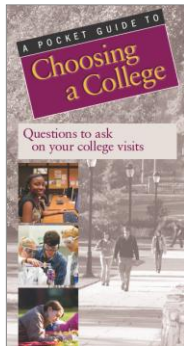


The Student Experience in Brief: Southwestern Oklahoma State University



Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and their families key questions to ask during campus visits.



The following responses were provided by 209 SWOSU students on the 2012 NSSE survey.

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

82% of first-year (FY) students feel that this institution places substantial¹ emphasis on academics.

Do faculty hold students to high standards?

70% of FY students frequently² work harder than they thought they could to meet faculty expectations.

How much time do students spend on homework each week?

21% of FY students spend more than 15 hours per week preparing for class; 34% spend 5 hours or less.

What types of thinking does coursework require?

The percentages of FY students who report substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 76%
- Analyzing basic elements of an idea or theory: 81%
- Synthesizing and organizing ideas: 65%
- Making judgments about value of information: 78%
- Applying theories or concepts: 72%

How much writing is expected?

20% of FY students write more than four papers between 5 and 19 pages and 23% write at least one paper of at least 20 pages.

How much reading is expected during the school year?

24% of FY students read more than 10 assigned books or packs of course readings; 30% read fewer than 5.

Do exams require students to do their best work?

57% of FY students report that their exams strongly challenge³ them to do their best work.

Active Learning

How often are topics from class discussed outside of the classroom?

63% of FY students frequently discuss readings or ideas from courses outside of class.

Do students work together on projects – inside and outside of class?

51% of FY students frequently work with other students on projects in class, and 39% frequently work with peers on assignments outside of class.

How often do students make class presentations?

24% of FY students frequently make presentations in class.

How many students participate in community-based projects as part of their courses?

16% of FY students frequently participate in service-learning or community-based projects; 64% never take part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

By spring of their senior year, 43% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

28% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

Are faculty members accessible and supportive?

71% of FY students say their faculty are available, helpful and sympathetic.⁴

How many students work on research projects with faculty?

By spring of their senior year, 14% of students do research with a faculty member.

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Do students receive prompt feedback on academic performance?

62% of FY students frequently get prompt verbal or written feedback from faculty members.

How often do students talk with advisors or faculty members about their career plans?

85% of seniors at least occasionally⁵ discuss career plans with faculty; 15% never talk with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?

45% of FY students at least occasionally spend time with faculty members on activities other than coursework.

Enriching Educational Experiences

What types of distinctive programs are offered?

During their first year, 12% of students participate in a learning community. By spring of their senior year, 16% of students have done independent study.

How often do students interact with peers who have different viewpoints than their own?

48% of FY students frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.



How often do students interact with peers from different racial or ethnic backgrounds?

45% of FY students frequently have serious conversations with those of a different race or ethnicity.

How many students study in other countries?

By their senior year, 3% of students have studied abroad.

Do students participate in activities that enhance their spirituality?

36% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?

By the time they are seniors, 64% of students participate in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?

78% of FY students report that their peers are friendly, supportive, and give them a sense of belonging.⁶

Are students satisfied with their overall educational experience?

86% of FY students rate their experience as good or excellent; 87% of seniors would choose this school again if they could start their college career over.

How much time do students devote to co-curricular activities?

28% of FY students spend at least 5 hours a week participating in co-curricular activities; 41% do not participate in such activities.

How well do students get along with administrators and staff?

70% of FY students find the administrative personnel and offices helpful, considerate, and flexible.⁷

How much does the school help students with their academic and social needs?

80% of FY students feel that this institution provides substantial support for their academic success; 53% perceive substantial support for their social needs.

Notes:

1. 'Substantial' emphasis is defined by combining responses of 'Very much' and 'Quite a bit.'
2. 'Frequently' is defined by combining responses of 'Very often' and 'Often.'
3. 'Strongly challenge' is defined by combining responses of '5,' '6,' and '7' on a seven-point scale where 1 is 'Very little' and 7 is 'Very much.'
4. 'Available, helpful, sympathetic' is defined by combining responses of '5,' '6,' and '7' on a seven-point scale.
5. 'Occasionally' is defined by combining the responses 'Very often,' 'Often,' and 'Sometimes.'
6. 'Friendly, supportive, and sense of belonging' is defined by combining responses of '5,' '6,' and '7' on a seven-point scale.
7. 'Helpful, considerate, and flexible' is defined by combining responses of '5,' '6,' and '7' on a seven-point scale.

A Pocket Guide to Choosing a College is available at nsse.iub.edu/html/pocket_guide.cfm



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Southwestern Oklahoma State University

August 2012



Southwestern Oklahoma State University

Respondent Characteristics

August 2012

	SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	22%		17%		27%		25%	
By class	19%	28%	15%	19%	25%	29%	23%	27%
NSSE sample size ^b	614	326	53,062	67,782	45,524	51,277	538,253	610,807
Sampling Error^c								
Overall	6.0%		0.6%		0.5%		0.2%	
By class	8.1%	8.8%	1.0%	0.8%	0.8%	0.7%	0.2%	0.2%
Number of respondents ^b	119	90	7,946	13,031	11,348	14,838	122,225	163,492
Total population	614	326	58,855	78,344	48,045	53,170	578,027	660,559
Student Characteristics^d								
Mode of Completion								
Paper	8%	8%	1%	1%	1%	1%	1%	1%
Web	92%	92%	99%	99%	99%	99%	99%	99%
Enrollment Status^e								
Full-time	99%	88%	94%	74%	94%	79%	95%	84%
Less than full-time	1%	12%	6%	26%	6%	21%	5%	16%
Gender^e								
Female	53%	73%	64%	62%	68%	69%	65%	63%
Male	47%	27%	36%	38%	32%	31%	35%	37%
Race/Ethnicity								
Am. Indian/Native American	6%	4%	3%	3%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	1%	2%	8%	6%	4%	3%	7%	5%
Black/African American	8%	0%	7%	6%	10%	10%	10%	9%
White (non-Hispanic)	74%	79%	46%	50%	66%	68%	66%	68%
Mexican/Mexican American	2%	5%	16%	15%	5%	4%	3%	3%
Puerto Rican	0%	0%	1%	0%	1%	1%	1%	1%
Other Hispanic or Latino	2%	2%	8%	8%	4%	3%	3%	3%
Multiracial	4%	2%	4%	3%	3%	2%	3%	3%
Other	1%	0%	2%	2%	1%	2%	2%	1%
I prefer not to respond	3%	5%	5%	6%	5%	6%	5%	6%
International Student	3%	2%	8%	6%	6%	5%	6%	5%
Place of Residence								
On-campus ^f	55%	11%	55%	7%	61%	15%	67%	16%
Transfer Status								
Transfer students	3%	39%	12%	58%	12%	50%	10%	44%
Age								
24 or older	7%	30%	6%	51%	9%	44%	8%	38%
Under 24	93%	70%	94%	49%	91%	56%	92%	62%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the true score for your institution on a given item could differ from the reported score. For example, if the sampling error is +/-5% and 60% of your students reply "very often" to a particular item, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

^f Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."



Southwestern Oklahoma State University

Mean Comparisons
August 2012

Interpreting the Mean Comparisons Report

Sample

The *Mean Comparisons* report is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students

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. Additional details

regarding weighting can be found on the NSSE Web site.

nsse.iub.edu/links/institutional_reporting

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. 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

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 2012 Mean Comparisons
NSSEville State University

NSSEville State compared with:

Variable	Bench- mark	Class	NSSEville State			Mid East Private			Carnegie Class			NSSE 2012		
			Mean ^a	Mean ^a	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c
1. Academic and Intellectual Experiences														
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.90	.04	2.85 **	.10	2.85 **	.10	2.85 **	.10	
			SR	3.28	3.19 ***	.12	3.15 ***	.15	3.12 ***	.19	3.12 ***	.19		
b.	Made a class presentation	CLPRESEN	ACL	FY	2.28	2.43 ***	-.18	2.32	-.05	2.29	-.01	2.29	-.01	
			SR	2.89	2.91	-.03	2.86	.03	2.79 ***	.11	2.79 ***	.11		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.46	2.71 ***	-.26	2.77 ***	-.31	2.70 ***	-.24	2.70 ***	-.24	
			SR	2.40	2.48 *	-.08	2.57 ***	-.17	2.51 ***	-.11	2.51 ***	-.11		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.06	3.11	-.07	3.12 **	-.08	3.11 *	-.07	3.11 *	-.07	
			SR	3.46	3.35 ***	.14	3.36 ***	.13	3.35 ***	.14	3.35 ***	.14		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.67	2.82 ***	-.17	2.82 ***	-.17	2.80 ***	-.14	2.80 ***	-.14	
			SR	2.89	2.88	.01	2.89	.00	2.85	.04	2.85	.04		

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

SWOSU compared with:

	Variable	Bench- mark	Class	SWOSU			Southwest Public		Carnegie Class			NSSE 2012		
				2011-12 Mean ^a	2009-10 Mean ^a	2008-09 Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
1. Academic and Intellectual Experiences														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.71	2.56	2.59	2.66	.05	2.97 **	-.30	2.88 *	-.20	
				SR	3.12	3.05	3.04	3.00	.14	3.27	-.17	3.18	-.06	
b.	Made a class presentation	CLPRESEN	ACL	FY	1.97	1.80	1.91	2.13 *	-.20	2.44 ***	-.55	2.32 ***	-.42	
				SR	2.55	2.65	2.59	2.70	-.16	2.92 ***	-.43	2.81 **	-.29	
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	3.08	3.04	3.13	2.66 ***	.42	2.74 ***	.35	2.69 ***	.39	
				SR	2.60	2.46	2.59	2.57	.03	2.62	-.02	2.54	.06	
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.15	2.92	2.94	3.04	.13	3.16	-.02	3.14	.01	
				SR	3.26	3.24	3.22	3.28	-.03	3.41 *	-.22	3.38	-.16	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.62	2.51	2.55	2.73	-.12	2.85 **	-.25	2.80 *	-.21	
				SR	2.74	2.80	2.68	2.78	-.04	2.94	-.22	2.88	-.15	
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.82	1.92	1.90	2.06 **	-.30	1.91	-.11	1.97 *	-.18	
				SR	2.00	2.01	2.17	2.07	-.08	1.96	.05	2.04	-.04	
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.55	2.59	2.62	2.41	.16	2.53	.02	2.46	.10	
				SR	2.67	2.85	2.70	2.56	.11	2.66	.02	2.61	.07	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.25	2.41	2.32	2.48 **	-.25	2.47 **	-.25	2.47 **	-.24	
				SR	2.55	2.71	2.57	2.78 *	-.23	2.76 *	-.22	2.77 *	-.23	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.47	2.36	2.26	2.61	-.17	2.70 **	-.28	2.67 **	-.24	
				SR	2.87	2.92	2.89	2.95	-.10	3.00	-.15	2.99	-.15	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.62	1.58	1.41	1.80 *	-.20	1.69	-.09	1.71	-.11	
				SR	1.97	1.90	1.83	1.90	.07	1.86	.11	1.86	.11	
k.	Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	ACL	FY	1.57	1.43	1.31	1.58	-.02	1.68	-.13	1.62	-.05	
				SR	1.90	2.07	1.89	1.70 *	.23	1.84	.07	1.74	.17	

