	66,317	44%	184	38%	4517	40%	12,781	40%	57,611	40%							
		Very often	167	28%	3503	27%	9,032	28%	46,937	31%	232	49%	4890	42%	14,395	43%	70,535	46%							
		Total	571	100%	11806	100%	30,965	100%	147,808	100%	478	100%	11209	100%	32,394	100%	147,861	100%							
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	26	6%	773	7%	2,198	8%	8,966	7%	23	6%	777	9%	2,711	9%	9,446	7%							
		Sometimes	178	31%	4048	34%	10,465	34%	48,551	33%	137	28%	3655	34%	10,845	34%	46,541	32%							
		Often	222	38%	4537	38%	11,603	38%	56,651	38%	182	39%	3872	34%	10,742	33%	51,304	34%							
		Very often	145	26%	2434	20%	6,678	21%	33,553	22%	135	27%	2896	24%	8,066	25%	40,456	27%							
		Total	571	100%	11792	100%	30,944	100%	147,721	100%	477	100%	11200	100%	32,364	100%	147,747	100%							

Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

Column Percentage (%)

This column represents the *weighted* percentage of students responding to the particular option in each question.



National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Variable	Response Options															
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	3	1%	56	3%	66	1%	6,358	4%	1	0%	36	2%	33
			Sometimes	84	31%	792	30%	1,277	26%	65,727	37%	37	15%	416	19%	712
			Often	104	37%	883	36%	1,840	38%	64,713	35%	88	34%	623	32%	1,165
			Very often	86	31%	702	31%	1,680	35%	44,760	24%	129	51%	920	48%	1,984
		Total		277	100%	2,433	100%	4,863	100%	181,558	100%	255	100%	1,995	100%	3,894
1b.	Made a class presentation	CLPRESEN (ACL)	Never	29	10%	295	12%	334	6%	23,462	15%	4	1%	88	5%	47
			Sometimes	162	58%	1,330	52%	2,560	53%	96,218	52%	72	28%	605	30%	1,095
			Often	75	28%	620	27%	1,533	32%	46,914	25%	103	41%	776	37%	1,683
			Very often	11	4%	187	9%	431	9%	14,577	8%	77	29%	522	28%	1,071
		Total		277	100%	2,432	100%	4,858	100%	181,171	100%	256	100%	1,991	100%	3,896
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	23	8%	299	13%	579	12%	23,662	13%	40	16%	291	15%	681
			Sometimes	88	31%	796	32%	1,761	36%	58,285	31%	109	42%	817	39%	1,703
			Often	94	35%	792	33%	1,570	32%	59,010	32%	63	25%	507	25%	922
			Very often	72	25%	546	23%	942	20%	40,392	23%	43	17%	379	21%	595
		Total		277	100%	2,433	100%	4,852	100%	181,349	100%	255	100%	1,994	100%	3,901
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	3	1%	37	2%	37	1%	3,637	2%	1	0%	19	1%	16
			Sometimes	35	12%	381	15%	837	16%	36,700	21%	25	10%	196	10%	319
			Often	112	41%	1,138	47%	2,243	46%	82,350	45%	97	38%	717	36%	1,459
			Very often	127	45%	878	36%	1,744	37%	58,726	32%	131	52%	1,061	52%	2,102
		Total		277	100%	2,434	100%	4,861	100%	181,413	100%	254	100%	1,993	100%	3,896
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	9	3%	106	5%	178	3%	10,820	7%	16	6%	140	7%	123
			Sometimes	78	28%	742	29%	1,418	27%	57,509	32%	68	27%	577	27%	1,082
			Often	117	42%	950	39%	2,052	43%	70,785	38%	80	32%	689	34%	1,508
			Very often	73	26%	628	27%	1,206	27%	42,025	23%	88	35%	582	32%	1,184
		Total		277	100%	2,426	100%	4,854	100%	181,139	100%	252	100%	1,988	100%	3,897
1f.	Come to class without completing readings or assignments	CLUNPREP	Never	67	25%	669	30%	1,138	23%	43,485	23%	42	16%	498	28%	634
			Sometimes	168	61%	1,401	56%	2,963	61%	105,519	58%	145	57%	1,145	57%	2,424
			Often	24	9%	253	9%	500	11%	22,218	13%	53	22%	232	10%	562
			Very often	14	5%	96	4%	243	5%	9,263	6%	14	5%	107	5%	265
		Total		273	100%	2,419	100%	4,844	100%	180,485	100%	254	100%	1,982	100%	3,885
1g.	Worked with other students on projects during class	CLASSGRP (ACL)	Never	49	18%	308	13%	654	13%	22,831	13%	38	15%	230	11%	388
			Sometimes	136	49%	1,054	42%	2,390	48%	82,768	45%	123	48%	854	42%	1,938
			Often	71	26%	813	34%	1,422	30%	56,999	32%	70	28%	631	33%	1,103
			Very often	21	8%	250	11%	391	9%	18,549	11%	24	9%	276	15%	462
		Total		277	100%	2,425	100%	4,857	100%	181,147	100%	255	100%	1,991	100%	3,891

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	16	6%	255	14%	227	5%	22,030	14%	7	3%	135	7%	96
		Sometimes	116	41%	974	42%	2,041	41%	78,750	44%	81	32%	676	37%	1,197	
		Often	115	42%	831	31%	1,905	39%	57,365	30%	112	44%	726	34%	1,556	
		Very often	30	11%	373	13%	694	15%	23,342	12%	55	22%	458	22%	1,052	
		Total	277	100%	2,433	100%	4,867	100%	181,487	100%	255	100%	1,995	100%	3,901	
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	12	5%	102	5%	176	3%	9,961	7%	8	3%	52	3%	56
		Sometimes	91	35%	827	35%	1,698	34%	66,597	39%	57	24%	472	26%	788	
		Often	103	40%	948	41%	1,960	43%	68,359	39%	111	46%	833	41%	1,750	
		Very often	51	20%	437	18%	830	19%	26,954	15%	66	27%	590	29%	1,206	
		Total	257	100%	2,314	100%	4,664	100%	171,871	100%	242	100%	1,947	100%	3,800	
1j.	Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	123	48%	1,154	54%	2,096	44%	85,583	51%	63	26%	815	47%	1,352
		Sometimes	77	30%	768	31%	1,763	38%	58,208	33%	99	41%	690	33%	1,386	
		Often	35	14%	282	11%	572	13%	19,713	11%	35	15%	247	11%	570	
		Very often	22	9%	110	4%	232	5%	8,357	5%	45	19%	195	8%	486	
		Total	257	100%	2,314	100%	4,663	100%	171,861	100%	242	100%	1,947	100%	3,794	
1k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	119	47%	1,226	55%	2,504	52%	99,426	59%	123	50%	890	48%	1,525
		Sometimes	83	32%	720	30%	1,371	31%	47,232	26%	76	32%	646	31%	1,414	
		Often	37	15%	236	9%	556	12%	17,481	10%	31	13%	246	13%	549	
		Very often	17	7%	124	5%	234	6%	7,527	4%	12	5%	162	8%	306	
		Total	256	100%	2,306	100%	4,665	100%	171,666	100%	242	100%	1,944	100%	3,794	
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	46	18%	384	17%	692	15%	28,451	17%	37	15%	256	13%	389
		Sometimes	89	36%	745	31%	1,443	31%	54,611	31%	74	31%	522	26%	1,203	
		Often	63	24%	625	26%	1,399	29%	47,605	27%	58	24%	512	25%	1,037	
		Very often	59	22%	559	26%	1,130	24%	41,155	24%	73	30%	659	36%	1,170	
		Total	257	100%	2,313	100%	4,664	100%	171,822	100%	242	100%	1,949	100%	3,799	
1m.	Used e-mail to communicate with an instructor	EMAIL	Never	1	0%	18	1%	9	0%	2,281	2%	0	0%	5	0%	8
		Sometimes	28	11%	386	17%	594	14%	35,449	23%	17	7%	181	11%	241	
		Often	100	40%	836	37%	1,783	38%	64,406	37%	76	32%	516	27%	1,044	
		Very often	127	49%	1,075	45%	2,271	48%	69,497	38%	149	61%	1,247	62%	2,502	
		Total	256	100%	2,315	100%	4,657	100%	171,633	100%	242	100%	1,949	100%	3,795	
1n.	Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	14	5%	124	5%	207	4%	12,458	8%	7	3%	65	3%	133
		Sometimes	96	38%	877	37%	1,762	38%	71,197	42%	62	26%	566	30%	1,209	
		Often	90	36%	786	34%	1,685	36%	54,957	31%	88	36%	683	36%	1,342	
		Very often	55	21%	520	23%	996	21%	33,044	19%	85	35%	633	32%	1,106	
		Total	255	100%	2,307	100%	4,650	100%	171,656	100%	242	100%	1,947	100%	3,790	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Engagement Item Frequency Distributions ^a
Stetson University**

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
Variable			Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	58	22%	452	21%	869	19%	36,501	23%	15	6%	256	16%	260
			Sometimes	134	52%	1,024	43%	2,213	47%	80,200	46%	95	39%	729	38%	1,355
			Often	40	15%	551	23%	1,110	24%	37,620	21%	55	23%	528	25%	1,179
			Very often	25	10%	287	12%	466	10%	17,406	10%	78	32%	433	21%	1,000
		Total		257	100%	2,314	100%	4,658	100%	171,727	100%	243	100%	1,946	100%	3,794
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	96	37%	711	33%	1,419	29%	63,928	38%	46	19%	431	24%	591
			Sometimes	97	38%	1,000	42%	2,029	44%	69,161	39%	107	44%	848	43%	1,770
			Often	46	18%	412	17%	873	19%	26,749	15%	60	25%	410	20%	885
			Very often	18	7%	192	8%	340	8%	12,005	7%	29	12%	259	13%	551
		Total		257	100%	2,315	100%	4,661	100%	171,843	100%	242	100%	1,948	100%	3,797
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	7	3%	111	5%	128	3%	10,476	7%	4	2%	50	3%	65
			Sometimes	68	27%	729	32%	1,313	28%	59,405	36%	67	27%	531	28%	717
			Often	119	48%	989	43%	2,153	47%	69,896	40%	113	47%	866	42%	1,973
			Very often	54	21%	439	20%	998	22%	28,885	16%	57	24%	479	27%	1,012
		Total		248	100%	2,268	100%	4,592	100%	168,662	100%	241	100%	1,926	100%	3,767
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	15	6%	137	6%	250	6%	11,301	7%	10	4%	96	5%	175
			Sometimes	69	28%	848	38%	1,571	34%	62,260	37%	86	36%	614	32%	1,255
			Often	105	42%	857	37%	1,855	40%	65,889	38%	101	42%	749	39%	1,519
			Very often	59	23%	426	18%	919	20%	29,096	17%	44	18%	462	24%	813
		Total		248	100%	2,268	100%	4,595	100%	168,546	100%	241	100%	1,921	100%	3,762
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	122	49%	1,048	48%	2,010	43%	90,033	56%	62	25%	722	44%	913
			Sometimes	81	33%	800	35%	1,620	36%	50,112	28%	100	42%	645	31%	1,517
			Often	28	11%	302	13%	703	16%	20,043	11%	52	22%	337	16%	839
			Very often	16	7%	113	5%	256	6%	8,123	5%	27	11%	216	9%	492
		Total		247	100%	2,263	100%	4,589	100%	168,311	100%	241	100%	1,920	100%	3,761
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	13	6%	132	7%	151	3%	10,542	7%	9	4%	65	4%	82
			Sometimes	79	32%	770	36%	1,678	35%	61,955	37%	71	29%	574	31%	1,128
			Often	91	36%	850	36%	1,707	38%	60,666	36%	87	36%	735	36%	1,501
			Very often	64	26%	508	21%	1,053	24%	35,085	20%	74	31%	544	29%	1,051
		Total		247	100%	2,260	100%	4,589	100%	168,248	100%	241	100%	1,918	100%	3,762
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	29	12%	323	15%	584	11%	24,668	15%	18	7%	254	13%	342
			Sometimes	81	33%	771	34%	1,614	34%	56,944	33%	82	34%	685	35%	1,395
			Often	66	27%	623	27%	1,276	29%	46,042	27%	70	29%	512	26%	1,102
			Very often	71	29%	548	23%	1,113	26%	40,743	24%	71	30%	469	25%	924
		Total		247	100%	2,265	100%	4,587	100%	168,397	100%	241	100%	1,920	100%	3,763

