

### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on

Engagement Indicators and High-Impact Practices. This section displays the five questions<sup>a</sup> on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

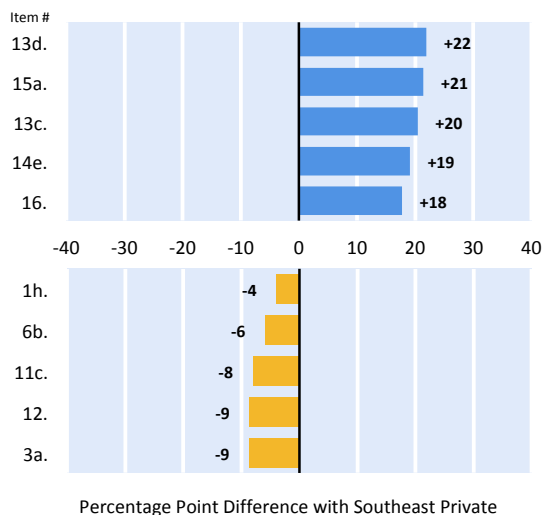
#### First-year

##### Highest Performing Relative to Southeast Private

- Quality of interactions with student services staff (...) <sup>d</sup> (QI)
- Spent more than 15 hours per week preparing for class
- Quality of interactions with faculty <sup>d</sup> (QI)
- Institution emphasis on providing opportunities to be involved socially <sup>c</sup> (SE)
- Spent more than 10 hours per week on assigned reading <sup>f</sup>

##### Lowest Performing Relative to Southeast Private

- Worked with other students on course projects or assignments <sup>b</sup> (CL)
- Used numerical information to examine a real-world problem or issue (...) <sup>b</sup> (QR)
- Participated in a learning community or some other formal program where... (HIP)
- About how many courses have included a community-based project (service-learning)? <sup>e</sup> (HIP)
- Talked about career plans with a faculty member <sup>b</sup> (SF)



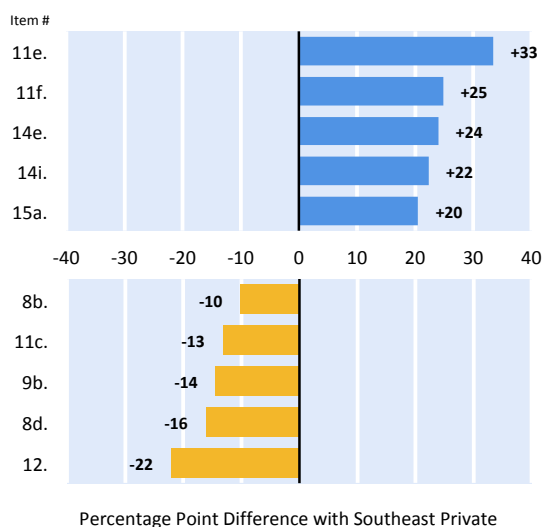
#### Senior

##### Highest Performing Relative to Southeast Private

- Worked with a faculty member on a research project (HIP)
- Completed a culminating senior experience (...) (HIP)
- Institution emphasis on providing opportunities to be involved socially <sup>c</sup> (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues <sup>c</sup> (SE)
- Spent more than 15 hours per week preparing for class

##### Lowest Performing Relative to Southeast Private

- Discussions with... People from an economic background other than your own <sup>b</sup> (DD)
- Participated in a learning community or some other formal program where... (HIP)
- Reviewed your notes after class <sup>b</sup> (LS)
- Discussions with... People with political views other than your own <sup>b</sup> (DD)
- About how many courses have included a community-based project (service-learning)? <sup>e</sup> (HIP)



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

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

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

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

e. Percentage reporting at least "Some."

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

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