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

**NSSE 2012 Mean Comparisons
Southwestern Oklahoma State University**

				SWOSU			Southwest Public			Carnegie Class			NSSE 2012		
				2011-12	2009-10	2008-09	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
Variable	Bench-mark	Class		Mean ^a	Mean ^a	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	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	2.52	2.53	2.48	2.73 *		-.21	2.72 *		-.20	2.71 *		-.19
			SR	2.98	2.82	2.68	2.95		.03	2.93		.04	2.93		.05
m. Used e-mail to communicate with an instructor	EMAIL		FY	3.14	3.13	2.99	3.11		.04	3.26		-.15	3.23		-.11
			SR	3.42	3.40	3.26	3.38		.05	3.49		-.11	3.43		-.01
n. Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.77	2.76	2.61	2.60 *		.19	2.71		.06	2.67		.11
			SR	3.04	2.96	3.10	2.80 *		.27	2.91		.14	2.84 *		.23
o. Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.43	2.23	2.36	2.18 **		.27	2.32		.12	2.23 *		.21
			SR	2.60	2.54	2.64	2.36 *		.25	2.52		.08	2.44		.16
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.84	1.72	1.72	1.88		-.04	1.96		-.12	1.91		-.07
			SR	2.13	2.06	2.20	2.05		.08	2.17		-.05	2.09		.03
q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.72	2.56	2.54	2.58		.16	2.77		-.06	2.74		-.02
			SR	2.87	2.77	2.76	2.72		.17	2.91		-.05	2.86		.00
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.91	2.70	2.47	2.71 **		.23	2.82		.10	2.77		.16
			SR	2.83	2.76	2.71	2.83		-.01	2.88		-.07	2.84		-.01
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.72	1.72	1.60	1.66		.07	1.75		-.03	1.69		.03
			SR	2.00	1.99	2.12	1.80 *		.21	1.91		.09	1.86		.14
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.72	2.76	2.79	2.72		.00	2.79		-.07	2.76		-.04
			SR	2.82	2.91	2.97	2.90		-.09	2.92		-.11	2.91		-.10
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.48	2.72	2.41	2.62		-.14	2.61		-.13	2.64		-.15
			SR	2.64	2.70	2.59	2.72		-.08	2.67		-.03	2.69		-.06
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	2.52	2.72	2.50	2.66		-.14	2.67		-.15	2.68		-.16
			SR	2.58	2.54	2.71	2.70		-.12	2.69		-.12	2.71		-.14

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

				SWOSU			Southwest Public		<i>SWOSU compared with:</i>						
				2011-12	2009-10	2008-09			Carnegie Class		NSSE 2012				
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>															
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	3.06	2.93	2.94	2.99	.08		2.98	.09		2.96	.11	
			SR	3.02	3.07	2.96	2.85	.19		2.78 **	.27		2.80 *	.24	
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	3.07	2.76	2.75	3.16	-.12		3.20	-.18		3.20	-.17	
			SR	3.29	3.25	3.17	3.30	-.02		3.31	-.03		3.33	-.05	
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.92	2.61	2.63	2.95	-.04		3.01	-.11		2.99	-.08	
			SR	3.02	3.10	2.85	3.11	-.10		3.14	-.14		3.14	-.14	
d.	Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	3.06	2.75	2.77	2.94	.14		3.00	.07		2.97	.10	
			SR	2.91	3.12	2.88	3.06	-.17		3.12 *	-.25		3.09	-.21	
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	3.10	2.87	2.92	3.07	.04		3.13	-.03		3.11	-.01	
			SR	3.20	3.34	3.26	3.25	-.06		3.30	-.13		3.28	-.10	
<i>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</i>															
3. Reading and Writing															
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.00	3.00	2.88	3.02	-.03		3.16	-.17		3.19 *	-.20	
			SR	2.79	2.80	2.78	3.00	-.20		3.12 **	-.32		3.16 **	-.35	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		2.15	2.12	2.19	2.06	.09		2.06	.09		2.05	.11	
			SR	2.27	2.17	2.08	2.18	.09		2.17	.09		2.20	.07	
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	1.36	1.34	1.19	1.28	.12		1.32	.06		1.29	.10	
			SR	1.37	1.49	1.55	1.60 **	-.28		1.66 ***	-.36		1.65 ***	-.34	
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	1.99	1.96	1.88	2.11	-.15		2.28 ***	-.35		2.26 ***	-.33	
			SR	2.10	2.07	2.10	2.37 **	-.28		2.60 ***	-.51		2.60 ***	-.50	
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	2.85	2.95	2.76	2.77	.08		3.05 *	-.19		2.99	-.14	
			SR	2.78	2.74	2.86	2.79	-.01		3.01	-.20		3.00	-.19	
<i>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</i>															
4. Problem Sets															

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

				SWOSU			Southwest Public		<i>SWOSU compared with:</i>						
				2011-12	2009-10	2008-09			Carnegie Class		NSSE 2012				
Variable	Bench- mark	Class	Mean ^a	Mean ^a	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
a. Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.54	2.50	2.68	2.88	**	-.30	2.75	*	-.20	2.79	*	-.22	
		SR	2.50	2.49	2.51	2.84	*	-.27	2.76	*	-.21	2.74		-.19	
b. Number of problem sets that take you less than an hour to complete	PROBSETB	FY	3.14	3.06	3.04	2.84	*	.24	2.80	**	.28	2.79	**	.28	
		SR	2.87	2.74	2.75	2.45	**	.34	2.49	**	.31	2.43	***	.35	
5. Examinations		<i>1=Very little to 7=Ver. little to 7=Ver little to 7=Very much</i>													
Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	FY	5.62	5.44	5.20	5.46		.14	5.49		.11	5.51		.10	
		SR	5.52	5.68	5.47	5.60		-.06	5.57		-.04	5.55		-.02	
6. Additional Collegiate Experiences		<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>													
a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	FY	2.06	2.12	2.00	2.05		.01	2.19		-.14	2.13		-.07	
		SR	1.82	1.86	2.07	1.89		-.07	1.99		-.19	1.97		-.17	
b. Exercised or participated in physical fitness activities	EXRCSE05	FY	2.96	2.97	3.02	2.77	*	.19	2.80		.16	2.83		.13	
		SR	2.80	2.80	2.90	2.61		.18	2.63		.16	2.72		.08	
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY	2.23	2.24	2.36	2.06		.15	2.00	*	.21	2.06		.15	
		SR	2.29	2.47	2.32	2.14		.13	2.12		.15	2.14		.13	
d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.59	2.52	2.47	2.59		.00	2.65		-.06	2.64		-.05	
		SR	2.65	2.63	2.76	2.69		-.05	2.74		-.10	2.75		-.12	
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.75	2.72	2.61	2.79		-.04	2.84		-.10	2.83		-.08	
		SR	2.67	2.89	2.81	2.86		-.22	2.90	*	-.27	2.91	*	-.27	
f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.89	2.71	2.74	2.88		.02	2.92		-.02	2.91		-.02	
		SR	2.88	2.85	3.01	2.90		-.03	2.95		-.09	2.95		-.08	
7. Enriching Educational Experiences		<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>													
a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.09	.05	.10	.07		.08	.08		.05	.08		.06
		SR	.43	.39	.46	.41		.03	.49		-.13	.49		-.14	

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

SWOSU compared with:

	Variable	Bench- mark	Class	SWOSU	SWOSU	SWOSU	Southwest		Carnegie Class		NSSE 2012		
				2011-12	2009-10	2008-09	Public	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
b. Community service or volunteer work	VOLNTR04	EEE	FY	.31	.31	.31	.41 *	-.19	.39	-.16	.40 *	-.18	
			SR	.64	.69	.64	.54	.20	.57	.13	.59	.10	
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.12	.07	.14	.19 *	-.17	.16	-.10	.18	-.15	
			SR	.28	.24	.25	.26	.06	.28	.00	.27	.03	
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.07	.02	.07	.06	.05	.06	.07	.06	.08	
			SR	.14	.20	.20	.17	-.10	.19	-.13	.20	-.16	
e. Foreign language coursework	FORLNG04	EEE	FY	.06	.06	.11	.18 ***	-.30	.18 ***	-.31	.21 ***	-.35	
			SR	.17	.21	.32	.34 ***	-.35	.34 ***	-.36	.38 ***	-.42	
f. Study abroad	STDABR04	EEE	FY	.05	.02	.03	.04	.10	.03	.12	.03	.12	
			SR	.03	.03	.03	.09 ***	-.23	.12 ***	-.29	.14 ***	-.33	
g. Independent study or self-designed major	INDSTD04	EEE	FY	.06	.05	.04	.04	.11	.05	.08	.04	.11	
			SR	.16	.16	.24	.16	.02	.17	-.02	.17	-.01	
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.02	.02	.01	.02	-.02	.03	-.05	.02	-.04	
			SR	.14	.21	.19	.25 **	-.25	.34 ***	-.41	.33 ***	-.40	
				<i>Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>									
8. Quality of Relationships	a. Relationships with other students	ENVSTU	SCE	FY	5.49	5.46	5.68	5.43	.04	5.54	-.04	5.52	-.03
				SR	5.82	6.01	5.72	5.65	.13	5.73	.07	5.68	.11
				<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>									
b. Relationships with faculty members	ENVFAC	SCE	FY	5.29	5.05	5.21	5.19	.08	5.48	-.14	5.35	-.04	
			SR	5.77	5.78	5.70	5.43 *	.24	5.68	.07	5.53	.18	
				<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>									
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	5.26	4.76	4.96	4.75 ***	.33	4.98	.18	4.89 *	.24	
			SR	5.30	5.44	5.27	4.77 **	.32	4.91 *	.24	4.81 **	.30	

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

SWOSU compared with:

Variable	Bench- mark	Class	Class	SWOSU	SWOSU	SWOSU	Southwest		Carnegie Class			NSSE 2012				
				2011-12	2009-10	2008-09	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
<i>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=26-30 hrs/wk, 8=More than 30 hrs/wk</i>																
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	3.43	3.36	3.18	4.21	***	-.46	4.13	***	-.43	4.30	***	-.52
				SR	3.81	3.47	3.84	4.35	**	-.29	4.29	**	-.27	4.40	***	-.33
b.	Working for pay on campus	WORKON01		FY	1.53	1.35	1.43	1.48		.04	1.49		.03	1.50		.03
				SR	1.75	2.12	2.15	1.76		-.01	1.75		.00	1.81		-.04
c.	Working for pay off campus	WORKOF01		FY	3.38	3.28	3.74	2.27	***	.51	2.40	***	.43	2.22	***	.53
				SR	4.45	3.77	3.61	3.94		.18	4.07		.13	3.72	*	.26
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.25	2.49	2.63	2.22		.02	2.24		.01	2.30		-.03
				SR	2.05	2.25	2.10	1.92		.09	2.03		.02	2.11		-.04
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.54	3.74	4.09	3.67		-.08	3.71		-.10	3.69		-.09
				SR	3.34	3.61	3.75	3.28		.04	3.39		-.03	3.44		-.07
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.79	1.93	1.73	1.88		-.05	2.01		-.12	1.88		-.05
				SR	2.94	2.61	2.31	3.01		-.03	2.91		.01	2.68		.10
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.40	2.44	2.35	2.48		-.07	2.29		.08	2.24		.14
				SR	2.23	2.32	2.22	2.53	*	-.26	2.40		-.14	2.32		-.08
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>																
10. Institutional Environment																
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.11	3.07	3.02	3.17		-.08	3.18		-.10	3.20		-.12
				SR	3.17	3.16	3.14	3.19		-.03	3.18		-.02	3.19		-.03
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.10	3.02	2.97	3.09		.02	3.16		-.07	3.14		-.04
				SR	3.10	3.22	3.05	2.96		.16	3.05		.05	3.01		.11
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.87	2.51	2.51	2.71		.16	2.83		.05	2.77		.11
				SR	2.67	2.64	2.50	2.59		.08	2.67		.00	2.61		.06