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Variable	Response Options														
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	22	9%	221	11%	323	6%	18,033	12%	11	4%	183	10%	171
		Sometimes	66	26%	746	34%	1,450	30%	55,258	33%	61	25%	654	35%	1,175
		Often	79	32%	677	29%	1,463	32%	50,627	30%	87	36%	605	31%	1,278
		Very often	81	33%	620	26%	1,352	31%	44,511	26%	81	34%	481	25%	1,137
		Total	248	100%	2,264	100%	4,588	100%	168,429	100%	240	100%	1,923	100%	3,761
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	10	4%	176	7%	259	6%	9,605	6%	19	8%	245	12%	344
		Some	52	22%	649	29%	1,279	29%	45,196	27%	73	30%	646	35%	1,250
		Quite a bit	118	48%	896	41%	1,860	40%	67,556	40%	87	37%	617	32%	1,376
		Very much	65	26%	528	24%	1,166	25%	44,900	27%	60	25%	403	21%	781
		Total	245	100%	2,249	100%	4,564	100%	167,257	100%	239	100%	1,911	100%	3,751
2b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	4	2%	36	2%	35	1%	3,120	2%	2	1%	17	1%	16
		Some	38	15%	332	16%	472	10%	30,260	19%	27	11%	214	12%	316
		Quite a bit	97	41%	1,011	46%	2,014	44%	75,293	45%	94	40%	794	41%	1,505
		Very much	106	42%	866	36%	2,039	45%	58,327	34%	117	48%	884	46%	1,909
		Total	245	100%	2,245	100%	4,560	100%	167,000	100%	240	100%	1,909	100%	3,746
2c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	8	3%	72	4%	80	2%	6,721	5%	2	1%	46	3%	64
		Some	63	26%	534	26%	897	20%	44,858	28%	39	16%	341	17%	572
		Quite a bit	96	40%	953	42%	2,034	45%	70,272	42%	101	43%	811	44%	1,486
		Very much	76	31%	684	28%	1,539	34%	44,786	26%	96	40%	710	36%	1,620
		Total	243	100%	2,243	100%	4,550	100%	166,637	100%	238	100%	1,908	100%	3,742
2d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	7	3%	87	4%	125	3%	7,733	5%	5	2%	70	3%	85
		Some	56	23%	547	25%	991	21%	43,101	26%	47	20%	384	21%	667
		Quite a bit	102	43%	958	43%	2,045	45%	70,648	42%	96	40%	780	40%	1,529
		Very much	80	32%	647	28%	1,393	31%	45,316	27%	90	38%	672	35%	1,465
		Total	245	100%	2,239	100%	4,554	100%	166,798	100%	238	100%	1,906	100%	3,746
2e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	7	3%	49	2%	82	2%	5,612	4%	2	1%	35	3%	60
		Some	48	20%	465	21%	774	17%	36,544	23%	29	12%	267	14%	508
		Quite a bit	98	41%	924	43%	1,908	42%	68,028	40%	100	42%	708	36%	1,378
		Very much	90	36%	810	34%	1,789	39%	56,695	33%	108	45%	894	47%	1,805
		Total	243	100%	2,248	100%	4,553	100%	166,879	100%	239	100%	1,904	100%	3,751
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	1	0%	8	0%	8	0%	1,015	1%	0	0%	20	1%	21
		1-4	17	7%	322	17%	351	8%	30,484	21%	56	24%	467	29%	573
		5-10	88	36%	875	41%	1,470	32%	69,278	43%	67	29%	716	37%	1,268
		11-20	99	41%	686	28%	1,777	39%	44,192	24%	66	27%	412	20%	1,125
		More than 20	39	15%	356	14%	947	21%	21,878	11%	48	20%	289	13%	751
		Total	244	100%	2,247	100%	4,553	100%	166,847	100%	237	100%	1,904	100%	3,738

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors				
	Variable	Response Options	Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	56	23%	561	26%	1,060	22%	41,299	25%	52	22%	398	22%	660
		1-4	145	59%	1,256	55%	2,684	59%	91,794	54%	131	55%	1,063	54%	2,206
		5-10	29	12%	290	13%	597	14%	21,682	13%	36	15%	276	15%	584
		11-20	8	3%	76	3%	110	3%	6,369	4%	9	4%	79	4%	171
		More than 20	5	2%	62	3%	101	2%	5,820	4%	8	3%	90	5%	117
		Total	243	100%	2,245	100%	4,552	100%	166,964	100%	236	100%	1,906	100%	3,738
3c. Number of written papers or reports of <u>20 pages or more</u>	WRITEMOR (LAC)	None	193	79%	1,784	79%	3,707	80%	137,700	81%	73	31%	756	45%	1,260
		1-4	40	16%	358	16%	695	16%	21,151	13%	136	57%	963	45%	2,162
		5-10	6	2%	65	4%	77	2%	4,412	3%	21	9%	129	7%	241
		11-20	3	1%	24	1%	35	1%	2,023	1%	6	2%	35	2%	46
		More than 20	2	1%	14	1%	36	1%	1,605	1%	2	1%	20	1%	27
		Total	244	100%	2,245	100%	4,550	100%	166,891	100%	238	100%	1,903	100%	3,736
3d. Number of written papers or reports <u>between 5 and 19 pages</u>	WRITEMID (LAC)	None	15	6%	174	9%	158	3%	20,436	14%	15	7%	123	8%	92
		1-4	112	46%	1,117	50%	2,012	44%	88,047	53%	92	39%	750	41%	1,096
		5-10	85	36%	717	31%	1,722	38%	44,645	25%	78	32%	674	32%	1,597
		11-20	28	11%	198	9%	571	13%	11,292	6%	34	14%	262	14%	706
		More than 20	3	1%	46	2%	92	2%	2,556	2%	19	8%	94	4%	250
		Total	243	100%	2,252	100%	4,555	100%	166,976	100%	238	100%	1,903	100%	3,741
3e. Number of written papers or reports of <u>fewer than 5 pages</u>	WRITESML (LAC)	None	9	4%	49	3%	50	1%	4,321	3%	16	7%	116	7%	110
		1-4	68	27%	628	28%	985	21%	48,605	31%	82	35%	604	35%	835
		5-10	84	35%	832	36%	1,576	34%	57,969	34%	62	26%	555	27%	1,171
		11-20	55	23%	462	22%	1,228	27%	36,926	21%	39	16%	332	17%	891
		More than 20	27	11%	281	12%	721	17%	19,293	11%	39	16%	297	14%	734
		Total	243	100%	2,252	100%	4,560	100%	167,114	100%	238	100%	1,904	100%	3,741
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	24	10%	268	12%	622	14%	21,302	13%	56	24%	384	20%	1,074
		1-2	78	33%	725	34%	1,580	34%	57,987	35%	67	30%	587	33%	1,191
		3-4	80	32%	766	34%	1,468	32%	53,554	32%	67	28%	571	31%	891
		5-6	40	16%	245	10%	495	11%	17,560	10%	24	10%	176	9%	305
		More than 6	20	8%	227	9%	362	8%	15,792	10%	19	8%	171	7%	262
		Total	242	100%	2,231	100%	4,527	100%	166,195	100%	233	100%	1,889	100%	3,723
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	29	12%	328	15%	620	14%	22,270	13%	53	22%	519	28%	1,193
		1-2	76	32%	743	33%	1,515	33%	57,840	36%	78	34%	687	36%	1,250
		3-4	69	30%	624	28%	1,349	30%	45,668	27%	64	28%	407	22%	749
		5-6	41	17%	282	13%	574	12%	19,867	12%	27	12%	132	7%	279
		More than 6	25	10%	250	11%	467	11%	20,195	13%	10	4%	132	6%	238
		Total	240	100%	2,227	100%	4,525	100%	165,840	100%	232	100%	1,877	100%	3,709

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

First-Year Students															Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected				
Variable			Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count				
5.	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1	Very little	2	1%	24	1%	13	0%	1,043	1%	2	1%	25	1%	30		
			2		1	0%	22	1%	25	1%	2,030	1%	3	1%	39	2%	54		
			3		6	3%	71	4%	102	2%	5,961	4%	6	2%	77	4%	110		
			4		30	12%	270	13%	377	9%	20,902	13%	21	9%	223	11%	379		
			5		64	26%	648	29%	1,402	30%	50,263	30%	83	36%	545	29%	1,159		
			6		92	39%	759	32%	1,744	38%	55,012	32%	85	36%	597	30%	1,395		
			7	Very much	47	19%	450	20%	894	19%	31,617	19%	38	15%	389	22%	607		
			Total			242	100%	2,244	100%	4,557	100%	166,828	100%	238	100%	1,895	100%	3,734	
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never		22	10%	422	23%	593	12%	32,738	23%	14	6%	485	28%	465		
			Sometimes		100	42%	956	43%	2,066	45%	75,824	45%	97	41%	849	46%	1,758		
			Often		63	26%	489	21%	1,207	27%	35,008	20%	75	32%	312	15%	883		
			Very often		54	22%	355	14%	657	15%	21,629	12%	50	21%	242	11%	608		
			Total			239	100%	2,222	100%	4,523	100%	165,199	100%	236	100%	1,888	100%	3,714	
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never		18	7%	252	14%	198	5%	18,240	13%	24	10%	237	14%	224		
			Sometimes		67	28%	641	28%	1,040	23%	45,830	28%	64	27%	605	33%	958		
			Often		72	30%	525	22%	1,179	26%	42,151	26%	57	24%	443	23%	904		
			Very often		80	34%	807	36%	2,109	46%	58,698	33%	91	39%	598	30%	1,625		
			Total			237	100%	2,225	100%	4,526	100%	164,919	100%	236	100%	1,883	100%	3,711	
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never		104	43%	1,028	47%	1,531	35%	66,204	42%	100	42%	741	39%	1,344		
			Sometimes		63	27%	596	26%	1,420	31%	46,770	27%	69	29%	571	30%	1,202		
			Often		35	15%	299	14%	744	16%	24,801	15%	30	13%	254	14%	533		
			Very often		37	15%	296	14%	831	19%	27,232	16%	37	15%	314	17%	626		
			Total			239	100%	2,219	100%	4,526	100%	165,007	100%	236	100%	1,880	100%	3,705	
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never		16	6%	171	9%	253	5%	14,839	10%	15	6%	147	8%	172		
			Sometimes		89	37%	818	36%	1,678	35%	63,194	38%	76	32%	636	33%	1,217		
			Often		73	31%	819	36%	1,716	39%	57,899	35%	78	33%	687	36%	1,473		
			Very often		60	25%	421	19%	875	21%	29,084	18%	67	28%	411	23%	844		
			Total			238	100%	2,229	100%	4,522	100%	165,016	100%	236	100%	1,881	100%	3,706	
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never		10	4%	120	7%	157	3%	8,904	6%	9	4%	88	4%	112		
			Sometimes		71	29%	686	30%	1,486	32%	55,643	34%	67	29%	581	31%	1,062		
			Often		88	37%	906	40%	1,857	41%	64,353	38%	86	36%	737	39%	1,556		
			Very often		70	29%	512	23%	1,028	24%	36,190	22%	74	31%	480	25%	979		
			Total			239	100%	2,224	100%	4,528	100%	165,090	100%	236	100%	1,886	100%	3,709	
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never		6	3%	89	4%	106	2%	5,614	4%	4	2%	44	3%	58		
			Sometimes		67	28%	649	30%	1,254	27%	52,193	32%	72	31%	561	31%	918		
			Often		100	41%	888	40%	1,971	43%	66,532	40%	83	36%	768	40%	1,653		
			Very often		66	28%	598	26%	1,196	27%	40,698	24%	77	32%	515	26%	1,082		
			Total			239	100%	2,224	100%	4,528	100%	165,090	100%	236	100%	1,886	100%	3,709	