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

				SWOSU			Southwest Public			<i>SWOSU compared with:</i>					
				2011-12	2009-10	2008-09			Carnegie Class		NSSE 2012				
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	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	FY	2.28	2.20	2.17	2.26		.02	2.38	-.10	.02	2.32		-.04
			SR	2.11	2.23	2.09	2.01		.09	2.13	-.03	.03	2.07		.04
e. Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.59	2.41	2.50	2.49		.10	2.61	-.02	.02	2.55		.04
			SR	2.19	2.34	2.33	2.27		-.08	2.34	-.16	.03	2.30		-.11
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	3.03	2.84	2.85	2.86		.18	2.91	.13	.03	2.88		.16
			SR	2.69	2.69	2.83	2.63		.07	2.62	.07	.03	2.62		.07
g. Using computers in academic work	ENVCOMPT		FY	3.43	3.36	3.20	3.32		.14	3.29 *	.17	.03	3.31		.15
			SR	3.47	3.45	3.52	3.44		.04	3.42	.06	.03	3.45		.03

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the 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	3.25	3.13	3.08	3.14		.13	3.19	.07	.03	3.19		.07
			SR	3.30	3.37	3.31	3.23		.08	3.28	.03	.03	3.27		.04
b. Acquiring job or work-related knowledge and skills	GNWORK		FY	2.87	2.68	2.71	2.75		.12	2.90	-.04	.03	2.86		.01
			SR	3.22	3.24	3.21	3.09		.14	3.15	.08	.03	3.11		.12
c. Writing clearly and effectively	GNWRITE		FY	3.06	3.04	2.98	2.96		.12	3.10	-.05	.03	3.06		.01
			SR	3.10	3.20	3.14	3.10		-.01	3.20	-.12	.03	3.16		-.08
d. Speaking clearly and effectively	GNSPEAK		FY	2.97	2.87	2.78	2.81		.17	2.96	.01	.03	2.90		.08
			SR	3.05	3.13	3.17	3.00		.05	3.11	-.07	.03	3.04		.01
e. Thinking critically and analytically	GNANALY		FY	3.24	3.15	3.05	3.23		.02	3.29	-.06	.03	3.27		-.03
			SR	3.39	3.44	3.42	3.36		.04	3.40	-.01	.03	3.40		-.01
f. Analyzing quantitative problems	GNQUANT		FY	3.10	2.81	2.78	3.03		.08	3.01	.10	.03	3.02		.09
			SR	3.10	3.23	3.18	3.17		-.08	3.11	-.02	.03	3.14		-.05
g. Using computing and information technology	GNCMPTS		FY	3.16	2.99	3.13	3.05		.12	3.06	.11	.03	3.04		.13
			SR	3.29	3.32	3.26	3.24		.06	3.23	.08	.03	3.21		.10
h. Working effectively with others	GNOTHERS		FY	3.10	2.94	3.07	2.95		.16	3.09	.01	.03	3.03		.07
			SR	3.20	3.27	3.30	3.17		.04	3.23	-.04	.03	3.21		-.01

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

NSSE 2012 Mean Comparisons Southwestern Oklahoma State University

SWOSU compared with:

	Variable	Bench- mark	Class	SWOSU	SWOSU	SWOSU	Southwest		Carnegie Class		NSSE 2012	
				2011-12	2009-10	2008-09	Public	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a
i. Voting in local, state, or national elections	GNCITIZN		FY	1.96	2.13	2.43	2.04	-.08	1.94	.02	1.91	.05
			SR	1.98	2.24	2.49	2.02	-.04	1.99	-.01	1.97	.01
j. Learning effectively on your own	GNINQ		FY	2.98	2.84	2.83	2.97	.01	2.99	-.01	2.98	.00
			SR	3.10	3.17	3.22	3.09	.01	3.10	.01	3.11	-.01
k. Understanding yourself	GNSELF		FY	2.83	2.72	2.71	2.82	.01	2.91	-.09	2.86	-.03
			SR	2.82	2.99	3.00	2.83	-.01	2.92	-.11	2.89	-.08
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS		FY	2.58	2.47	2.58	2.69	-.11	2.77 *	-.20	2.71	-.13
			SR	2.64	2.75	2.73	2.70	-.06	2.75	-.11	2.71	-.07
m. Solving complex real-world problems	GNPROBSV		FY	2.83	2.60	2.54	2.72	.12	2.79	.05	2.74	.10
			SR	2.75	2.90	2.86	2.85	-.10	2.88	-.13	2.87	-.13
n. Developing a personal code of values and ethics	GNETHICS		FY	2.73	2.55	2.51	2.69	.03	2.81	-.08	2.76	-.04
			SR	2.95	2.89	2.84	2.74	.21	2.85	.10	2.81	.14
o. Contributing to the welfare of your community	GNCOMMUN		FY	2.36	2.29	2.22	2.45	-.10	2.54	-.19	2.51	-.16
			SR	2.57	2.76	2.69	2.47	.09	2.58	-.01	2.54	.03
p. Developing a deepened sense of spirituality	GNSPIRIT		FY	2.17	2.20	2.21	2.11	.06	2.19	-.01	2.16	.01
			SR	2.17	2.27	2.18	1.92 *	.22	2.07	.09	1.99	.16
12. Academic Advising	<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>											
Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE		FY	3.27	3.12	3.13	3.10 *	.22	3.14	.16	3.11 *	.20
			SR	3.21	3.34	3.04	2.98 *	.25	3.04	.19	3.00 *	.23
13. Satisfaction	<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>											
How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	3.25	3.18	3.15	3.21	.06	3.26	-.02	3.25	.01
			SR	3.44	3.41	3.20	3.22 **	.29	3.25 *	.25	3.25 *	.25
14.	<i>1=Definitely no, 2=Probably no, 3=Probably no, 3=Probably no, 3=Probably yes, 4=Definitely yes</i>											
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL		FY	3.29	3.25	3.26	3.25	.05	3.25	.05	3.26	.04
			SR	3.38	3.38	3.25	3.25	.15	3.21	.19	3.23	.17

IPEDS: 207865

^a Weighted by gender and enrollment status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

Southwestern Oklahoma State University
First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
														SWOSU			SWOSU					
		SWOSU	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class
CLQUEST	118	2.71	2.66	2.97	2.88	.07	.01	.01	.00	.81	.86	.85	.86	11,374	9,375	111,787	.583	.001	.033	.05	-.30	-.20
CLPRESEN	119	1.97	2.13	2.44	2.32	.08	.01	.01	.00	.85	.82	.87	.84	11,362	121	111,680	.027	.000	.000	-.20	-.55	-.42
REWROPAP	117	3.08	2.66	2.74	2.69	.08	.01	.01	.00	.91	1.00	.97	.99	119	119	116	.000	.000	.000	.42	.35	.39
INTEGRAT	118	3.15	3.04	3.16	3.14	.07	.01	.01	.00	.80	.83	.78	.79	11,359	9,361	111,764	.167	.841	.956	.13	-.02	.01
DIVCLASS	118	2.62	2.73	2.85	2.80	.08	.01	.01	.00	.90	.91	.90	.90	11,335	9,349	111,546	.195	.006	.024	-.12	-.25	-.21
CLUNPREP	117	1.82	2.06	1.91	1.97	.06	.01	.01	.00	.68	.80	.79	.80	11,340	9,357	111,750	.001	.241	.049	-.30	-.11	-.18
CLASSGRP	118	2.55	2.41	2.53	2.46	.08	.01	.01	.00	.83	.89	.87	.88	11,363	9,363	111,739	.088	.788	.262	.16	.02	.10
OCCGRP	119	2.25	2.48	2.47	2.47	.09	.01	.01	.00	.95	.90	.90	.91	11,389	9,397	112,129	.007	.007	.009	-.25	-.25	-.24
INTIDEAS	115	2.47	2.61	2.70	2.67	.08	.01	.01	.00	.82	.84	.84	.85	10,704	8,909	105,134	.071	.003	.009	-.17	-.28	-.24
TUTOR	116	1.62	1.80	1.69	1.71	.08	.01	.01	.00	.89	.90	.87	.88	10,713	8,932	105,354	.032	.354	.243	-.20	-.09	-.11
COMMPROJ	115	1.57	1.58	1.68	1.62	.08	.01	.01	.00	.89	.82	.89	.86	10,637	8,874	104,683	.855	.173	.567	-.02	-.13	-.05
ITACADEM	116	2.52	2.73	2.72	2.71	.10	.01	.01	.00	1.07	1.03	1.03	1.03	10,731	8,938	105,389	.025	.033	.038	-.21	-.20	-.19
EMAIL	114	3.14	3.11	3.26	3.23	.08	.01	.01	.00	.82	.83	.80	.80	10,698	8,924	105,242	.670	.111	.238	.04	-.15	-.11
FACGRADE	115	2.77	2.60	2.71	2.67	.08	.01	.01	.00	.81	.91	.90	.90	117	118	114	.027	.484	.198	.19	.06	.11
FACPLANS	116	2.43	2.18	2.32	2.23	.09	.01	.01	.00	1.00	.92	.94	.93	117	8,929	115	.008	.214	.036	.27	.12	.21
FACIDEAS	116	1.84	1.88	1.96	1.91	.08	.01	.01	.00	.91	.92	.94	.93	10,724	8,947	105,432	.661	.198	.464	-.04	-.12	-.07
FACFEED	113	2.72	2.58	2.77	2.74	.08	.01	.01	.00	.83	.87	.86	.85	10,532	8,810	103,534	.092	.525	.813	.16	-.06	-.02
WORKHARD	113	2.91	2.71	2.82	2.77	.07	.01	.01	.00	.76	.86	.86	.86	115	116	112	.008	.226	.060	.23	.10	.16
FACOTHER	113	1.72	1.66	1.75	1.69	.09	.01	.01	.00	.96	.88	.92	.90	10,485	8,765	103,089	.462	.761	.722	.07	-.03	.03
OOCIDEAS	113	2.72	2.72	2.79	2.76	.09	.01	.01	.00	.95	.90	.89	.90	10,520	8,798	103,315	.973	.452	.666	.00	-.07	-.04
DIVRSTUD	114	2.48	2.62	2.61	2.64	.10	.01	.01	.00	1.02	1.04	1.04	1.04	10,526	8,815	103,593	.141	.184	.100	-.14	-.13	-.15
DIFSTU2	114	2.52	2.66	2.67	2.68	.10	.01	.01	.00	1.06	1.01	1.02	1.01	10,523	8,818	103,622	.151	.124	.088	-.14	-.15	-.16
MEMORIZE	115	3.06	2.99	2.98	2.96	.08	.01	.01	.00	.86	.85	.85	.86	10,436	8,730	102,507	.398	.312	.253	.08	.09	.11
ANALYZE	114	3.07	3.16	3.20	3.20	.07	.01	.01	.00	.79	.78	.77	.77	10,396	8,697	102,054	.212	.061	.062	-.12	-.18	-.17
SYNTHESZ	113	2.92	2.95	3.01	2.99	.09	.01	.01	.00	.92	.85	.84	.84	10,373	115	112	.670	.306	.411	-.04	-.11	-.08
EVALUATE	114	3.06	2.94	3.00	2.97	.08	.01	.01	.00	.83	.86	.86	.85	10,378	8,696	102,110	.136	.434	.274	.14	.07	.10
APPLYING	115	3.10	3.07	3.13	3.11	.08	.01	.01	.00	.85	.86	.85	.85	10,411	8,721	102,339	.699	.717	.934	.04	-.03	-.01
READASGN	113	3.00	3.02	3.16	3.19	.08	.01	.01	.00	.90	.91	.95	.96	10,413	115	112	.776	.057	.027	-.03	-.17	-.20

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

^c A measure of the 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 whether equal variances were assumed.