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

		First-Year Students								Seniors			
Variable	Response Options	Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC	Selected
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	
	Total	239	100%	2,224	100%	4,527	100%	165,037	100%	236	100%	1,888	3,711

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	35	16%	242	13%	393	10%	19,820	13%	12	5%	111	9%	137
			Do not plan to do	6	3%	70	4%	114	3%	6,483	5%	30	13%	275	17%	476
			Plan to do	170	72%	1,643	74%	3,617	79%	123,108	74%	32	14%	283	18%	368
			Done	22	9%	249	10%	351	8%	13,034	8%	158	68%	1,196	57%	2,709
		Total	233	100%	2,204	100%	4,475	100%	162,445	100%	232	100%	1,865	100%	3,690	
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	27	12%	262	13%	280	7%	20,523	14%	13	6%	148	10%	145
			Do not plan to do	10	4%	108	6%	153	4%	9,814	7%	21	9%	267	18%	327
			Plan to do	85	36%	864	38%	1,699	37%	66,294	41%	19	8%	178	10%	294
			Done	113	48%	961	42%	2,332	52%	65,499	38%	179	77%	1,269	62%	2,917
		Total	235	100%	2,195	100%	4,464	100%	162,130	100%	232	100%	1,862	100%	3,683	
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	81	35%	823	36%	1,397	32%	55,045	32%	25	11%	241	14%	321
			Do not plan to do	50	21%	477	22%	1,218	27%	41,476	26%	119	51%	931	49%	2,076
			Plan to do	61	27%	571	26%	1,140	24%	41,009	26%	11	5%	130	7%	156
			Done	42	18%	325	16%	706	17%	24,634	16%	74	32%	561	30%	1,129
		Total	234	100%	2,196	100%	4,461	100%	162,164	100%	229	100%	1,863	100%	3,682	
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	87	37%	841	38%	1,645	37%	62,395	38%	22	9%	234	14%	317
			Do not plan to do	32	13%	424	22%	859	19%	37,908	24%	114	49%	958	54%	1,942
			Plan to do	100	43%	823	35%	1,724	40%	53,397	32%	30	13%	189	11%	264
			Done	15	6%	108	5%	223	5%	8,209	5%	65	28%	484	21%	1,156
		Total	234	100%	2,196	100%	4,451	100%	161,909	100%	231	100%	1,865	100%	3,679	
7e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	18	8%	425	21%	458	11%	27,714	18%	6	3%	143	10%	96
			Do not plan to do	23	10%	584	27%	762	17%	40,857	27%	37	16%	871	50%	873
			Plan to do	113	48%	699	32%	1,184	29%	53,325	33%	12	5%	117	7%	137
			Done	81	34%	490	20%	2,065	44%	40,184	22%	177	76%	735	33%	2,577
		Total	235	100%	2,198	100%	4,469	100%	162,080	100%	232	100%	1,866	100%	3,683	
7f.	Study abroad	STDABR04 (EEE)	Have not decided	45	20%	630	29%	760	18%	44,076	28%	10	4%	179	11%	164
			Do not plan to do	33	15%	468	25%	481	11%	38,893	26%	113	48%	1,263	69%	1,610
			Plan to do	150	63%	1,055	43%	3,105	68%	74,706	43%	21	9%	96	5%	174
			Done	6	3%	50	3%	119	3%	4,350	3%	88	38%	322	15%	1,732
		Total	234	100%	2,203	100%	4,465	100%	162,025	100%	232	100%	1,860	100%	3,680	
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	89	38%	774	36%	1,482	34%	54,083	33%	8	4%	161	11%	184
			Do not plan to do	96	41%	879	39%	2,095	45%	74,073	45%	120	52%	984	53%	2,302
			Plan to do	39	17%	458	19%	806	19%	27,931	18%	13	6%	133	8%	167
			Done	9	4%	92	6%	88	2%	5,871	4%	90	39%	585	28%	1,029
		Total	233	100%	2,203	100%	4,471	100%	161,958	100%	231	100%	1,863	100%	3,682	

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	Have not decided	54	23%	738	36%	1,424	31%	60,114	38%	2	1%	147	11%	98
		(EEE)	Do not plan to do	15	6%	170	9%	333	7%	17,198	12%	23	10%	340	21%	610
			Plan to do	163	69%	1,265	54%	2,658	60%	81,900	48%	49	21%	484	27%	756
			Done	3	1%	32	1%	60	1%	2,957	2%	158	68%	895	41%	2,226
			Total	235	100%	2,205	100%	4,475	100%	162,169	100%	232	100%	1,866	100%	3,690
8a.	Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation													
				3	2%	28	1%	42	1%	1,774	1%	1	0%	23	1%	24
			2	3	1%	55	2%	103	2%	4,444	3%	6	3%	37	2%	81
			3	14	6%	114	5%	173	4%	8,667	6%	15	6%	72	4%	158
			4	21	10%	230	12%	383	9%	19,267	13%	19	8%	183	9%	314
			5	40	18%	416	20%	813	18%	32,488	21%	46	20%	341	18%	717
			6	80	35%	598	26%	1,395	31%	46,732	28%	71	30%	536	29%	1,060
			7 Friendly, Supportive, Sense of belonging	71	29%	756	34%	1,561	34%	48,876	29%	74	32%	673	37%	1,334
			Total	232	100%	2,197	100%	4,470	100%	162,248	100%	232	100%	1,865	100%	3,688
8b.	Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	1	1%	14	1%	14	0%	1,262	1%	0	0%	14	1%	11
			2	0	0%	34	2%	45	1%	3,886	3%	4	2%	27	1%	34
			3	11	5%	88	4%	161	4%	10,217	7%	8	3%	64	3%	113
			4	28	12%	330	16%	555	12%	27,305	18%	18	8%	203	10%	314
			5	62	26%	495	22%	1,172	26%	42,904	26%	52	23%	364	20%	723
			6	76	33%	674	29%	1,470	33%	45,192	26%	76	32%	563	29%	1,267
			7 Available, Helpful, Sympathetic	55	23%	564	26%	1,054	24%	31,559	18%	74	32%	636	36%	1,225
			Total	233	100%	2,199	100%	4,471	100%	162,325	100%	232	100%	1,871	100%	3,687
8c.	Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	7	3%	53	3%	78	2%	4,433	3%	12	5%	69	4%	138
			2	11	5%	98	4%	159	4%	9,714	7%	20	9%	150	7%	240
			3	20	9%	228	10%	348	8%	18,077	12%	40	18%	202	11%	372
			4	53	23%	479	23%	989	22%	38,668	24%	50	21%	350	18%	769
			5	54	23%	527	23%	1,154	26%	37,936	23%	49	21%	399	20%	882
			6	56	24%	452	21%	1,028	23%	30,843	18%	41	18%	368	21%	751
			7 Helpful, Considerate, Flexible	32	13%	358	17%	712	16%	22,464	14%	20	9%	333	19%	535
			Total	233	100%	2,195	100%	4,468	100%	162,135	100%	232	100%	1,871	100%	3,687

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hr/wk	1	1%	7	0%	8	0%	575	0%	0	0%	5	0%	14
		1-5 hr/wk	13	6%	261	15%	325	7%	23,204	17%	27	12%	281	17%	413
		6-10 hr/wk	57	25%	515	25%	912	21%	40,016	26%	49	21%	467	27%	848
		11-15 hr/wk	69	30%	507	23%	1,091	25%	36,607	22%	54	24%	379	20%	824
		16-20 hr/wk	37	16%	399	17%	928	21%	28,099	16%	33	15%	324	16%	686
		21-25 hr/wk	32	13%	249	11%	598	13%	16,519	9%	25	10%	163	8%	440
		26-30 hr/wk	14	6%	120	5%	325	7%	8,403	4%	23	10%	106	5%	236
		30+ hr/wk	8	3%	112	4%	251	6%	7,557	4%	19	8%	131	6%	207
	Total		231	100%	2,170	100%	4,438	100%	160,980	100%	230	100%	1,856	100%	3,668
9b. Working for pay <u>on campus</u>	WORKON01	0 hr/wk	145	64%	1,433	70%	3,174	71%	123,200	80%	124	54%	1,168	70%	2,049
		1-5 hr/wk	9	4%	152	6%	351	8%	8,215	4%	15	7%	149	6%	376
		6-10 hr/wk	22	9%	303	12%	570	13%	14,816	7%	38	17%	234	10%	637
		11-15 hr/wk	41	17%	180	7%	222	5%	7,821	5%	37	16%	153	8%	341
		16-20 hr/wk	7	3%	72	3%	91	2%	4,283	3%	10	4%	93	4%	188
		21-25 hr/wk	1	0%	16	1%	16	0%	949	1%	1	0%	29	1%	39
		26-30 hr/wk	0	0%	7	0%	6	0%	337	0%	0	0%	13	1%	11
		30+ hr/wk	5	2%	3	0%	15	0%	1,256	1%	4	2%	20	1%	32
	Total		230	100%	2,166	100%	4,445	100%	160,877	100%	229	100%	1,859	100%	3,673
9c. Working for pay <u>off campus</u>	WORKOF01	0 hr/wk	183	78%	1,590	66%	3,762	84%	110,959	65%	136	60%	874	37%	2,108
		1-5 hr/wk	10	5%	111	5%	186	4%	7,214	4%	17	7%	107	4%	319
		6-10 hr/wk	16	7%	101	5%	135	3%	7,509	5%	21	9%	124	7%	295
		11-15 hr/wk	10	4%	103	6%	127	3%	7,879	5%	13	6%	99	5%	285
		16-20 hr/wk	6	2%	72	4%	117	3%	8,605	6%	14	6%	123	9%	291
		21-25 hr/wk	2	1%	57	3%	46	1%	6,047	5%	11	5%	121	7%	142
		26-30 hr/wk	2	1%	39	2%	15	0%	3,511	3%	7	3%	59	4%	73
		30+ hr/wk	3	1%	98	9%	46	1%	8,997	8%	10	4%	346	27%	152
	Total		232	100%	2,171	100%	4,434	100%	160,721	100%	229	100%	1,853	100%	3,665
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hr/wk	66	29%	694	37%	651	15%	56,249	40%	43	18%	759	49%	588
		1-5 hr/wk	62	26%	753	31%	1,653	36%	51,404	30%	68	30%	530	25%	1,171
		6-10 hr/wk	41	18%	316	14%	938	21%	23,374	13%	42	18%	244	10%	828
		11-15 hr/wk	33	14%	182	8%	504	11%	13,249	7%	24	11%	128	6%	428
		16-20 hr/wk	13	6%	104	5%	319	7%	7,918	4%	18	8%	84	4%	282
		21-25 hr/wk	10	4%	54	2%	159	4%	4,011	2%	18	8%	46	2%	152
		26-30 hr/wk	4	2%	19	1%	93	2%	1,738	1%	7	3%	21	2%	84
		30+ hr/wk	3	1%	47	2%	128	3%	3,057	2%	10	4%	50	3%	134
	Total		232	100%	2,169	100%	4,445	100%	161,000	100%	230	100%	1,862	100%	3,667