^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, then dividing the result by the pooled standard deviation.

Southwestern Oklahoma State University
First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
														SWOSU			SWOSU					
		SWOSU	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class
READOWN	115	2.15	2.06	2.06	2.05	.11	.01	.01	.00	1.14	.95	.95	.94	116	116	114	.412	.436	.348	.09	.09	.11
WRITEMOR	114	1.36	1.28	1.32	1.29	.07	.01	.01	.00	.76	.68	.73	.71	115	8,671	101,856	.269	.530	.287	.12	.06	.10
WRITEMID	113	1.99	2.11	2.28	2.26	.07	.01	.01	.00	.79	.82	.85	.84	10,420	116	112	.107	.000	.000	-.15	-.35	-.33
WRITESML	115	2.85	2.77	3.05	2.99	.09	.01	.01	.00	.94	.99	1.07	1.03	117	118	102,314	.361	.023	.143	.08	-.19	-.14
PROBSETA	113	2.54	2.88	2.75	2.79	.10	.01	.01	.00	1.02	1.16	1.12	1.14	10,402	8,682	101,980	.002	.039	.018	-.30	-.20	-.22
PROBSETB	114	3.14	2.84	2.80	2.79	.12	.01	.01	.00	1.25	1.25	1.21	1.23	10,387	8,672	101,927	.012	.003	.003	.24	.28	.28
EXAMS	113	5.62	5.46	5.49	5.51	.11	.01	.01	.00	1.14	1.19	1.18	1.18	10,433	8,694	102,223	.151	.229	.296	.14	.11	.10
ATDART07	114	2.06	2.05	2.19	2.13	.09	.01	.01	.00	.96	.91	.95	.92	10,309	8,496	100,787	.906	.147	.452	.01	-.14	-.07
EXRCSE05	113	2.96	2.77	2.80	2.83	.10	.01	.01	.00	1.07	1.04	1.07	1.04	10,293	8,572	100,653	.047	.098	.180	.19	.16	.13
WORSHPO5	114	2.23	2.06	2.00	2.06	.10	.01	.01	.00	1.08	1.10	1.10	1.12	10,272	8,550	100,495	.114	.028	.117	.15	.21	.15
OWNVIEW	114	2.59	2.59	2.65	2.64	.09	.01	.01	.00	.91	.91	.90	.91	10,257	8,549	100,376	.971	.530	.612	.00	-.06	-.05
OTHRVIEW	114	2.75	2.79	2.84	2.83	.09	.01	.01	.00	.92	.89	.87	.88	10,282	8,566	100,650	.650	.277	.365	-.04	-.10	-.08
CHNGVIEW	113	2.89	2.88	2.92	2.91	.08	.01	.01	.00	.88	.85	.85	.85	10,301	8,578	100,862	.832	.795	.862	.02	-.02	-.02
INTERN04	112	.09	.07	.08	.08	.03	.00	.00	.00	.29	.26	.27	.26	10,124	8,458	99,076	.393	.609	.529	.08	.05	.06
VOLNTR04	111	.31	.41	.39	.40	.04	.00	.01	.00	.47	.49	.49	.49	113	114	111	.036	.084	.047	-.19	-.16	-.18
LRNCOM04	111	.12	.19	.16	.18	.03	.00	.00	.00	.33	.39	.36	.38	114	114	111	.032	.223	.064	-.17	-.10	-.15
RESRCH04	111	.07	.06	.06	.06	.03	.00	.00	.00	.26	.24	.23	.23	10,085	8,435	98,777	.625	.452	.405	.05	.07	.08
FORLNG04	110	.06	.18	.18	.21	.02	.00	.00	.00	.25	.38	.39	.41	115	117	110	.000	.000	.000	-.30	-.31	-.35
STDABR04	111	.05	.04	.03	.03	.02	.00	.00	.00	.23	.19	.18	.18	112	112	111	.383	.315	.331	.10	.12	.12
INDSTD04	110	.06	.04	.05	.04	.02	.00	.00	.00	.25	.20	.21	.20	111	8,404	110	.349	.418	.363	.11	.08	.11
SNRX04	110	.02	.02	.03	.02	.01	.00	.00	.00	.13	.15	.16	.15	10,103	8,444	98,989	.802	.570	.709	-.02	-.05	-.04
ENVSTU	112	5.49	5.43	5.54	5.52	.13	.01	.02	.00	1.33	1.42	1.38	1.38	10,112	8,455	98,909	.655	.693	.781	.04	-.04	-.03
ENVFAC	112	5.29	5.19	5.48	5.35	.14	.01	.01	.00	1.49	1.36	1.30	1.31	10,082	114	112	.404	.202	.701	.08	-.14	-.04
ENVADM	111	5.26	4.75	4.98	4.89	.14	.02	.02	.00	1.48	1.56	1.56	1.54	10,103	8,452	98,894	.001	.056	.010	.33	.18	.24
ACADPR01	112	3.43	4.21	4.13	4.30	.15	.02	.02	.01	1.60	1.69	1.65	1.67	10,035	8,392	98,123	.000	.000	.000	-.46	-.43	-.52
WORKON01	111	1.53	1.48	1.49	1.50	.12	.01	.01	.00	1.30	1.31	1.17	1.19	10,022	8,387	98,124	.687	.729	.792	.04	.03	.03
WORKOF01	112	3.38	2.27	2.40	2.22	.26	.02	.02	.01	2.73	2.18	2.26	2.19	113	113	112	.000	.000	.000	.51	.43	.53
COCURR01	111	2.25	2.22	2.24	2.30	.16	.02	.02	.01	1.68	1.50	1.59	1.58	10,037	8,397	98,261	.820	.947	.736	.02	.01	-.03

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

^c A measure of the 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 whether equal variances were assumed.

^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, then dividing the result by the pooled standard deviation.

Southwestern Oklahoma State University
First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
														SWOSU			SWOSU					
		SWOSU	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class
SOCIAL05	110	3.54	3.67	3.71	3.69	.16	.02	.02	.01	1.65	1.66	1.68	1.62	10,008	8,367	97,767	.420	.287	.337	-.08	-.10	-.09
CAREDE01	111	1.79	1.88	2.01	1.88	.16	.02	.02	.01	1.65	1.70	1.89	1.82	9,975	114	97,600	.567	.172	.594	-.05	-.12	-.05
COMMUTE	111	2.40	2.48	2.29	2.24	.12	.01	.01	.00	1.30	1.16	1.25	1.16	10,014	8,389	97,976	.472	.380	.150	-.07	.08	.14
ENVSCHOL	109	3.11	3.17	3.18	3.20	.07	.01	.01	.00	.76	.76	.75	.75	9,917	8,300	96,973	.384	.317	.203	-.08	-.10	-.12
ENVSUPRT	108	3.10	3.09	3.16	3.14	.07	.01	.01	.00	.76	.81	.79	.80	9,873	8,255	96,460	.844	.440	.644	.02	-.07	-.04
ENVDIVRS	109	2.87	2.71	2.83	2.77	.09	.01	.01	.00	.96	.97	.97	.98	9,841	8,257	96,469	.088	.616	.270	.16	.05	.11
ENVNACAD	109	2.28	2.26	2.38	2.32	.09	.01	.01	.00	.96	.98	1.00	.99	9,864	8,276	96,619	.854	.293	.639	.02	-.10	-.04
ENVSOCAL	110	2.59	2.49	2.61	2.55	.08	.01	.01	.00	.88	.95	.95	.96	9,842	8,243	96,200	.291	.831	.700	.10	-.02	.04
ENVEVENT	109	3.03	2.86	2.91	2.88	.09	.01	.01	.00	.96	.95	.95	.96	9,877	8,273	96,484	.062	.181	.090	.18	.13	.16
ENVCOMPT	109	3.43	3.32	3.29	3.31	.07	.01	.01	.00	.69	.81	.81	.81	112	113	109	.100	.044	.070	.14	.17	.15
GNGENLED	109	3.25	3.14	3.19	3.19	.08	.01	.01	.00	.82	.80	.78	.79	9,727	8,164	95,079	.170	.487	.437	.13	.07	.07
GNWORK	108	2.87	2.75	2.90	2.86	.09	.01	.01	.00	.94	.96	.93	.94	9,724	8,156	94,928	.209	.717	.923	.12	-.04	.01
GNWRITE	109	3.06	2.96	3.10	3.06	.09	.01	.01	.00	.91	.89	.83	.86	9,714	8,159	95,054	.221	.637	.953	.12	-.05	.01
GNSPEAK	109	2.97	2.81	2.96	2.90	.09	.01	.01	.00	.90	.95	.90	.92	111	8,155	94,837	.065	.936	.429	.17	.01	.08
GNANALY	109	3.24	3.23	3.29	3.27	.08	.01	.01	.00	.79	.78	.76	.78	9,683	8,157	94,883	.829	.513	.729	.02	-.06	-.03
GNQUANT	109	3.10	3.03	3.01	3.02	.08	.01	.01	.00	.85	.85	.86	.87	9,703	8,134	94,668	.395	.285	.352	.08	.10	.09
GNCMPTS	108	3.16	3.05	3.06	3.04	.08	.01	.01	.00	.87	.90	.89	.90	9,728	8,165	95,064	.225	.242	.175	.12	.11	.13
GNOTHERS	108	3.10	2.95	3.09	3.03	.09	.01	.01	.00	.90	.91	.86	.88	9,718	8,172	95,038	.107	.927	.436	.16	.01	.07
GNCITIZN	105	1.96	2.04	1.94	1.91	.09	.01	.01	.00	.96	1.02	1.02	1.01	9,490	8,008	93,132	.430	.822	.634	-.08	.02	.05
GNINQ	105	2.98	2.97	2.99	2.98	.08	.01	.01	.00	.86	.87	.85	.86	9,479	7,983	92,989	.895	.947	.984	.01	-.01	.00
GNSELF	105	2.83	2.82	2.91	2.86	.09	.01	.01	.00	.90	.98	.94	.96	107	7,970	92,800	.923	.347	.738	.01	-.09	-.03
GNDIVERS	103	2.58	2.69	2.77	2.71	.09	.01	.01	.00	.95	.97	.96	.97	9,487	7,990	93,095	.268	.049	.200	-.11	-.20	-.13
GNPROBSV	103	2.83	2.72	2.79	2.74	.09	.01	.01	.00	.91	.94	.92	.93	9,476	7,995	93,097	.208	.604	.306	.12	.05	.10
GNETHICS	104	2.73	2.69	2.81	2.76	.09	.01	.01	.00	.92	1.01	.97	.99	9,485	7,985	93,000	.724	.394	.716	.03	-.08	-.04
GNCOMMUN	104	2.36	2.45	2.54	2.51	.09	.01	.01	.00	.94	.98	1.00	1.00	9,499	7,986	93,081	.330	.059	.111	-.10	-.19	-.16
GNSPIRIT	105	2.17	2.11	2.19	2.16	.10	.01	.01	.00	1.02	1.10	1.10	1.11	9,489	7,989	93,128	.538	.914	.896	.06	-.01	.01
ADVISE	106	3.27	3.10	3.14	3.11	.07	.01	.01	.00	.72	.81	.81	.82	9,626	8,121	94,487	.024	.099	.039	.22	.16	.20
ENTIREXP	105	3.25	3.21	3.26	3.25	.07	.01	.01	.00	.77	.72	.71	.72	9,618	8,096	94,339	.571	.874	.953	.06	-.02	.01
SAMECOLL	106	3.29	3.25	3.25	3.26	.08	.01	.01	.00	.86	.80	.81	.81	9,644	8,129	94,594	.622	.639	.698	.05	.05	.04

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

^c A measure of the 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 whether equal variances were assumed.

^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, then dividing the result by the pooled standard deviation.

Southwestern Oklahoma State University
Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
														SWOSU			SWOSU					
		SWOSU	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class
CLQUEST	90	3.12	3.00	3.27	3.18	.09	.01	.01	.00	.81	.89	.82	.85	22,238	15,077	186,697	.189	.099	.540	.14	-.17	-.06
CLPRESEN	89	2.55	2.70	2.92	2.81	.10	.01	.01	.00	.95	.93	.88	.91	22,300	89	186,785	.127	.000	.006	-.16	-.43	-.29
REWROPAP	90	2.60	2.57	2.62	2.54	.10	.01	.01	.00	.92	.99	.99	1.00	22,244	15,080	186,407	.770	.848	.558	.03	-.02	.06
INTEGRAT	90	3.26	3.28	3.41	3.38	.08	.01	.01	.00	.79	.79	.71	.74	22,297	15,104	186,840	.776	.038	.127	-.03	-.22	-.16
DIVCLASS	90	2.74	2.78	2.94	2.88	.11	.01	.01	.00	1.02	.99	.91	.94	22,219	90	186,469	.682	.059	.160	-.04	-.22	-.15
CLUNPREP	90	2.00	2.07	1.96	2.04	.08	.01	.01	.00	.76	.83	.80	.82	22,309	15,096	186,920	.453	.651	.678	-.08	.05	-.04
CLASSGRP	90	2.67	2.56	2.66	2.61	.09	.01	.01	.00	.89	.95	.92	.94	22,283	15,103	186,859	.290	.883	.536	.11	.02	.07
OCCGRP	90	2.55	2.78	2.76	2.77	.10	.01	.01	.00	.90	.95	.94	.95	22,369	15,155	187,586	.026	.041	.029	-.23	-.22	-.23
INTIDEAS	88	2.87	2.95	3.00	2.99	.10	.01	.01	.00	.92	.86	.83	.83	21,542	88	87	.362	.199	.208	-.10	-.15	-.15
TUTOR	88	1.97	1.90	1.86	1.86	.11	.01	.01	.00	1.00	.98	.97	.98	21,615	14,661	180,419	.484	.287	.303	.07	.11	.11
COMMPROJ	88	1.90	1.70	1.84	1.74	.10	.01	.01	.00	.97	.91	.96	.93	21,550	14,557	179,506	.033	.526	.106	.23	.07	.17
ITACADEM	88	2.98	2.95	2.93	2.93	.11	.01	.01	.00	1.05	1.00	1.00	1.00	21,650	14,663	180,556	.807	.675	.662	.03	.04	.05
EMAIL	88	3.42	3.38	3.49	3.43	.08	.01	.01	.00	.80	.76	.70	.75	21,602	88	180,210	.660	.377	.904	.05	-.11	-.01
FACGRADE	86	3.04	2.80	2.91	2.84	.09	.01	.01	.00	.84	.90	.88	.89	21,585	14,657	180,262	.013	.185	.033	.27	.14	.23
FACPLANS	88	2.60	2.36	2.52	2.44	.10	.01	.01	.00	.96	.98	1.00	.98	21,592	14,633	180,238	.019	.434	.123	.25	.08	.16
FACIDEAS	88	2.13	2.05	2.17	2.09	.10	.01	.01	.00	.90	.96	.97	.96	21,652	14,674	180,633	.448	.650	.752	.08	-.05	.03
FACFEED	88	2.87	2.72	2.91	2.86	.09	.01	.01	.00	.82	.86	.82	.83	21,422	14,548	178,808	.108	.616	.978	.17	-.05	.00
WORKHARD	86	2.83	2.83	2.88	2.84	.09	.01	.01	.00	.87	.86	.86	.86	21,382	14,529	178,571	.936	.546	.920	-.01	-.07	-.01
FACOTHER	88	2.00	1.80	1.91	1.86	.11	.01	.01	.00	1.01	.97	1.01	.99	21,358	14,500	178,135	.046	.417	.195	.21	.09	.14
OOCIDEAS	86	2.82	2.90	2.92	2.91	.09	.01	.01	.00	.87	.88	.87	.87	21,399	14,524	178,583	.398	.289	.350	-.09	-.11	-.10
DIVRSTUD	88	2.64	2.72	2.67	2.69	.11	.01	.01	.00	1.05	1.02	1.01	1.01	21,400	14,535	178,829	.449	.796	.605	-.08	-.03	-.06
DIFSTU2	88	2.58	2.70	2.69	2.71	.11	.01	.01	.00	1.00	1.01	.98	.99	21,422	14,544	178,936	.273	.262	.198	-.12	-.12	-.14
MEMORIZE	86	3.02	2.85	2.78	2.80	.09	.01	.01	.00	.84	.92	.92	.93	86	86	85	.059	.008	.014	.19	.27	.24
ANALYZE	86	3.29	3.30	3.31	3.33	.07	.01	.01	.00	.67	.75	.74	.74	21,126	14,401	176,963	.885	.801	.650	-.02	-.03	-.05
SYNTHESZ	86	3.02	3.11	3.14	3.14	.09	.01	.01	.00	.80	.86	.83	.83	21,145	14,384	176,777	.344	.192	.201	-.10	-.14	-.14
EVALUATE	87	2.91	3.06	3.12	3.09	.10	.01	.01	.00	.95	.89	.85	.86	21,179	14,411	177,056	.115	.018	.053	-.17	-.25	-.21
APPLYING	87	3.20	3.25	3.30	3.28	.09	.01	.01	.00	.81	.84	.80	.81	21,202	14,438	177,440	.561	.232	.341	-.06	-.13	-.10
READASGN	88	2.79	3.00	3.12	3.16	.11	.01	.01	.00	1.00	1.01	1.02	1.04	21,173	14,417	176,908	.061	.003	.001	-.20	-.32	-.35

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

^c A measure of the 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 whether equal variances were assumed.

^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, then dividing the result by the pooled standard deviation.

Southwestern Oklahoma State University
Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	SWOSU	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	SWOSU compared with:			SWOSU compared with:		
																	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012
READOWN	88	2.27	2.18	2.17	2.20	.12	.01	.01	.00	1.14	1.00	.99	1.00	87	88	87	.476	.441	.566	.09	.09	.07
WRITEMOR	88	1.37	1.60	1.66	1.65	.08	.01	.01	.00	.72	.82	.82	.83	88	88	87	.004	.000	.000	-.28	-.36	-.34
WRITEMID	88	2.10	2.37	2.60	2.60	.08	.01	.01	.00	.76	.95	.97	1.01	88	89	87	.001	.000	.000	-.28	-.51	-.50
WRITESML	88	2.78	2.79	3.01	3.00	.11	.01	.01	.00	1.02	1.15	1.17	1.17	88	14,468	177,514	.921	.060	.070	-.01	-.20	-.19
PROBSETA	88	2.50	2.84	2.76	2.74	.13	.01	.01	.00	1.20	1.24	1.22	1.24	21,107	14,371	176,537	.010	.050	.079	-.27	-.21	-.19
PROBSETB	88	2.87	2.45	2.49	2.43	.14	.01	.01	.00	1.30	1.25	1.24	1.25	21,089	14,375	176,359	.002	.004	.001	.34	.31	.35
EXAMS	88	5.52	5.60	5.57	5.55	.13	.01	.01	.00	1.25	1.27	1.28	1.28	21,149	14,443	177,104	.550	.711	.841	-.06	-.04	-.02
ATDART07	86	1.82	1.89	1.99	1.97	.10	.01	.01	.00	.90	.89	.92	.91	20,903	14,141	175,143	.492	.082	.116	-.07	-.19	-.17
EXRCSE05	86	2.80	2.61	2.63	2.72	.11	.01	.01	.00	1.01	1.06	1.06	1.05	20,891	14,282	175,078	.089	.143	.457	.18	.16	.08
WORSHPO5	87	2.29	2.14	2.12	2.14	.12	.01	.01	.00	1.10	1.14	1.12	1.14	20,869	14,250	174,766	.240	.158	.227	.13	.15	.13
OWNVIEW	86	2.65	2.69	2.74	2.75	.09	.01	.01	.00	.87	.92	.90	.90	20,848	14,244	174,734	.655	.361	.286	-.05	-.10	-.12
OTHRVIEW	87	2.67	2.86	2.90	2.91	.10	.01	.01	.00	.95	.88	.86	.86	87	87	86	.064	.029	.023	-.22	-.27	-.27
CHNGVIEW	87	2.88	2.90	2.95	2.95	.09	.01	.01	.00	.86	.85	.83	.83	20,903	14,296	175,350	.805	.425	.438	-.03	-.09	-.08
INTERN04	85	.43	.41	.49	.49	.05	.00	.00	.00	.50	.49	.50	.50	20,651	85	84	.776	.247	.213	.03	-.13	-.14
VOLNTR04	83	.64	.54	.57	.59	.05	.00	.00	.00	.48	.50	.49	.49	83	83	82	.063	.213	.367	.20	.13	.10
LRNCOM04	84	.28	.26	.28	.27	.05	.00	.00	.00	.45	.44	.45	.44	20,519	14,030	172,145	.602	.972	.777	.06	.00	.03
RESRCH04	86	.14	.17	.19	.20	.04	.00	.00	.00	.34	.38	.39	.40	20,601	87	85	.360	.183	.087	-.10	-.13	-.16
FORLNG04	86	.17	.34	.34	.38	.04	.00	.00	.00	.38	.47	.47	.48	86	87	85	.000	.000	.000	-.35	-.36	-.42
STDABR04	86	.03	.09	.12	.14	.02	.00	.00	.00	.16	.29	.32	.35	88	90	86	.000	.000	.000	-.23	-.29	-.33
INDSTD04	86	.16	.16	.17	.17	.04	.00	.00	.00	.37	.36	.38	.37	20,497	13,969	171,794	.833	.888	.948	.02	-.02	-.01
SNRX04	86	.14	.25	.34	.33	.04	.00	.00	.00	.35	.43	.47	.47	86	87	85	.005	.000	.000	-.25	-.41	-.40
ENVSTU	86	5.82	5.65	5.73	5.68	.14	.01	.01	.00	1.28	1.34	1.28	1.31	20,583	14,086	172,769	.230	.489	.304	.13	.07	.11
ENVFAC	86	5.77	5.43	5.68	5.53	.14	.01	.01	.00	1.33	1.39	1.30	1.34	20,596	14,079	172,859	.024	.522	.100	.24	.07	.18
ENVADM	86	5.30	4.77	4.91	4.81	.17	.01	.01	.00	1.62	1.67	1.69	1.68	20,590	14,111	172,984	.003	.028	.006	.32	.24	.30
ACADPR01	85	3.81	4.35	4.29	4.40	.17	.01	.01	.00	1.55	1.83	1.76	1.78	85	86	85	.002	.005	.001	-.29	-.27	-.33
WORKON01	85	1.75	1.76	1.75	1.81	.16	.01	.01	.00	1.46	1.64	1.51	1.57	20,458	13,963	171,567	.939	.976	.720	-.01	.00	-.04
WORKOF01	84	4.45	3.94	4.07	3.72	.30	.02	.02	.01	2.78	2.93	2.90	2.87	84	13,978	171,671	.094	.224	.019	.18	.13	.26
COCURR01	85	2.05	1.92	2.03	2.11	.18	.01	.01	.00	1.67	1.41	1.54	1.57	20,493	14,032	172,096	.392	.881	.727	.09	.02	-.04

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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^c A measure of the 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 whether equal variances were assumed.