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	4	2%	19	1%	27	1%	1,885	1%	3	1%	18	1%	28
		1-5 hr/wk	66	28%	520	24%	787	18%	37,440	23%	63	27%	542	30%	700
		6-10 hr/wk	74	32%	636	29%	1,297	29%	46,328	28%	68	29%	545	32%	1,101
		11-15 hr/wk	48	21%	471	21%	1,073	24%	33,533	21%	47	21%	362	17%	859
		16-20 hr/wk	18	8%	277	13%	635	14%	19,873	12%	19	8%	181	9%	517
		21-25 hr/wk	13	6%	106	5%	277	6%	9,477	6%	9	4%	82	4%	199
		26-30 hr/wk	4	2%	51	2%	146	3%	4,381	3%	7	3%	38	2%	87
		30+ hr/wk	4	2%	93	5%	198	5%	7,791	5%	14	6%	95	4%	175
		Total	231	100%	2,173	100%	4,440	100%	160,708	100%	230	100%	1,863	100%	3,666
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	198	85%	1,703	73%	3,969	89%	120,975	71%	182	80%	1,210	57%	3,208
		1-5 hr/wk	17	8%	210	10%	250	6%	18,075	12%	22	10%	185	11%	222
		6-10 hr/wk	10	4%	90	6%	89	2%	7,325	5%	9	4%	108	6%	81
		11-15 hr/wk	4	2%	49	3%	53	1%	4,081	3%	5	2%	74	5%	39
		16-20 hr/wk	2	1%	27	1%	32	1%	2,422	2%	3	1%	55	4%	24
		21-25 hr/wk	0	0%	11	1%	5	0%	1,063	1%	0	0%	26	2%	8
		26-30 hr/wk	0	0%	6	0%	9	0%	687	1%	0	0%	14	1%	7
		30+ hr/wk	0	0%	78	6%	31	1%	5,825	4%	7	3%	192	14%	74
		Total	231	100%	2,174	100%	4,438	100%	160,453	100%	228	100%	1,864	100%	3,663
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	69	29%	586	25%	1,365	30%	31,226	16%	36	16%	447	22%	610
		1-5 hr/wk	132	57%	1,293	59%	2,731	61%	98,908	61%	163	71%	1,069	57%	2,659
		6-10 hr/wk	21	9%	174	10%	221	5%	19,070	14%	18	8%	242	14%	272
		11-15 hr/wk	7	3%	69	4%	70	2%	6,334	5%	6	3%	50	4%	78
		16-20 hr/wk	3	1%	23	1%	33	1%	2,598	2%	4	2%	28	2%	22
		21-25 hr/wk	0	0%	10	1%	6	0%	968	1%	1	0%	4	0%	11
		26-30 hr/wk	0	0%	5	0%	1	0%	434	0%	0	0%	4	0%	4
		30+ hr/wk	0	0%	13	1%	16	0%	1,306	1%	2	1%	17	1%	18
		Total	232	100%	2,173	100%	4,443	100%	160,844	100%	230	100%	1,861	100%	3,674
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	3	1%	25	1%	45	1%	2,637	2%	2	1%	36	2%	43
		Some	17	8%	362	19%	408	10%	24,528	17%	30	13%	273	16%	383
		Quite a bit	107	48%	967	46%	2,048	46%	72,170	46%	114	51%	856	46%	1,637
		Very much	99	43%	807	34%	1,919	43%	59,796	35%	82	35%	696	35%	1,587
		Total	226	100%	2,161	100%	4,420	100%	159,131	100%	228	100%	1,861	100%	3,650
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	6	3%	40	2%	60	2%	3,836	3%	3	1%	59	4%	53
		Some	28	12%	327	17%	478	11%	28,891	20%	52	23%	346	19%	511
		Quite a bit	102	45%	903	43%	1,892	42%	69,451	44%	95	42%	799	42%	1,580
		Very much	91	40%	883	38%	1,976	45%	56,606	33%	78	34%	650	35%	1,495
		Total	227	100%	2,153	100%	4,406	100%	158,784	100%	228	100%	1,854	100%	3,639

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	25	11%	226	11%	446	10%	17,604	12%	47	21%	300	16%	542
		Some	79	35%	637	29%	1,336	30%	48,475	31%	87	38%	598	31%	1,263
		Quite a bit	70	31%	680	32%	1,454	33%	52,874	33%	51	23%	540	29%	1,104
		Very much	53	23%	614	28%	1,182	28%	39,816	24%	42	19%	418	24%	738
	Total		227	100%	2,157	100%	4,418	100%	158,769	100%	227	100%	1,856	100%	3,647
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	47	20%	394	20%	672	15%	34,945	24%	72	31%	535	31%	922
		Some	89	39%	828	38%	1,822	41%	61,576	38%	85	37%	694	35%	1,577
		Quite a bit	61	27%	617	28%	1,327	30%	42,001	26%	52	23%	423	22%	788
		Very much	30	13%	308	14%	589	14%	20,174	12%	19	8%	203	12%	354
	Total		227	100%	2,147	100%	4,410	100%	158,696	100%	228	100%	1,855	100%	3,641
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	39	17%	286	16%	459	10%	22,743	16%	38	17%	382	22%	590
		Some	69	30%	759	33%	1,453	33%	56,287	36%	101	44%	698	36%	1,355
		Quite a bit	81	36%	717	34%	1,678	38%	53,865	33%	63	28%	539	29%	1,190
		Very much	38	16%	386	17%	811	19%	25,384	16%	24	11%	233	13%	495
	Total		227	100%	2,148	100%	4,401	100%	158,279	100%	226	100%	1,852	100%	3,630
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	5	2%	153	10%	131	3%	12,366	9%	11	5%	262	19%	152
		Some	37	17%	439	22%	819	18%	38,043	25%	55	24%	469	28%	824
		Quite a bit	93	42%	792	35%	1,859	42%	62,193	38%	80	35%	641	30%	1,514
		Very much	89	39%	771	33%	1,603	37%	46,073	27%	82	36%	475	23%	1,151
	Total		224	100%	2,155	100%	4,412	100%	158,675	100%	228	100%	1,847	100%	3,641
10g. Using computers in academic work	ENVCOMPT	Very little	7	3%	50	3%	80	2%	3,255	2%	4	2%	41	2%	54
		Some	29	13%	309	15%	549	12%	21,034	13%	32	14%	190	11%	290
		Quite a bit	78	34%	747	35%	1,666	37%	55,758	35%	66	29%	583	29%	1,120
		Very much	112	49%	1,045	48%	2,120	50%	78,826	49%	127	55%	1,039	57%	2,179
	Total		226	100%	2,151	100%	4,415	100%	158,873	100%	229	100%	1,853	100%	3,643
11a. Acquiring a broad general education	NGNGENLED	Very little	2	1%	55	3%	36	1%	3,439	3%	4	2%	45	3%	28
		Some	29	13%	322	16%	342	8%	21,768	15%	19	9%	244	13%	172
		Quite a bit	98	43%	828	39%	1,718	38%	66,125	43%	84	37%	624	35%	974
		Very much	96	43%	906	42%	2,256	53%	65,094	40%	118	53%	924	49%	2,437
	Total		225	100%	2,111	100%	4,352	100%	156,426	100%	225	100%	1,837	100%	3,611
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	16	7%	159	8%	301	7%	13,218	10%	18	8%	91	5%	221
		Some	65	29%	557	26%	1,108	26%	42,646	28%	46	20%	329	17%	783
		Quite a bit	86	39%	765	36%	1,640	37%	56,934	36%	83	37%	599	32%	1,189
		Very much	56	25%	628	30%	1,289	30%	43,299	27%	78	35%	814	46%	1,411
	Total		223	100%	2,109	100%	4,338	100%	156,097	100%	225	100%	1,833	100%	3,604

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			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
11c. Writing clearly and effectively	GNWRITE	Very little	6	3%	96	5%	103	2%	6,657	5%	8	4%	74	4%	61
		Some	41	18%	461	21%	694	16%	32,393	22%	38	17%	307	18%	409
		Quite a bit	91	41%	794	38%	1,766	39%	64,097	41%	84	37%	671	36%	1,272
		Very much	87	38%	761	36%	1,781	42%	53,078	33%	95	42%	783	42%	1,866
		Total	225	100%	2,112	100%	4,344	100%	156,225	100%	225	100%	1,835	100%	3,608
11d. Speaking clearly and effectively	GNSPEAK	Very little	11	5%	151	7%	249	6%	11,623	8%	10	4%	106	7%	97
		Some	58	26%	618	28%	1,013	23%	41,184	27%	39	17%	383	22%	573
		Quite a bit	88	40%	758	37%	1,746	40%	59,870	38%	80	36%	666	36%	1,335
		Very much	64	29%	587	28%	1,326	32%	43,460	27%	96	42%	677	36%	1,597
		Total	221	100%	2,114	100%	4,334	100%	156,137	100%	225	100%	1,832	100%	3,602
11e. Thinking critically and analytically	GNANALY	Very little	2	1%	45	3%	58	1%	3,317	2%	3	1%	29	2%	36
		Some	20	9%	285	15%	402	9%	22,382	15%	14	6%	154	10%	197
		Quite a bit	106	48%	796	39%	1,749	39%	63,583	41%	80	36%	608	33%	1,060
		Very much	96	43%	982	44%	2,131	50%	66,767	41%	127	57%	1,038	56%	2,308
		Total	224	100%	2,108	100%	4,340	100%	156,049	100%	224	100%	1,829	100%	3,601
11f. Analyzing quantitative problems	GNQUANT	Very little	14	6%	128	6%	172	4%	8,090	5%	15	6%	93	5%	144
		Some	57	26%	539	26%	909	21%	36,504	24%	41	18%	385	22%	710
		Quite a bit	96	43%	761	37%	1,830	41%	62,665	40%	95	43%	613	33%	1,202
		Very much	57	25%	683	31%	1,427	34%	48,597	31%	72	33%	739	40%	1,540
		Total	224	100%	2,111	100%	4,338	100%	155,856	100%	223	100%	1,830	100%	3,596
11g. Using computing and information technology	GNCMPTS	Very little	13	6%	133	6%	201	5%	8,148	6%	11	5%	85	4%	126
		Some	53	23%	468	21%	1,059	24%	33,562	21%	49	22%	353	19%	676
		Quite a bit	91	41%	739	36%	1,726	39%	58,721	37%	80	36%	593	32%	1,314
		Very much	68	30%	771	37%	1,360	33%	55,768	36%	83	37%	803	45%	1,492
		Total	225	100%	2,111	100%	4,346	100%	156,199	100%	223	100%	1,834	100%	3,608
11h. Working effectively with others	GNOTHERS	Very little	8	4%	89	5%	112	3%	7,128	5%	6	3%	55	3%	59
		Some	51	23%	409	20%	843	19%	34,711	23%	32	14%	264	17%	417
		Quite a bit	86	38%	847	40%	1,842	41%	61,496	39%	87	38%	662	34%	1,306
		Very much	79	35%	771	35%	1,549	37%	52,737	33%	100	45%	852	46%	1,819
		Total	224	100%	2,116	100%	4,346	100%	156,072	100%	225	100%	1,833	100%	3,601
11i. Voting in local, state, or national elections	GNCITIZN	Very little	72	33%	734	36%	1,072	25%	48,099	31%	77	35%	676	37%	945
		Some	75	35%	630	30%	1,417	32%	47,800	31%	76	34%	548	30%	1,172
		Quite a bit	42	20%	424	21%	1,158	27%	34,623	23%	35	16%	334	18%	872
		Very much	26	12%	279	14%	668	16%	23,098	16%	32	15%	258	15%	583
		Total	215	100%	2,067	100%	4,315	100%	153,620	100%	220	100%	1,816	100%	3,572