^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, then dividing the result by the pooled standard deviation.

Southwestern Oklahoma State University
Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
														SWOSU			SWOSU					
		SWOSU	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	SWOSU	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class	NSSE 2012	Southwest Public	Carnegie Class
SOCIAL05	83	3.34	3.28	3.39	3.44	.17	.01	.01	.00	1.55	1.49	1.53	1.52	20,418	13,973	171,436	.726	.784	.549	.04	-.03	-.07
CAREDE01	84	2.94	3.01	2.91	2.68	.30	.02	.02	.01	2.73	2.60	2.62	2.50	20,365	13,956	171,146	.804	.915	.339	-.03	.01	.10
COMMUTE	85	2.23	2.53	2.40	2.32	.12	.01	.01	.00	1.11	1.18	1.23	1.14	20,448	14,000	171,827	.016	.183	.439	-.26	-.14	-.08
ENVSCHOL	83	3.17	3.19	3.18	3.19	.09	.01	.01	.00	.79	.78	.78	.77	20,286	13,896	170,422	.802	.853	.803	-.03	-.02	-.03
ENVSUPRT	83	3.10	2.96	3.05	3.01	.08	.01	.01	.00	.75	.86	.84	.85	20,201	13,847	169,743	.146	.629	.335	.16	.05	.11
ENVDIVRS	81	2.67	2.59	2.67	2.61	.11	.01	.01	.00	.96	1.02	1.00	1.01	20,166	13,856	169,642	.472	.983	.606	.08	.00	.06
ENVNACAD	82	2.11	2.01	2.13	2.07	.11	.01	.01	.00	1.00	1.00	1.00	.99	20,254	13,842	170,001	.413	.797	.733	.09	-.03	.04
ENVSOCAL	83	2.19	2.27	2.34	2.30	.11	.01	.01	.00	.96	.98	.98	.98	20,110	13,779	169,177	.483	.152	.310	-.08	-.16	-.11
ENVEVENT	83	2.69	2.63	2.62	2.62	.10	.01	.01	.00	.92	.99	1.01	1.00	20,163	13,764	169,335	.543	.518	.527	.07	.07	.07
ENVCOMPT	83	3.47	3.44	3.42	3.45	.07	.01	.01	.00	.67	.78	.78	.77	20,191	13,834	169,976	.696	.578	.769	.04	.06	.03
GNGENLED	81	3.30	3.23	3.28	3.27	.09	.01	.01	.00	.82	.84	.81	.82	20,011	13,689	167,953	.466	.812	.699	.08	.03	.04
GNWORK	81	3.22	3.09	3.15	3.11	.09	.01	.01	.00	.84	.94	.90	.92	20,034	13,691	168,009	.220	.490	.287	.14	.08	.12
GNWRITE	81	3.10	3.10	3.20	3.16	.09	.01	.01	.00	.80	.88	.84	.85	20,035	13,705	168,170	.937	.268	.477	-.01	-.12	-.08
GNSPEAK	82	3.05	3.00	3.11	3.04	.09	.01	.01	.00	.84	.94	.88	.91	19,990	13,657	167,741	.636	.537	.938	.05	-.07	.01
GNANALY	82	3.39	3.36	3.40	3.40	.08	.01	.01	.00	.70	.78	.75	.75	19,975	13,674	167,738	.719	.917	.906	.04	-.01	-.01
GNQUANT	82	3.10	3.17	3.11	3.14	.10	.01	.01	.00	.90	.86	.88	.87	19,941	13,663	167,465	.467	.864	.652	-.08	-.02	-.05
GNCMPTS	82	3.29	3.24	3.23	3.21	.09	.01	.01	.00	.80	.87	.86	.87	20,014	13,716	168,108	.591	.487	.389	.06	.08	.10
GNOTHERS	82	3.20	3.17	3.23	3.21	.09	.01	.01	.00	.84	.89	.83	.85	20,027	13,715	168,116	.727	.703	.908	.04	-.04	-.01
GNCITIZN	82	1.98	2.02	1.99	1.97	.11	.01	.01	.00	1.01	1.05	1.05	1.03	19,755	13,521	165,847	.750	.914	.912	-.04	-.01	.01
GNINQ	82	3.10	3.09	3.10	3.11	.08	.01	.01	.00	.76	.89	.87	.88	19,661	13,487	165,469	.919	.964	.960	.01	.01	-.01
GNSELF	82	2.82	2.83	2.92	2.89	.11	.01	.01	.00	1.00	1.02	.98	.99	19,646	13,477	165,090	.909	.332	.486	-.01	-.11	-.08
GNDIVERS	82	2.64	2.70	2.75	2.71	.11	.01	.01	.00	.99	1.01	.99	1.00	19,680	13,526	165,645	.577	.321	.541	-.06	-.11	-.07
GNPROBSV	82	2.75	2.85	2.88	2.87	.10	.01	.01	.00	.93	.97	.95	.95	19,727	13,544	165,765	.377	.226	.257	-.10	-.13	-.13
GNETHICS	79	2.95	2.74	2.85	2.81	.11	.01	.01	.00	1.02	1.06	1.02	1.03	19,701	13,525	165,774	.065	.354	.202	.21	.10	.14
GNCOMMUN	82	2.57	2.47	2.58	2.54	.11	.01	.01	.00	.97	1.05	1.04	1.04	19,695	13,526	165,683	.416	.935	.807	.09	-.01	.03
GNSPIRIT	82	2.17	1.92	2.07	1.99	.12	.01	.01	.00	1.06	1.10	1.12	1.11	19,728	13,530	165,889	.043	.428	.151	.22	.09	.16
ADVISE	82	3.21	2.98	3.04	3.00	.10	.01	.01	.00	.88	.94	.92	.93	19,969	13,712	167,926	.024	.094	.042	.25	.19	.23
ENTIREXP	82	3.44	3.22	3.25	3.25	.07	.01	.01	.00	.65	.76	.75	.75	19,965	13,705	167,805	.010	.025	.024	.29	.25	.25
SAMECOLL	82	3.38	3.25	3.21	3.23	.08	.01	.01	.00	.76	.85	.87	.87	19,990	13,718	168,076	.184	.079	.117	.15	.19	.17

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

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

^c A measure of the 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 whether equal variances were assumed.

^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, then dividing the result by the pooled standard deviation.



Southwestern Oklahoma State University

Frequency Distributions
August 2012

Interpreting the Frequency Distributions 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.

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

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.

Weighting

Weights adjusting for gender and enrollment status (and by institutional size for comparison groups) 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 count is the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, one cannot replicate column percentages from counts.* Additional details about weighting can be found on the NSSE Web site. nsse.iub.edu/links/institutional_reporting

Sample

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

Class

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

NSSE 2012 Engagement Item Frequency Distributions
NSSEville State University

Variable	Response Options	First-Year Students				Seniors			
		NSSEville State	Mid East Private	Carnegie Class	NSSE 2012	NSSEville State	Mid East Private	Carnegie Class	NSSE 2012
		Count	%	Count	%	Count	%	Count	%
a. Asked questions in class or contributed to class discussions	Never	15	2%	211	2%	1,248	3%	4,922	3%
	Sometimes	300	32%	2,905	34%	14,781	35%	57,335	35%
	Often	333	37%	2,967	35%	15,134	36%	57,083	35%
	Very often	263	29%	2,079	29%	11,163	26%	44,027	27%
	Total	911	100%	8,162	100%	42,326	100%	163,367	100%
b. Made a class presentation	Never	80	9%	775	9%	5,215	13%	21,742	14%
	Sometimes	541	59%	4,202	50%	21,727	50%	85,258	51%
	Often	240	27%	2,406	30%	11,642	28%	42,552	26%
	Very often	47	5%	802	11%	3,780	9%	13,872	9%
	Total	908	100%	8,185	100%	42,364	100%	163,424	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	Never	137	15%	960	11%	4,445	11%	20,566	13%
	Sometimes	346	39%	2,658	32%	12,162	29%	49,181	30%
	Often	282	31%	2,709	33%	14,262	34%	52,973	33%
	Very often	145	15%	1,803	25%	11,341	27%	40,180	25%
	Total	910	100%	8,130	100%	42,210	100%	162,900	100%
d. Worked on a paper or project that required integrating ideas/information from various sources	Never	12	1%	133	2%	805	2%	3,275	2%
	Sometimes	189	21%	1,558	19%	7,790	19%	30,757	19%
	Often	438	48%	3,796	46%	18,693	44%	71,661	43%
	Very often	272	29%	2,696	33%	15,110	35%	57,856	35%
	Total	911	100%	8,183	100%	42,398	100%	163,549	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	Never	66	7%	516	6%	2,614	7%	10,590	7%
	Sometimes	319	35%	2,548	30%	12,747	30%	50,123	31%
	Often	359	40%	3,248	39%	16,448	38%	62,783	38%
	Very often	160	17%	1,865	25%	10,544	25%	39,804	24%
	Total	904	100%	8,177	100%	42,353	100%	163,300	100%
	Never	9	1%	124	1%	901	2%	3,538	2%
	Sometimes	203	19%	2,088	22%	12,633	23%	46,587	25%
	Often	321	32%	3,048	33%	17,608	33%	60,869	32%
	Very often	487	49%	4,058	44%	23,086	42%	81,914	47%
	Total	1,020	100%	9,318	100%	54,228	100%	193,908	100%
	Never	24	2%	277	3%	2,779	5%	10,865	6%
	Sometimes	310	30%	2,761	30%	16,041	30%	62,084	33%
	Often	438	43%	3,688	39%	20,570	37%	71,247	36%
	Very often	255	24%	2,638	28%	15,083	27%	49,267	25%
	Total	1,027	100%	9,364	100%	54,473	100%	193,463	100%
	Never	199	20%	1,624	16%	7,821	14%	30,644	16%
	Sometimes	384	38%	3,644	38%	19,675	36%	72,374	37%
	Often	268	26%	2,451	27%	15,467	29%	52,575	28%
	Very often	176	17%	1,628	18%	11,403	21%	37,522	20%
	Total	1,027	100%	9,347	100%	54,366	100%	193,115	100%
	Never	4	0%	88	1%	584	1%	2,004	1%
	Sometimes	79	8%	1,045	12%	5,944	11%	22,154	12%
	Often	388	38%	3,565	38%	20,389	38%	71,169	37%
	Very often	551	54%	4,669	49%	27,625	50%	98,358	50%
	Total	1,022	100%	9,367	100%	54,542	100%	193,685	100%
	Never	52	5%	542	6%	3,288	7%	12,973	7%
	Sometimes	306	30%	2,780	29%	15,326	28%	56,316	29%
	Often	360	34%	3,253	35%	18,995	35%	66,376	34%
	Very often	308	30%	2,780	30%	16,844	30%	57,710	29%
	Total	1,026	100%	9,355	100%	54,453	100%	193,375	100%

Response Options

Response options are listed as they appear on the instrument.

Column Percentage (%)

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

Count

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

NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	4	3%	439	6%	286	3%	3,641	3%	1	1%	414	3%	201	2%	2,892	2%
Sometimes			49	41%	3,283	42%	3,486	30%	41,254	34%	22	24%	3,603	29%	2,873	19%	36,089	23%	
Often			43	37%	2,553	32%	3,952	35%	41,630	34%	32	36%	4,135	32%	4,461	30%	49,286	30%	
Very often			22	19%	1,610	20%	3,533	32%	34,776	29%	35	39%	4,755	36%	7,162	49%	73,825	45%	
Total		118	100%	7,885	100%	11,257	100%	121,301	100%	90	100%	12,907	100%	14,697	100%	162,092	100%		
1b.	Made a class presentation	CLPRESEN (ACL)	Never	39	32%	1,658	21%	1,260	12%	15,793	14%	9	11%	1,138	10%	701	5%	9,887	7%
Sometimes			52	44%	4,048	51%	5,326	46%	61,444	50%	37	44%	4,360	34%	4,063	28%	49,980	32%	
Often			22	18%	1,658	21%	3,275	29%	32,265	26%	24	24%	4,335	33%	5,554	38%	58,660	35%	
Very often			6	5%	507	7%	1,376	13%	11,625	10%	19	21%	3,088	23%	4,376	30%	43,522	27%	
Total	119	100%	7,871	100%	11,237	100%	121,127	100%	89	100%	12,921	100%	14,694	100%	162,049	100%			
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	7	6%	1,149	15%	1,301	12%	15,664	13%	6	8%	1,955	15%	2,017	13%	25,250	16%
Sometimes			23	20%	2,220	28%	3,273	29%	36,553	30%	40	46%	4,444	34%	5,098	34%	58,947	36%	
Often			40	34%	2,515	32%	3,725	34%	38,918	32%	24	24%	3,725	29%	4,176	29%	43,960	27%	
Very often			47	40%	1,955	24%	2,909	26%	29,646	25%	20	22%	2,773	22%	3,394	24%	33,611	21%	
Total	117	100%	7,839	100%	11,208	100%	120,781	100%	90	100%	12,897	100%	14,685	100%	161,768	100%			
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	3	2%	297	4%	224	2%	2,416	2%	1	1%	272	2%	144	1%	1,960	1%
Sometimes			21	18%	1,659	21%	1,954	17%	21,798	18%	15	17%	1,741	14%	1,434	10%	17,556	11%	
Often			49	42%	3,347	43%	4,832	43%	51,748	42%	32	36%	4,814	37%	5,157	35%	57,247	35%	
Very often			45	38%	2,565	33%	4,234	38%	45,249	37%	42	45%	6,107	47%	7,969	54%	85,369	52%	
Total	118	100%	7,868	100%	11,244	100%	121,211	100%	90	100%	12,934	100%	14,704	100%	162,132	100%			
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	12	10%	712	9%	722	7%	8,172	7%	11	14%	1,344	11%	842	6%	11,544	8%
Sometimes			44	37%	2,554	32%	3,296	29%	37,211	31%	25	26%	3,595	28%	3,857	26%	45,020	28%	
Often			40	35%	2,805	36%	4,219	37%	45,199	37%	28	33%	4,107	32%	5,084	35%	54,309	33%	
Very often			22	19%	1,789	23%	2,999	27%	30,437	25%	26	28%	3,855	29%	4,925	33%	50,994	31%	
Total	118	100%	7,860	100%	11,236	100%	121,019	100%	90	100%	12,901	100%	14,708	100%	161,867	100%			
1f.	Come to class without completing readings or assignments	CLUNPREP	Never	38	32%	1,766	22%	3,432	31%	33,633	28%	21	23%	2,868	23%	4,076	28%	38,578	24%
Sometimes			64	55%	4,410	55%	6,067	54%	66,668	54%	52	58%	7,153	54%	7,941	54%	90,168	55%	
Often			13	11%	1,169	15%	1,154	10%	14,098	12%	13	14%	1,905	14%	1,818	13%	22,107	14%	
Very often			2	2%	519	7%	585	5%	6,835	6%	4	5%	1,007	8%	871	6%	11,351	7%	
Total	117	100%	7,864	100%	11,238	100%	121,234	100%	90	100%	12,933	100%	14,706	100%	162,204	100%			
1g.	Worked with other students on projects during class	CLASSGRP (ACL)	Never	10	9%	1,175	15%	1,220	11%	15,810	13%	8	10%	1,599	13%	1,414	10%	17,987	11%
Sometimes			48	40%	3,267	41%	4,657	40%	51,320	41%	28	31%	4,774	37%	5,501	36%	62,503	37%	
Often			45	39%	2,482	32%	3,795	34%	38,767	32%	35	41%	3,932	30%	4,761	33%	49,613	30%	
Very often			15	13%	951	12%	1,577	15%	15,312	14%	19	18%	2,620	20%	3,032	21%	32,067	21%	
Total	118	100%	7,875	100%	11,249	100%	121,209	100%	90	100%	12,925	100%	14,708	100%	162,170	100%			

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	30	25%	1,031	14%	1,397	13%	15,394	14%	9	12%	1,089	9%	1,299	9%	13,563	9%
			Sometimes	42	35%	3,183	40%	4,628	41%	48,824	40%	33	36%	4,065	31%	4,691	32%	50,715	31%
			Often	34	29%	2,522	32%	3,598	31%	38,911	31%	32	36%	4,259	33%	4,974	33%	54,745	33%
			Very often	13	11%	1,162	15%	1,667	15%	18,522	15%	16	16%	3,557	27%	3,792	26%	43,745	27%
			Total	119	100%	7,898	100%	11,290	100%	121,651	100%	90	100%	12,970	100%	14,756	100%	162,768	100%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	13	11%	571	8%	636	6%	7,247	7%	6	7%	504	5%	458	3%	4,743	3%
			Sometimes	47	40%	2,930	39%	3,941	36%	42,423	37%	25	27%	3,201	26%	3,474	25%	38,198	25%
			Often	44	39%	2,817	38%	4,210	39%	44,606	39%	30	37%	5,028	40%	5,941	41%	65,694	41%
			Very often	11	10%	1,138	16%	1,944	19%	20,505	18%	27	28%	3,758	30%	4,408	31%	48,165	31%
			Total	115	100%	7,456	100%	10,731	100%	114,781	100%	88	100%	12,491	100%	14,281	100%	156,800	100%
1j.	Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	68	59%	3,495	46%	5,576	53%	58,854	51%	36	41%	5,351	43%	6,446	46%	69,455	45%
			Sometimes	32	28%	2,586	34%	3,404	31%	36,999	32%	29	31%	4,259	33%	4,637	32%	51,841	33%
			Often	8	7%	928	13%	1,229	11%	12,956	11%	14	18%	1,653	13%	1,775	12%	19,411	12%
			Very often	8	7%	449	6%	538	5%	6,176	6%	9	10%	1,263	10%	1,450	10%	16,369	10%
			Total	116	100%	7,458	100%	10,747	100%	114,985	100%	88	100%	12,526	100%	14,308	100%	157,076	100%
1k.	Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ (ACL)	Never	75	64%	4,351	59%	5,639	55%	65,617	59%	36	43%	6,683	55%	6,389	47%	77,232	52%
			Sometimes	22	19%	2,019	27%	3,033	27%	30,525	26%	28	32%	3,504	28%	4,434	31%	47,715	29%
			Often	12	11%	740	10%	1,407	12%	12,398	11%	15	16%	1,406	11%	2,030	13%	19,159	12%
			Very often	6	5%	297	4%	600	6%	5,749	5%	9	9%	896	7%	1,370	9%	12,184	7%
			Total	115	100%	7,407	100%	10,679	100%	114,289	100%	88	100%	12,489	100%	14,223	100%	156,290	100%
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	26	22%	1,051	14%	1,513	14%	16,361	14%	9	11%	1,136	10%	1,353	10%	14,965	10%
			Sometimes	30	26%	2,143	29%	3,173	29%	33,626	29%	20	23%	3,083	24%	3,635	25%	40,600	26%
			Often	35	31%	2,100	28%	3,082	28%	32,849	28%	20	24%	3,526	28%	3,988	28%	43,426	27%
			Very often	25	22%	2,176	29%	2,986	29%	32,163	29%	39	42%	4,800	38%	5,341	37%	58,198	37%
			Total	116	100%	7,470	100%	10,754	100%	114,999	100%	88	100%	12,545	100%	14,317	100%	157,189	100%
1m.	Used e-mail to communicate with an instructor	EMAIL	Never	2	2%	134	2%	134	2%	1,203	2%	1	2%	101	1%	60	1%	1,176	1%
			Sometimes	25	22%	1,684	24%	1,669	17%	19,134	19%	10	14%	1,727	14%	1,345	10%	17,190	13%
			Often	41	37%	2,632	35%	3,672	34%	39,822	35%	22	25%	3,781	31%	4,000	28%	43,848	29%
			Very often	46	40%	3,002	39%	5,263	47%	54,722	45%	55	59%	6,913	54%	8,885	61%	94,700	58%
			Total	114	100%	7,452	100%	10,738	100%	114,881	100%	88	100%	12,522	100%	14,290	100%	156,914	100%
1n.	Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	5	4%	684	10%	763	7%	8,283	8%	1	2%	661	6%	584	4%	6,721	5%
			Sometimes	40	35%	3,033	41%	4,019	37%	44,583	39%	23	28%	4,328	35%	4,367	31%	52,825	35%
			Often	47	41%	2,235	30%	3,518	33%	36,931	32%	33	35%	4,056	32%	4,834	34%	51,645	32%
			Very often	23	20%	1,503	20%	2,446	23%	25,009	22%	29	35%	3,469	27%	4,517	31%	45,750	28%
			Total	115	100%	7,455	100%	10,746	100%	114,806	100%	86	100%	12,514	100%	14,302	100%	156,941	100%

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NSSE 2012 Engagement Item Frequency Distributions^a
Southwestern Oklahoma State University