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
11j. Learning effectively on your own	GNINQ	Very little	8	4%	106	6%	128	3%	7,313	5%	11	5%	75	4%	93
		Some	59	27%	457	22%	813	19%	34,696	23%	42	20%	285	17%	536
		Quite a bit	92	43%	845	40%	2,034	46%	66,169	43%	88	40%	691	39%	1,492
		Very much	54	25%	662	31%	1,335	32%	45,289	29%	78	36%	766	40%	1,445
		Total	213	100%	2,070	100%	4,310	100%	153,467	100%	219	100%	1,817	100%	3,566
11k. Understanding yourself	GNSELF	Very little	19	9%	176	9%	275	7%	14,833	11%	21	9%	183	10%	189
		Some	69	32%	570	28%	1,033	24%	39,458	26%	49	23%	376	23%	714
		Quite a bit	72	33%	680	32%	1,686	38%	56,012	36%	72	33%	611	33%	1,263
		Very much	55	26%	642	31%	1,311	31%	43,135	28%	76	35%	644	33%	1,407
		Total	215	100%	2,068	100%	4,305	100%	153,438	100%	218	100%	1,814	100%	3,573
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	20	9%	241	12%	504	11%	18,497	12%	36	16%	292	15%	432
		Some	75	35%	644	29%	1,415	32%	48,255	31%	79	36%	538	28%	1,144
		Quite a bit	77	36%	659	33%	1,457	33%	51,798	33%	56	26%	532	31%	1,163
		Very much	43	20%	524	26%	932	23%	34,923	23%	49	22%	455	27%	824
		Total	215	100%	2,068	100%	4,308	100%	153,473	100%	220	100%	1,817	100%	3,563
11m. Solving complex real-world problems	GNPROBSV	Very little	15	7%	180	10%	329	8%	15,156	11%	22	10%	147	8%	266
		Some	77	36%	608	30%	1,417	32%	48,993	32%	63	29%	439	24%	949
		Quite a bit	81	37%	762	36%	1,640	38%	55,892	36%	77	35%	677	37%	1,335
		Very much	42	20%	518	24%	921	22%	33,448	22%	57	26%	555	31%	1,019
		Total	215	100%	2,068	100%	4,307	100%	153,489	100%	219	100%	1,818	100%	3,569
11n. Developing a personal code of values and ethics	GNETHICS	Very little	22	10%	222	12%	320	8%	18,276	13%	24	11%	206	13%	257
		Some	65	30%	555	26%	1,054	24%	42,824	28%	58	26%	416	24%	743
		Quite a bit	70	33%	713	34%	1,627	37%	52,692	34%	81	37%	617	31%	1,271
		Very much	57	26%	578	29%	1,307	31%	39,657	25%	57	26%	577	32%	1,299
		Total	214	100%	2,068	100%	4,308	100%	153,449	100%	220	100%	1,816	100%	3,570
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	19	9%	274	14%	366	9%	25,092	18%	24	11%	283	18%	313
		Some	74	34%	658	32%	1,271	29%	51,498	34%	71	32%	515	28%	963
		Quite a bit	77	36%	666	31%	1,602	37%	47,725	30%	73	33%	532	28%	1,247
		Very much	45	21%	471	23%	1,073	26%	29,152	18%	52	24%	483	26%	1,042
		Total	215	100%	2,069	100%	4,312	100%	153,467	100%	220	100%	1,813	100%	3,565
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	74	34%	722	34%	1,160	29%	53,651	37%	92	42%	776	43%	1,226
		Some	77	36%	600	29%	1,259	28%	42,238	27%	70	32%	447	23%	1,026
		Quite a bit	35	16%	420	20%	1,061	23%	32,122	20%	32	15%	298	18%	686
		Very much	29	14%	325	17%	828	20%	25,404	16%	25	11%	294	16%	631
		Total	215	100%	2,067	100%	4,308	100%	153,415	100%	219	100%	1,815	100%	3,569

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National Survey of Student Engagement

NSSE 2008 Engagement Item Frequency Distributions ^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
Variable			Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	11	5%	106	6%	178	4%	8,003	6%	13	6%	148	8%	213
			Fair	24	11%	309	15%	631	14%	26,486	18%	41	18%	295	17%	576
			Good	110	51%	946	45%	1,958	44%	72,560	47%	87	39%	738	39%	1,442
			Excellent	73	33%	732	34%	1,582	38%	48,413	30%	83	37%	659	37%	1,363
			Total		218	100%	2,093	100%	4,349	100%	155,462	100%	224	100%	1,840	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	2	1%	46	3%	35	1%	2,788	2%	0	0%	29	2%	37
			Fair	17	8%	202	10%	286	7%	16,555	12%	21	9%	181	10%	189
			Good	107	50%	991	48%	1,892	43%	77,333	51%	100	45%	825	43%	1,292
			Excellent	91	41%	855	39%	2,137	50%	58,762	35%	103	46%	804	45%	2,079
			Total		217	100%	2,094	100%	4,350	100%	155,438	100%	224	100%	1,839	100%
14.	If you could start over again, would you go to the <i>same institution</i> you are now attending?	SAMECOLL	Definitely no	8	4%	105	5%	159	3%	6,474	4%	11	5%	95	5%	143
			Probably no	22	10%	263	13%	480	10%	18,367	12%	21	9%	231	12%	420
			Probably yes	91	42%	803	40%	1,573	36%	61,349	40%	93	42%	669	35%	1,193
			Definitely yes	97	44%	923	42%	2,139	50%	69,341	43%	99	44%	845	48%	1,840
			Total		218	100%	2,094	100%	4,351	100%	155,531	100%	224	100%	1,840	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
1%	3,779	2%
19%	47,344	27%
30%	62,624	33%
51%	78,382	38%
100%	192,129	100%
1%	8,448	5%
29%	61,819	34%
42%	72,557	36%
28%	49,133	24%
100%	191,957	100%
18%	31,107	16%
44%	74,934	38%
23%	50,399	27%
15%	35,540	18%
100%	191,980	100%
0%	1,928	1%
8%	23,201	13%
38%	74,997	40%
53%	91,858	46%
100%	191,984	100%
3%	12,023	7%
28%	59,195	31%
38%	66,528	34%
30%	53,961	27%
100%	191,707	100%
16%	38,989	20%
62%	111,679	58%
15%	27,439	15%
7%	13,019	7%
100%	191,126	100%
10%	20,341	11%
49%	82,772	43%
29%	58,877	31%
12%	29,822	16%
100%	191,812	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
2%	13,235	7%
31%	64,853	34%
39%	66,752	34%
28%	47,228	24%
100%	192,068	100%
2%	5,092	3%
21%	47,934	27%
46%	81,387	43%
31%	51,833	27%
100%	186,246	100%
36%	78,523	43%
37%	65,448	35%
15%	24,128	13%
12%	18,133	9%
100%	186,232	100%
40%	91,117	51%
37%	58,652	30%
14%	22,815	12%
8%	13,408	7%
100%	185,992	100%
10%	21,232	11%
32%	53,398	29%
27%	50,090	27%
31%	61,534	33%
100%	186,254	100%
0%	964	1%
7%	22,991	14%
28%	57,501	32%
65%	104,634	53%
100%	186,090	100%
4%	7,627	5%
32%	64,651	36%
35%	62,272	33%
29%	51,599	26%
100%	186,149	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
	%	Count
	7%	26,712
	36%	75,549
	31%	48,684
	26%	35,225
	100%	186,170
	15%	47,674
	46%	82,155
	24%	35,375
	15%	21,015
	100%	186,219
	2%	7,192
	19%	52,777
	52%	84,575
	27%	40,062
	100%	184,606
	5%	10,221
	34%	63,178
	40%	71,967
	21%	39,090
	100%	184,456
	25%	77,940
	40%	60,935
	22%	28,328
	13%	17,109
	100%	184,312
	2%	7,196
	30%	58,963
	39%	69,836
	28%	48,310
	100%	184,305
	9%	22,627
	37%	64,330
	29%	50,794
	25%	46,625
	100%	184,376

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
5%	17,428	10%
31%	63,269	34%
34%	55,384	30%
30%	48,325	26%
100%	184,406	100%
9%	17,137	9%
33%	57,624	31%
37%	65,983	36%
21%	42,679	24%
100%	183,423	100%
1%	2,376	1%
9%	24,848	14%
41%	78,033	43%
50%	77,939	41%
100%	183,196	100%
2%	5,498	3%
16%	38,166	22%
40%	74,793	41%
42%	64,445	34%
100%	182,902	100%
2%	7,816	5%
18%	39,928	23%
41%	73,199	40%
39%	62,155	33%
100%	183,098	100%
2%	4,598	3%
14%	30,017	17%
37%	68,519	37%
47%	80,048	42%
100%	183,182	100%
1%	2,262	1%
16%	44,580	26%
35%	68,326	38%
30%	39,584	20%
19%	28,168	14%
100%	182,920	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
17%	37,960	21%
59%	98,588	54%
16%	28,523	16%
4%	9,333	5%
3%	8,653	5%
100%	183,057	100%
35%	87,812	50%
57%	78,725	41%
7%	11,210	6%
1%	2,885	2%
1%	2,407	1%
100%	183,039	100%
3%	14,796	9%
30%	77,467	44%
42%	59,729	31%
19%	22,551	11%
6%	8,538	4%
100%	183,081	100%
3%	10,562	6%
22%	59,146	34%
31%	51,578	28%
24%	34,151	18%
20%	27,663	14%
100%	183,100	100%
28%	36,834	19%
32%	56,845	32%
24%	51,467	29%
8%	17,200	9%
7%	19,302	11%
100%	181,648	100%
31%	50,208	27%
34%	63,713	36%
21%	37,727	21%
8%	14,007	8%
7%	15,408	9%
100%	181,063	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
	%	Count
1%	2,219	1%
2%	3,442	2%
3%	7,591	4%
10%	22,172	12%
31%	52,146	28%
37%	57,754	31%
16%	37,331	21%
100%	182,655	100%
13%	47,398	28%
47%	84,659	46%
23%	29,829	15%
16%	19,660	10%
100%	181,546	100%
6%	24,099	14%
26%	57,977	32%
24%	42,904	24%
43%	56,239	29%
100%	181,219	100%
36%	68,658	39%
33%	52,606	28%
15%	26,634	14%
17%	33,361	18%
100%	181,259	100%
5%	13,705	8%
32%	63,818	35%
40%	66,293	36%
23%	37,569	20%
100%	181,385	100%
3%	8,244	5%
28%	55,560	31%
42%	73,011	40%
26%	44,599	24%
100%	181,414	100%
2%	4,913	3%
25%	54,305	31%
44%	74,630	41%
29%	47,598	26%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
100%	181,446	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
4%	12,590	8%
13%	27,692	16%
10%	37,273	23%
73%	102,042	53%
100%	179,597	100%
4%	15,227	9%
9%	26,828	17%
8%	23,994	15%
79%	113,261	60%
100%	179,310	100%
9%	24,100	14%
56%	92,030	51%
4%	14,056	9%
31%	48,997	26%
100%	179,183	100%
9%	27,398	17%
53%	93,214	51%
8%	20,600	13%
31%	37,908	20%
100%	179,120	100%
3%	13,577	8%
25%	73,088	41%
4%	14,476	9%
69%	78,197	41%
100%	179,338	100%
5%	20,094	13%
45%	112,611	63%
5%	14,455	9%
45%	31,977	15%
100%	179,137	100%
5%	18,965	12%
63%	108,927	61%
5%	14,714	9%
27%	36,458	18%
100%	179,064	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
3%	17,029	11%
16%	43,485	26%
21%	53,571	31%
59%	65,359	32%
100%	179,444	100%

1%	1,610	1%
2%	4,097	2%
4%	8,316	5%
9%	19,083	11%
20%	35,271	20%
29%	51,694	28%
36%	59,343	32%

100%	179,414	100%
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0%	1,613	1%
1%	4,080	3%
3%	8,789	6%
9%	22,256	14%
20%	40,848	23%
34%	54,157	29%
33%	47,745	24%

100%	179,488	100%
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4%	8,780	5%
7%	14,486	9%
10%	20,900	12%
21%	38,336	22%
24%	38,068	21%
20%	32,291	17%
15%	26,475	14%

100%	179,336	100%
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^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
0%	635	0%
12%	28,352	17%
24%	44,978	26%
22%	36,219	20%
19%	28,904	16%
12%	17,108	9%
6%	10,241	5%
6%	11,850	6%
100%	178,287	100%
57%	124,871	74%
10%	10,141	4%
16%	16,989	8%
9%	11,263	6%
5%	9,040	5%
1%	2,324	1%
0%	1,016	1%
1%	2,524	2%
100%	178,168	100%
57%	77,983	41%
9%	8,992	5%
8%	11,313	6%
8%	12,118	7%
8%	16,202	9%
4%	12,423	7%
2%	8,432	5%
4%	30,659	19%
100%	178,122	100%
17%	77,007	47%
31%	51,277	28%
22%	21,524	11%
12%	11,476	6%
8%	7,365	4%
4%	3,910	2%
2%	1,875	1%
4%	3,898	2%
100%	178,332	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
1%	2,398	1%
19%	51,284	29%
30%	54,172	30%
24%	33,490	19%
14%	18,978	11%
5%	8,043	5%
2%	3,444	2%
5%	6,259	4%
100%	178,068	100%
87%	113,705	61%
6%	20,181	12%
2%	10,329	6%
1%	6,295	4%
1%	4,892	3%
0%	2,536	2%
0%	1,857	1%
2%	18,038	11%
100%	177,833	100%
16%	22,208	10%
73%	111,673	62%
8%	29,468	19%
2%	8,839	6%
1%	2,946	2%
0%	1,076	1%
0%	483	0%
0%	1,602	1%
100%	178,295	100%
1%	3,579	2%
11%	27,977	17%
45%	79,158	45%
43%	66,342	36%
100%	177,056	100%
2%	7,524	5%
15%	38,960	24%
43%	77,292	44%
40%	53,003	27%
100%	176,779	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
15%	29,162	17%
34%	60,994	34%
30%	51,811	29%
20%	34,754	19%
100%	176,721	100%
26%	60,400	36%
43%	66,674	37%
21%	33,627	18%
10%	15,875	9%
100%	176,576	100%
16%	40,727	24%
38%	69,204	39%
32%	46,748	26%
14%	19,541	11%
100%	176,220	100%
4%	22,807	14%
23%	51,789	31%
41%	64,347	35%
32%	37,409	20%
100%	176,352	100%
1%	3,079	2%
8%	16,405	10%
31%	51,284	29%
59%	106,104	59%
100%	176,872	100%
1%	4,052	3%
5%	21,472	13%
27%	62,589	36%
67%	86,988	48%
100%	175,101	100%
6%	10,564	7%
22%	34,290	20%
33%	57,941	33%
39%	72,056	40%
100%	174,851	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
2%	6,442	4%
12%	31,602	19%
36%	65,461	38%
51%	71,465	39%
100%	174,970	100%
3%	9,240	6%
17%	37,333	22%
37%	64,708	37%
44%	63,592	35%
100%	174,873	100%
1%	2,968	2%
6%	18,169	11%
30%	61,156	36%
63%	92,499	51%
100%	174,792	100%
4%	8,241	5%
20%	35,899	21%
34%	62,598	36%
43%	67,878	38%
100%	174,616	100%
3%	6,364	4%
19%	29,057	16%
36%	59,988	34%
42%	79,542	46%
100%	174,951	100%
2%	5,858	4%
12%	29,492	18%
36%	62,918	36%
50%	76,547	42%
100%	174,815	100%
26%	61,569	36%
33%	54,225	31%
24%	33,209	19%
17%	24,073	14%
100%	173,076	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
3%	8,977	6%
16%	32,298	19%
42%	68,895	40%
40%	62,848	35%
100%	173,018	100%
6%	18,312	12%
20%	41,047	25%
35%	58,365	33%
39%	55,329	31%
100%	173,053	100%
12%	23,756	14%
32%	55,015	32%
32%	53,842	31%
23%	40,369	24%
100%	172,982	100%
8%	16,923	10%
26%	48,300	28%
37%	61,952	35%
29%	45,848	26%
100%	173,023	100%
7%	23,212	15%
21%	45,268	27%
35%	54,170	30%
36%	50,350	28%
100%	173,000	100%
9%	31,141	20%
28%	55,887	33%
34%	49,202	27%
29%	36,756	20%
100%	172,986	100%
34%	77,236	47%
29%	42,950	24%
19%	26,871	15%
17%	25,843	14%
100%	172,900	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
6%	16,642	11%
16%	35,179	21%
39%	69,816	40%
39%	53,061	28%
100%	174,698	100%
1%	3,687	2%
5%	19,191	12%
36%	81,258	48%
58%	70,549	38%
100%	174,685	100%
4%	8,966	5%
11%	22,234	13%
33%	64,812	38%
51%	78,690	44%
100%	174,702	100%
IPEDS: 137546		

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National Survey of Student Engagement

NSSE 2008 Background Item Frequency Distributions^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
15.	Age	AGE	19 or younger	207	94%	1,819	80%	4,156	95%	135,386	83%	2	1%	6	0%	6
			20-23	7	3%	136	8%	136	4%	10,591	8%	203	91%	1,308	60%	3,433
			24-29	4	2%	52	4%	19	0%	3,651	3%	9	4%	183	12%	65
			30-39	0	0%	56	5%	17	0%	3,426	3%	9	4%	157	12%	52
			40-55	1	0%	38	3%	7	0%	2,602	2%	1	0%	179	14%	47
			Over 55	0	0%	0	0%	1	0%	229	0%	0	0%	9	1%	4
		Total		219	100%	2,101	100%	4,336	100%	155,885	100%	224	100%	1,842	100%	3,607
16.	Sex	SEX	Male	78	43%	767	44%	1,546	43%	55,548	45%	71	36%	673	40%	1,282
			Female	141	57%	1,327	56%	2,811	57%	100,324	55%	153	64%	1,167	60%	2,322
		Total		219	100%	2,094	100%	4,357	100%	155,872	100%	224	100%	1,840	100%	3,604
17.	Are you an international student or foreign national?	INTERNAT	No	197	90%	1,946	92%	4,130	94%	147,163	94%	210	94%	1,737	94%	3,415
			Yes	22	10%	145	8%	215	6%	8,226	6%	13	6%	102	6%	176
		Total		219	100%	2,091	100%	4,345	100%	155,389	100%	223	100%	1,839	100%	3,591
18.	Racial or ethnic identification	RACE05	American Indian or other Native American	0	0%	11	1%	20	0%	1,258	1%	3	1%	15	1%	11
			Asian, Asian American, or Pacific Islander	8	4%	87	4%	147	3%	10,027	7%	5	2%	52	3%	126
			Black or African American	9	4%	101	5%	177	4%	11,066	9%	10	4%	88	6%	134
			White (non-Hispanic)	167	76%	1,571	75%	3,393	77%	108,919	65%	172	77%	1,437	77%	2,897
			Mexican or Mexican American	3	1%	8	0%	39	1%	3,655	3%	5	2%	13	1%	22
			Puerto Rican	5	2%	30	1%	36	1%	1,164	1%	2	1%	18	1%	14
			Other Hispanic or Latino	7	3%	63	3%	99	2%	4,043	3%	6	3%	40	2%	64
			Multiracial	6	3%	53	3%	106	3%	4,027	3%	7	3%	28	2%	66
			Other	3	1%	35	2%	62	1%	2,348	2%	3	1%	25	2%	41
			I prefer not to respond	11	5%	129	5%	271	7%	9,081	6%	11	5%	125	6%	218
		Total		219	100%	2,088	100%	4,350	100%	155,588	100%	224	100%	1,841	100%	3,593
19.	What is your current classification in college?	CLASS	Freshman/first year	201	92%	1,859	84%	4,089	93%	134,320	82%	0	0%	7	0%	5
			Sophomore	12	6%	160	10%	223	6%	16,635	14%	0	0%	21	2%	7
			Junior	3	1%	40	3%	17	0%	2,378	2%	7	3%	101	6%	107
			Senior	0	0%	14	1%	7	0%	764	1%	216	96%	1,646	88%	3,457
			Unclassified	2	1%	21	1%	17	0%	1,540	1%	1	0%	61	4%	26
		Total		218	100%	2,094	100%	4,353	100%	155,637	100%	224	100%	1,836	100%	3,602
20.	Did you begin college at your current institution or elsewhere?	ENTER	Started here	208	96%	1,892	86%	4,223	97%	140,852	89%	178	80%	1,170	51%	3,181
			Started elsewhere	10	4%	203	14%	126	3%	14,712	11%	45	20%	670	49%	415
		Total		218	100%	2,095	100%	4,349	100%	155,564	100%	223	100%	1,840	100%	3,596

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National Survey of Student Engagement

NSSE 2008 Background Item Frequency Distributions^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
Variable	Response Options															
21.	Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	4	1%	95	5%	19	0%	5,367	4%	7	3%	154	10%	42
		COMCOL05	Community or junior college	16	5%	148	8%	118	3%	12,439	8%	69	26%	502	36%	300
		FOURYR05	4-year college other than this one	5	2%	164	9%	187	4%	11,990	7%	28	11%	448	26%	586
		NONE05	None	187	67%	1,679	64%	3,950	78%	125,309	64%	126	49%	943	36%	2,633
		OCOL1_05	Other	5	2%	72	4%	76	2%	4,699	3%	15	6%	91	5%	119
22.	Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	5	2%	63	5%	48	1%	5,869	6%	6	3%	202	19%	147
			Full-time	212	98%	2,032	95%	4,307	99%	149,725	94%	218	97%	1,633	81%	3,455
		Total		217	100%	2,095	100%	4,355	100%	155,594	100%	224	100%	1,835	100%	3,602
23.	Are you member of a social fraternity or sorority?	FRATSORO	No	162	74%	1,954	94%	3,470	79%	140,905	91%	158	70%	1,619	91%	2,648
			Yes	56	26%	134	6%	878	21%	14,432	9%	66	30%	216	9%	949
		Total		218	100%	2,088	100%	4,348	100%	155,337	100%	224	100%	1,835	100%	3,597
24.	Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	188	87%	1,739	83%	3,607	83%	136,057	91%	190	85%	1,649	91%	3,121
			Yes	30	13%	346	17%	738	17%	19,124	9%	33	15%	179	9%	471
		Total		218	100%	2,085	100%	4,345	100%	155,181	100%	223	100%	1,828	100%	3,592
25.	What have most of your grades been up to now at this institution?	GRADES04	C- or lower	7	3%	38	2%	37	1%	2,703	2%	0	0%	5	0%	5
			C	11	5%	74	3%	101	2%	5,528	4%	4	2%	16	1%	28
			C+	19	9%	115	5%	193	4%	8,871	6%	5	2%	59	3%	68
			B-	25	11%	156	7%	363	9%	13,233	9%	21	9%	92	4%	201
			B	58	27%	412	19%	915	21%	32,317	21%	46	21%	307	16%	682
			B+	36	17%	448	21%	948	22%	30,673	19%	50	22%	402	22%	942
			A-	31	15%	417	20%	1,034	23%	30,477	18%	44	20%	421	23%	906
			A	31	14%	421	22%	744	18%	31,265	20%	54	24%	519	32%	765
		Total		218	100%	2,081	100%	4,335	100%	155,067	100%	224	100%	1,821	100%	3,597
26.	Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	184	85%	1,585	69%	3,959	91%	108,140	63%	103	46%	631	28%	1,249
			Residence, walking distance	7	4%	83	4%	127	3%	9,053	7%	38	17%	260	12%	1,123
			Residence, driving distance	21	10%	371	26%	234	6%	32,982	29%	58	26%	728	57%	1,033
			Fraternity or sorority house	3	2%	8	0%	10	0%	847	1%	23	11%	43	2%	176
		Total		215	100%	2,047	100%	4,330	100%	151,022	100%	222	100%	1,662	100%	3,581

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National Survey of Student Engagement

NSSE 2008 Background Item Frequency Distributions^a Stetson University

			First-Year Students								Seniors					
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
27a.	What is the highest level of education that your <u>father</u> completed?	FATHREDU	Did not finish HS	14	7%	152	9%	104	2%	10,821	8%	14	6%	161	12%	79
		Graduated from HS	46	22%	477	25%	499	12%	36,562	24%	40	18%	478	27%	435	
		Attended, no degree	32	15%	278	13%	387	9%	20,704	14%	30	14%	249	14%	347	
		Completed Associate's	19	8%	185	9%	267	6%	12,662	8%	16	7%	150	8%	200	
		Completed Bachelor's	54	25%	530	25%	1,520	35%	40,030	25%	60	27%	405	23%	1,146	
		Completed Master's	28	13%	309	14%	991	23%	22,226	14%	37	17%	243	12%	820	
		Completed Doctorate	21	10%	131	5%	541	13%	10,459	6%	23	11%	131	5%	554	
		Total	214	100%	2,062	100%	4,309	100%	153,464	100%	220	100%	1,817	100%	3,581	
27b.	What is the highest level of education that your <u>mother</u> completed?	MOTHREDU	Did not finish HS	8	4%	95	5%	71	2%	8,077	6%	10	4%	112	8%	58
		Graduated from HS	38	18%	434	23%	482	11%	32,882	22%	41	19%	487	31%	476	
		Attended, no degree	31	14%	307	15%	498	12%	23,630	16%	36	16%	239	14%	398	
		Completed Associate's	37	17%	278	13%	478	11%	19,561	13%	39	18%	264	14%	345	
		Completed Bachelor's	62	29%	560	26%	1,674	38%	44,156	27%	63	29%	395	19%	1,259	
		Completed Master's	31	14%	340	15%	920	21%	21,659	13%	25	11%	280	12%	865	
		Completed Doctorate	9	4%	58	3%	195	5%	4,239	3%	6	3%	45	2%	188	
		Total	216	100%	2,072	100%	4,318	100%	154,204	100%	220	100%	1,822	100%	3,589	
28.	Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	26	12%	313	14%	726	19%	21,957	13%	47	21%	269	14%	789
		Biological Science	28	12%	186	8%	407	11%	13,152	8%	21	9%	124	5%	376	
		Business	59	29%	265	16%	894	20%	23,020	17%	61	28%	252	17%	693	
		Education	17	8%	155	8%	175	4%	13,851	8%	15	6%	110	6%	126	
		Engineering	2	1%	183	5%	43	1%	9,178	7%	0	0%	124	4%	9	
		Physical Science	5	2%	68	3%	200	5%	5,757	4%	6	3%	52	2%	205	
		Professional	8	4%	194	13%	327	7%	16,149	11%	7	3%	212	16%	143	
		Social Science	32	16%	262	12%	708	17%	19,451	12%	38	17%	284	12%	814	
		Other	27	13%	335	19%	434	10%	21,569	16%	26	12%	393	25%	400	
		Undecided	6	3%	60	3%	251	6%	6,286	4%	0	0%	0	0%	0	
		Total	210	100%	2,021	100%	4,165	100%	150,370	100%	221	100%	1,820	100%	3,555	
29.	Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	21	34%	202	28%	491	33%	11,534	24%	12	23%	124	31%	369
		Biological Science	3	5%	25	3%	69	5%	1,920	4%	2	4%	17	3%	51	
		Business	13	23%	72	15%	255	16%	5,973	16%	12	25%	44	11%	186	
		Education	2	3%	46	7%	36	2%	3,234	7%	1	2%	27	8%	28	
		Engineering	0	0%	24	2%	8	1%	1,065	3%	0	0%	12	2%	2	
		Physical Science	3	6%	33	5%	76	5%	2,552	6%	1	2%	22	4%	50	
		Professional	1	2%	42	6%	51	3%	3,160	8%	4	8%	35	10%	15	
		Social Science	11	18%	103	15%	337	23%	7,514	16%	11	24%	59	11%	277	
		Other	5	9%	80	15%	160	10%	5,349	14%	5	12%	68	19%	87	
Undecided	0	0%	20	4%	33	2%	1,278	3%	0	0%	7	2%	2			

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2008 Background Item Frequency Distributions^a Stetson University

			First-Year Students								Seniors				
			Stetson		MECIC		Selected Peers		NSSE 2008		Stetson		MECIC		Selected
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Variable	Response Options														
		Total	59	100%	647	100%	1,516	100%	43,579	100%	48	100%	415	100%	1,067
Institution reported: Gender	GENDER	Male	99	42%	911	45%	1,752	43%	66,338	45%	88	38%	751	41%	1,428
		Female	181	58%	1,565	55%	3,167	57%	118,008	55%	172	62%	1,280	59%	2,523
		Total	280	100%	2,476	100%	4,919	100%	184,346	100%	260	100%	2,031	100%	3,951
Institution reported: Race or ethnicity	ETHNICIT	African American/Black	10	4%	130	6%	204	5%	13,858	11%	13	5%	100	6%	154
		Am. Indian/Native Amer.	0	0%	8	0%	13	0%	1,208	1%	1	0%	9	0%	13
		Asian/Pacific Islander	7	3%	68	3%	140	3%	9,288	6%	5	2%	43	2%	99
		Caucasian/White	221	79%	1,768	72%	3,453	79%	114,268	64%	199	77%	1,556	78%	2,888
		Hispanic/Latino	17	6%	115	5%	164	4%	10,539	9%	17	6%	64	3%	93
		Other	6	2%	28	2%	37	1%	2,311	2%	4	2%	42	2%	26
		Foreign	16	6%	84	3%	101	3%	3,659	2%	7	3%	54	2%	86
		Multi-racial	0	0%	21	1%	35	1%	622	0%	0	0%	9	0%	8
		Unknown	3	1%	146	9%	194	4%	8,229	5%	14	6%	79	5%	130
		Total	280	100%	2,368	100%	4,341	100%	163,982	100%	260	100%	1,956	100%	3,497
Institution reported: Enrollment	ENROLLMT	Part-time	3	1%	71	6%	42	1%	8,388	8%	6	2%	228	20%	109
		Full-time	277	99%	2,405	94%	4,877	99%	175,958	92%	254	98%	1,803	80%	3,842
		Total	280	100%	2,476	100%	4,919	100%	184,346	100%	260	100%	2,031	100%	3,951
Mode of completion of the questionnaire	MODECOMP	Paper	0	0%	141	8%	798	8%	4,576	4%	0	0%	177	18%	0
		Web	280	100%	2,335	92%	4,121	92%	179,770	96%	260	100%	1,854	82%	3,951
		Total	280	100%	2,476	100%	4,919	100%	184,346	100%	260	100%	2,031	100%	3,951
Thinking about this current academic term...Are you taking all courses entirely online? (item appeared only in the online instrument.)	DISTED	No	216	99%	1,918	96%	3,542	100%	147,086	97%	223	99%	1,512	87%	3,588
		Yes	2	1%	38	4%	12	0%	3,910	3%	1	1%	154	13%	11
		Total	218	100%	1,956	100%	3,554	100%	150,996	100%	224	100%	1,666	100%	3,599

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
0%	572	0%
95%	117,313	62%
2%	26,128	18%
1%	15,735	10%
1%	13,692	8%
0%	1,186	1%
100%	174,626	100%
42%	62,374	43%
58%	112,283	57%
100%	174,657	100%
95%	166,401	95%
5%	7,962	5%
100%	174,363	100%
0%	1,364	1%
4%	9,325	7%
4%	11,900	8%
80%	123,840	67%
1%	4,364	3%
0%	1,075	1%
2%	4,456	3%
2%	3,820	2%
1%	2,563	2%
6%	11,851	7%
100%	174,558	100%
0%	179	0%
0%	722	1%
3%	8,946	6%
96%	160,034	91%
1%	4,580	3%
100%	174,461	100%
88%	102,494	54%
12%	72,134	46%
100%	174,628	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
1%	12,548	7%
8%	61,163	35%
15%	43,977	23%
65%	79,810	37%
3%	7,570	4%
4%	23,247	16%
96%	151,300	84%
100%	174,547	100%
74%	154,693	89%
26%	19,702	11%
100%	174,395	100%
87%	161,860	95%
13%	12,320	5%
100%	174,180	100%
0%	399	0%
1%	2,878	2%
2%	6,706	4%
6%	12,278	8%
19%	33,857	20%
26%	36,339	21%
25%	37,585	20%
21%	44,127	25%
100%	174,169	100%
33%	31,401	14%
33%	42,892	25%
30%	88,969	60%
4%	2,718	1%
100%	165,980	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
2%	15,705	10%
12%	41,495	24%
10%	23,695	14%
6%	14,361	8%
32%	42,420	24%
23%	23,013	13%
16%	12,240	7%
100%	172,929	100%
2%	12,435	8%
13%	42,552	25%
11%	25,963	15%
10%	21,591	12%
35%	43,374	24%
24%	23,590	13%
5%	4,109	2%
100%	173,614	100%
22%	27,042	15%
10%	12,473	7%
21%	29,874	18%
4%	16,929	9%
0%	9,199	6%
6%	6,004	3%
4%	15,554	9%
22%	26,399	14%
12%	28,758	18%
0%	66	0%
100%	172,298	100%
34%	10,011	23%
5%	1,597	4%
19%	6,463	17%
3%	3,796	8%
0%	667	2%
5%	2,319	6%
1%	1,896	5%
25%	7,617	18%
8%	5,388	14%
0%	736	2%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

Peers	NSSE 2008	
%	Count	%
100%	40,490	100%
43%	70,544	44%
57%	124,093	56%
100%	194,637	100%
4%	13,631	9%
0%	1,321	1%
3%	8,727	6%
83%	124,521	67%
3%	11,100	8%
1%	1,486	1%
3%	3,301	2%
0%	478	0%
4%	9,413	5%
100%	173,978	100%
3%	28,565	19%
97%	166,072	81%
100%	194,637	100%
0%	4,998	5%
100%	189,639	95%
100%	194,637	100%
100%	161,788	96%
0%	7,774	4%
100%	169,562	100%
	IPEDS: 137546	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2008 Frequency Distributions ^a Mission Engagement Consortium for Independent Colleges Stetson University

			First-Year Students				Seniors	
			Stetson		MECIC		Stetson	
Variable		Response Options	Count	%	Count	%	Count	%
1a. The mission of this institution is widely understood by students.	MEC0801a	Strongly disagree	5	3%	43	3%	12	6%
		Disagree	22	12%	160	9%	72	36%
		Neither agree/disagree	61	33%	452	26%	63	32%
		Agree	67	37%	774	41%	41	20%
		Strongly agree	27	15%	403	21%	10	5%
		Total	182	100%	1,832	100%	198	100%
1b. Ethical and spiritual development of students is an important part of the mission at this institution.	MEC0801b	Strongly disagree	6	3%	88	5%	8	4%
		Disagree	25	14%	195	10%	34	17%
		Neither agree/disagree	66	36%	528	30%	77	39%
		Agree	53	29%	677	37%	66	34%
		Strongly agree	31	17%	341	19%	11	6%
		Total	181	100%	1,829	100%	196	100%
1c. This institution offers opportunities for volunteering and community service.	MEC0801c	Strongly disagree	0	0%	22	1%	0	0%
		Disagree	0	0%	54	3%	7	4%
		Neither agree/disagree	18	11%	272	15%	11	6%
		Agree	83	46%	810	45%	108	54%
		Strongly agree	80	43%	671	35%	71	36%
		Total	181	100%	1,829	100%	197	100%
1d. Social and personal development of students is an important part of the mission at this institution.	MEC0801d	Strongly disagree	0	0%	34	2%	4	2%
		Disagree	7	4%	72	4%	21	11%
		Neither agree/disagree	38	21%	341	20%	48	25%
		Agree	80	45%	827	46%	98	50%
		Strongly agree	55	30%	551	28%	25	13%
		Total	180	100%	1,825	100%	196	100%
1e. This institution offers opportunities for developing leadership skills.	MEC0801e	Strongly disagree	0	0%	14	1%	0	0%
		Disagree	2	1%	40	2%	3	2%
		Neither agree/disagree	21	12%	237	15%	28	14%
		Agree	91	51%	874	48%	99	51%
		Strongly agree	66	36%	660	34%	66	33%
		Total	180	100%	1,825	100%	196	100%

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NSSE 2008 Frequency Distributions ^a
Mission Engagement Consortium for Independent Colleges
Stetson University

			First-Year Students				Seniors	
			Stetson		MECIC		Stetson	
			Count	%	Count	%	Count	%
1f. The heritage of the founding religious community of this institution is evident here.	MEC0801f	Strongly disagree	5	3%	206	10%	17	9%
		Disagree	26	14%	277	14%	45	23%
		Neither agree/disagree	59	33%	523	32%	60	30%
		Agree	57	31%	482	26%	58	29%
		Strongly agree	34	19%	334	18%	17	9%
		Total	181	100%	1,822	100%	197	100%
1g. The faculty, staff, and students here are respectful of people of different religions.	MEC0801g	Strongly disagree	1	1%	28	2%	3	1%
		Disagree	4	2%	46	2%	6	3%
		Neither agree/disagree	25	14%	251	15%	36	18%
		Agree	93	52%	796	43%	105	53%
		Strongly agree	58	32%	709	39%	47	24%
		Total	181	100%	1,830	100%	197	100%
1h. The faculty, staff, and students here are respectful of people of different races and cultures.	MEC0801h	Strongly disagree	2	1%	26	2%	2	1%
		Disagree	1	0%	33	1%	9	5%
		Neither agree/disagree	22	12%	221	13%	27	14%
		Agree	85	47%	760	41%	105	53%
		Strongly agree	71	39%	784	43%	53	27%
		Total	181	100%	1,824	100%	196	100%
1i. People of different sexual orientations are accepted socially here.	MEC0801i	Strongly disagree	4	2%	43	2%	6	3%
		Disagree	15	8%	72	3%	22	11%
		Neither agree/disagree	32	18%	310	18%	47	24%
		Agree	89	49%	754	41%	90	46%
		Strongly agree	40	22%	634	35%	31	16%
		Total	180	100%	1,813	100%	196	100%
1j. Students feel free to express their individual spirituality here.	MEC0801j	Strongly disagree	3	2%	32	2%	3	2%
		Disagree	10	5%	57	3%	11	5%
		Neither agree/disagree	31	17%	331	18%	36	18%
		Agree	90	50%	821	46%	113	59%
		Strongly agree	46	25%	573	32%	31	16%
		Total	180	100%	1,814	100%	194	100%

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National Survey of Student Engagement

NSSE 2008 Frequency Distributions ^a Mission Engagement Consortium for Independent Colleges Stetson University

			First-Year Students				Seniors	
			Stetson		MECIC		Stetson	
			Count	%	Count	%	Count	%
1k. The environment here encourages students to develop an appreciation of diversity.	MEC0801k	Strongly disagree	2	1%	55	3%	8	4%
		Disagree	8	4%	97	4%	34	17%
		Neither agree/disagree	45	25%	335	19%	46	24%
		Agree	82	47%	754	42%	81	42%
		Strongly agree	42	23%	568	32%	27	14%
		Total	179	100%	1,809	100%	196	100%
1l. At this institution, there are opportunities for students to strengthen their religious commitment.	MEC0801l	Strongly disagree	2	1%	77	4%	3	1%
		Disagree	8	4%	165	8%	17	9%
		Neither agree/disagree	44	24%	543	33%	57	29%
		Agree	85	47%	653	36%	92	47%
		Strongly agree	41	23%	373	20%	28	14%
		Total	180	100%	1,811	100%	197	100%
1m. The mission of this institution is reflected in its course offerings.	MEC0801m	Strongly disagree	1	1%	28	2%	2	1%
		Disagree	6	3%	56	3%	23	12%
		Neither agree/disagree	50	27%	470	29%	93	47%
		Agree	82	47%	759	40%	59	31%
		Strongly agree	40	22%	495	26%	19	10%
		Total	179	100%	1,808	100%	196	100%
1n. The faculty at this institution discuss the ethical implications of what is being studied.	MEC0801n	Strongly disagree	1	1%	26	1%	3	2%
		Disagree	6	3%	92	5%	20	10%
		Neither agree/disagree	45	25%	496	29%	53	27%
		Agree	89	50%	813	44%	85	44%
		Strongly agree	39	21%	382	21%	34	18%
		Total	180	100%	1,809	100%	195	100%
1o. As a result of my experience here, I am more aware of my own personal values.	MEC0801o	Strongly disagree	5	3%	44	3%	5	2%
		Disagree	10	6%	81	4%	8	4%
		Neither agree/disagree	40	22%	382	22%	32	16%
		Agree	81	46%	788	44%	103	53%
		Strongly agree	43	23%	510	28%	48	25%
		Total	179	100%	1,805	100%	196	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

NSSE 2008 Frequency Distributions ^a
Mission Engagement Consortium for Independent Colleges
Stetson University

				First-Year Students				Seniors	
				Stetson		MECIC		Stetson	
				Count	%	Count	%	Count	%
2.	Current religious preference: (Mark only one)	MEC0802	Baptist	14	8%	178	11%	18	9%
			Buddhist	1	0%	22	1%	4	2%
			Eastern Orthodox	3	2%	14	1%	4	2%
			Episcopalian	4	2%	22	1%	7	3%
			Hindu	0	0%	13	1%	0	0%
			Islamic	0	0%	15	1%	0	0%
			Jewish (Orthodox)	0	0%	0	0%	0	0%
			Jewish (Conservative)	1	1%	12	1%	1	0%
			Jewish (Reform)	2	1%	16	1%	3	2%
			Jewish (Unaffiliated)	2	1%	15	1%	0	0%
			LDS (Mormon)	0	0%	6	0%	1	0%
			Lutheran	8	4%	48	2%	7	3%
			Methodist	7	4%	139	7%	15	8%
			Presbyterian	12	6%	48	3%	10	5%
			Quaker	0	0%	5	0%	1	1%
			Roman Catholic	37	20%	417	23%	37	18%
			Seventh Day Adventist	1	1%	18	1%	2	1%
			Unitarian/Universalist	0	0%	22	1%	2	1%
			United Church of Christ	1	0%	28	1%	2	1%
			Other Christian	34	19%	250	14%	34	17%
			Other religion	3	2%	84	4%	13	7%
			None	52	28%	445	24%	37	19%
		Total		182	100%	1,817	100%	198	100%
3.	Within the past week, have you spent time in private prayer or meditation?	MEC0803	No	103	57%	1,007	55%	93	48%
			Yes	79	43%	819	45%	104	52%
		Total		182	100%	1,826	100%	197	100%
4.	Within the past week, have you participated in a religious service?	MEC0804	No	136	75%	1,399	77%	148	76%
			Yes	46	25%	423	23%	49	24%
		Total		182	100%	1,822	100%	197	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



NSSE 2008 Frequency Distributions ^a
Mission Engagement Consortium for Independent Colleges
Stetson University

			First-Year Students				Seniors	
			Stetson		MECIC		Stetson	
<i>Variable</i>	<i>Response Options</i>		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
5a. (Volunteering in community service	MEC0805a	Not at all important	17	10%	151	10%	19	10%
		Somewhat important	52	29%	514	29%	54	27%
		Important	64	35%	639	34%	71	37%
		Very important	49	26%	523	27%	53	27%
		Total	182	100%	1,827	100%	197	100%
5b. (Influencing social values	MEC0805b	Not at all important	15	9%	132	8%	17	9%
		Somewhat important	41	22%	463	25%	39	19%
		Important	81	45%	741	40%	73	37%
		Very important	44	24%	484	27%	68	35%
		Total	181	100%	1,820	100%	197	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

iors

MECIC	
<i>Count</i>	<i>%</i>
87	5%
237	12%
373	24%
647	37%
349	21%
1,693	100%
120	6%
264	13%
482	31%
535	31%
293	18%
1,694	100%
25	1%
70	4%
316	21%
727	43%
554	30%
1,692	100%
48	2%
122	7%
341	22%
754	45%
426	25%
1,691	100%
23	1%
54	4%
200	13%
788	47%
628	36%
1,693	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

iors

MECIC	
<i>Count</i>	<i>%</i>
281	14%
268	15%
475	30%
394	25%
272	16%
1,690	100%
28	1%
55	3%
311	17%
717	41%
583	38%
1,694	100%
22	1%
46	2%
246	13%
734	42%
646	42%
1,694	100%
62	3%
96	4%
362	22%
665	38%
494	33%
1,679	100%
29	2%
112	5%
372	22%
738	43%
428	28%
1,679	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

iors

MECIC	
<i>Count</i>	<i>%</i>
57	3%
162	8%
363	18%
662	41%
438	30%
1,682	100%
81	5%
181	10%
570	37%
561	31%
284	17%
1,677	100%
40	2%
94	5%
480	30%
711	41%
348	22%
1,673	100%
34	2%
121	6%
412	25%
772	46%
338	21%
1,677	100%
31	1%
88	6%
326	20%
729	43%
505	30%
1,679	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

iors

MECIC	
<i>Count</i>	<i>%</i>
170	10%
18	1%
11	1%
30	2%
4	0%
9	1%
0	0%
12	1%
13	1%
19	1%
7	0%
29	2%
116	6%
58	3%
4	0%
426	27%
19	2%
14	1%
17	1%
249	15%
88	5%
373	21%
1,686	100%
838	47%
853	53%
1,691	100%
1,228	71%
460	29%
1,688	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

iors

MECIC	
<i>Count</i>	<i>%</i>
185	11%
515	31%
562	34%
426	24%
1,688	100%
123	6%
438	25%
617	38%
507	31%
1,685	100%
IPEDS: 137546	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.