			First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	23	20%	1,732	25%	2,034	19%	24,605	23%	12	15%	2,418	21%	2,144	16%	24,936	18%
			Sometimes	41	35%	3,249	43%	4,703	43%	50,838	44%	24	27%	4,958	40%	5,261	37%	60,682	39%
			Often	31	27%	1,662	22%	2,601	24%	25,818	22%	35	40%	3,010	23%	3,781	26%	40,590	25%
			Very often	21	18%	820	10%	1,408	14%	13,603	12%	17	18%	2,137	16%	3,102	21%	30,721	18%
			Total	116	100%	7,463	100%	10,746	100%	114,864	100%	88	100%	12,523	100%	14,288	100%	156,929	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	52	44%	3,146	42%	4,180	38%	45,869	40%	24	26%	4,030	33%	3,855	27%	45,341	31%
			Sometimes	39	34%	2,700	36%	4,049	38%	43,266	37%	38	44%	5,020	39%	5,890	41%	65,325	41%
			Often	18	16%	1,090	15%	1,673	16%	17,261	15%	17	21%	2,175	17%	2,735	19%	28,569	18%
			Very often	7	6%	534	7%	861	9%	8,679	8%	9	9%	1,330	10%	1,846	13%	18,046	11%
			Total	116	100%	7,470	100%	10,763	100%	115,075	100%	88	100%	12,555	100%	14,326	100%	157,281	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	8	7%	720	10%	658	7%	6,676	7%	3	3%	830	7%	488	4%	6,271	5%
			Sometimes	35	31%	2,681	37%	3,168	31%	36,320	33%	26	32%	4,023	33%	3,593	27%	42,378	28%
			Often	50	45%	2,770	37%	4,446	41%	46,892	40%	36	40%	5,002	40%	6,260	44%	68,702	43%
			Very often	20	17%	1,167	16%	2,327	22%	23,297	20%	23	25%	2,565	20%	3,863	26%	38,448	24%
			Total	113	100%	7,338	100%	10,599	100%	113,185	100%	88	100%	12,420	100%	14,204	100%	155,799	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	2	2%	476	7%	534	5%	6,382	6%	5	7%	652	5%	628	5%	7,807	5%
			Sometimes	32	29%	2,573	35%	3,317	32%	36,574	33%	24	27%	3,826	31%	4,019	29%	47,141	31%
			Often	53	47%	2,833	39%	4,225	39%	45,359	40%	37	43%	4,874	39%	5,656	40%	61,231	39%
			Very often	26	22%	1,447	20%	2,503	24%	24,708	22%	21	23%	3,057	25%	3,890	27%	39,409	25%
			Total	113	100%	7,329	100%	10,579	100%	113,023	100%	87	100%	12,409	100%	14,193	100%	155,588	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	62	55%	4,068	56%	5,346	52%	59,828	55%	33	38%	6,010	51%	6,114	45%	68,458	47%
			Sometimes	31	27%	2,013	28%	3,128	28%	32,651	28%	30	36%	3,566	28%	4,263	29%	47,112	29%
			Often	10	9%	803	11%	1,404	14%	13,636	12%	12	13%	1,699	13%	2,225	15%	23,640	14%
			Very often	10	9%	414	6%	674	7%	6,553	6%	13	12%	1,097	8%	1,555	11%	16,013	10%
			Total	113	100%	7,298	100%	10,552	100%	112,668	100%	88	100%	12,372	100%	14,157	100%	155,223	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	14	12%	523	7%	631	6%	7,121	7%	4	5%	585	5%	556	4%	6,254	4%
			Sometimes	28	25%	2,627	36%	3,536	33%	38,327	34%	27	34%	3,600	30%	4,114	29%	45,625	30%
			Often	46	41%	2,481	34%	3,839	36%	39,772	35%	30	36%	4,550	36%	5,212	36%	57,173	36%
			Very often	25	22%	1,698	23%	2,575	25%	27,691	24%	25	26%	3,672	29%	4,298	30%	46,519	29%
			Total	113	100%	7,329	100%	10,581	100%	112,911	100%	86	100%	12,407	100%	14,180	100%	155,571	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	21	18%	1,216	16%	1,747	17%	17,528	16%	16	18%	1,674	13%	1,855	14%	20,237	13%
			Sometimes	41	36%	2,285	31%	3,413	32%	35,430	31%	22	26%	3,749	30%	4,689	33%	50,733	32%
			Often	28	24%	1,975	27%	2,769	26%	30,331	27%	27	31%	3,475	28%	3,926	27%	42,832	28%
			Very often	24	21%	1,867	26%	2,675	26%	29,943	26%	23	25%	3,519	29%	3,735	26%	42,042	27%
			Total	114	100%	7,343	100%	10,604	100%	113,232	100%	88	100%	12,417	100%	14,205	100%	155,844	100%

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
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	23	20%	1,007	14%	1,405	14%	14,462	14%	13	14%	1,562	13%	1,551	11%	17,529	12%
		Sometimes	36	32%	2,370	32%	3,437	32%	35,946	32%	32	37%	3,962	32%	4,822	34%	51,537	32%
		Often	28	25%	2,046	28%	2,945	27%	31,936	28%	22	26%	3,448	27%	4,079	28%	44,937	29%
		Very often	27	24%	1,914	26%	2,817	27%	30,924	27%	21	23%	3,453	28%	3,746	26%	41,898	27%
		Total	114	100%	7,337	100%	10,604	100%	113,268	100%	88	100%	12,425	100%	14,198	100%	155,901	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	6	5%	307	4%	453	5%	5,623	5%	4	4%	966	8%	1,220	9%	13,837	9%
		Some	21	19%	1,704	23%	2,465	24%	26,814	24%	18	21%	3,482	28%	4,134	30%	44,946	29%
		Quite a bit	48	42%	2,963	41%	4,191	41%	44,961	40%	36	43%	4,411	36%	5,121	36%	55,448	36%
		Very much	40	34%	2,302	31%	3,395	31%	34,785	31%	28	32%	3,448	29%	3,659	25%	40,653	26%
		Total	115	100%	7,276	100%	10,504	100%	112,183	100%	86	100%	12,307	100%	14,134	100%	154,884	100%
2b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	5	4%	146	2%	172	2%	1,965	2%	0	0%	193	1%	218	2%	1,937	1%
		Some	17	15%	1,299	18%	1,693	17%	17,157	16%	11	12%	1,640	13%	1,645	12%	17,686	12%
		Quite a bit	57	51%	3,059	43%	4,335	42%	47,157	43%	39	47%	4,840	39%	5,575	40%	60,894	39%
		Very much	35	30%	2,744	38%	4,259	40%	45,406	40%	36	41%	5,599	46%	6,631	46%	73,807	47%
		Total	114	100%	7,248	100%	10,459	100%	111,685	100%	86	100%	12,272	100%	14,069	100%	154,324	100%
2c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	7	6%	329	4%	398	4%	4,136	4%	2	3%	479	4%	421	3%	4,442	3%
		Some	32	29%	1,846	26%	2,438	23%	26,279	24%	19	23%	2,468	20%	2,511	18%	28,128	19%
		Quite a bit	38	33%	2,932	40%	4,308	41%	46,104	41%	37	44%	4,631	37%	5,543	40%	60,256	39%
		Very much	36	32%	2,125	30%	3,295	32%	35,053	31%	28	31%	4,677	39%	5,573	39%	61,303	39%
		Total	113	100%	7,232	100%	10,439	100%	111,572	100%	86	100%	12,255	100%	14,048	100%	154,129	100%
2d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	6	5%	397	5%	442	4%	4,899	5%	5	7%	661	6%	506	4%	6,245	4%
		Some	19	17%	1,849	25%	2,448	23%	26,458	24%	24	29%	2,514	20%	2,634	19%	30,370	20%
		Quite a bit	52	46%	2,905	41%	4,258	40%	46,211	41%	28	31%	4,634	38%	5,408	38%	59,507	38%
		Very much	37	33%	2,089	29%	3,307	32%	34,184	30%	30	33%	4,472	37%	5,532	39%	58,227	37%
		Total	114	100%	7,240	100%	10,455	100%	111,752	100%	87	100%	12,281	100%	14,080	100%	154,349	100%
2e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	2	2%	285	4%	319	3%	3,762	4%	2	3%	378	3%	314	2%	3,690	3%
		Some	30	26%	1,548	21%	2,090	20%	22,046	20%	14	17%	1,987	16%	1,868	14%	21,914	15%
		Quite a bit	37	32%	2,733	38%	3,871	37%	42,532	38%	33	39%	4,159	33%	4,845	35%	53,102	34%
		Very much	46	40%	2,690	37%	4,207	40%	43,654	38%	38	42%	5,776	48%	7,077	49%	75,984	48%
		Total	115	100%	7,256	100%	10,487	100%	111,994	100%	87	100%	12,300	100%	14,104	100%	154,690	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	2	2%	75	1%	64	1%	873	1%	3	3%	218	2%	213	2%	2,223	2%
		1-4	32	28%	2,034	29%	2,411	25%	23,889	24%	35	42%	4,190	35%	3,990	29%	42,453	29%
		5-10	52	46%	3,223	45%	4,408	42%	46,443	42%	31	35%	4,586	37%	5,288	38%	57,268	37%
		11-20	19	17%	1,249	17%	2,383	22%	26,507	22%	10	10%	1,902	15%	2,741	19%	30,045	19%
		More than 20	8	7%	677	8%	1,178	11%	13,990	11%	9	9%	1,388	11%	1,862	13%	22,323	14%
		Total	113	100%	7,258	100%	10,444	100%	111,702	100%	88	100%	12,284	100%	14,094	100%	154,312	100%

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NSSE 2012 Engagement Item Frequency Distributions^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	32	28%	1,899	27%	2,809	27%	30,049	27%	22	26%	2,743	23%	3,220	23%	33,569	22%
		1-4	58	50%	3,816	53%	5,434	51%	58,597	52%	37	42%	6,310	52%	7,264	51%	80,448	52%
		5-10	8	7%	963	13%	1,379	14%	14,861	13%	17	19%	1,950	16%	2,247	16%	24,785	16%
		11-20	8	7%	281	4%	416	4%	4,308	4%	5	6%	637	5%	700	5%	8,134	5%
		More than 20	9	7%	295	4%	397	4%	3,826	4%	7	7%	638	5%	664	5%	7,420	5%
	Total		115	100%	7,254	100%	10,435	100%	111,641	100%	88	100%	12,278	100%	14,095	100%	154,356	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	88	77%	5,910	81%	8,530	79%	91,934	81%	62	72%	6,918	55%	7,150	50%	77,223	51%
		1-4	15	13%	881	13%	1,309	15%	13,668	13%	21	23%	4,264	35%	5,633	40%	62,493	39%
		5-10	8	7%	286	4%	329	4%	3,288	3%	3	3%	716	7%	859	7%	9,447	6%
		11-20	2	2%	107	1%	153	2%	1,425	1%	0	0%	197	2%	237	2%	2,638	2%
		More than 20	1	1%	59	1%	111	1%	1,193	1%	2	2%	192	2%	234	2%	2,578	2%
Total		114	100%	7,243	100%	10,432	100%	111,508	100%	88	100%	12,287	100%	14,113	100%	154,379	100%	
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	30	26%	1,544	21%	1,455	15%	15,427	15%	15	19%	1,822	15%	1,252	9%	14,373	10%
		1-4	61	54%	3,774	53%	5,565	52%	59,542	53%	52	58%	5,992	48%	6,103	43%	66,031	43%
		5-10	16	14%	1,537	21%	2,641	25%	28,463	25%	16	18%	3,043	25%	4,449	31%	47,770	30%
		11-20	6	5%	326	4%	621	6%	6,779	6%	5	5%	1,018	8%	1,657	12%	18,100	11%
		More than 20	0	0%	78	1%	169	2%	1,604	2%	0	0%	424	3%	659	5%	8,349	6%
Total		113	100%	7,259	100%	10,451	100%	111,815	100%	88	100%	12,299	100%	14,120	100%	154,623	100%	
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	5	4%	350	5%	307	4%	3,235	4%	4	5%	1,015	9%	876	7%	8,922	6%
		1-4	38	33%	2,925	41%	3,138	32%	35,192	33%	37	42%	4,906	41%	4,677	33%	51,158	34%
		5-10	51	44%	2,372	32%	3,511	33%	38,867	34%	28	31%	3,030	24%	3,788	27%	42,664	27%
		11-20	13	12%	1,108	15%	2,201	20%	22,637	19%	12	14%	1,822	14%	2,623	18%	28,372	18%
		More than 20	8	7%	525	7%	1,324	12%	12,102	10%	7	8%	1,545	12%	2,176	15%	23,719	15%
Total		115	100%	7,280	100%	10,481	100%	112,033	100%	88	100%	12,318	100%	14,140	100%	154,835	100%	
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	12	10%	648	9%	1,124	11%	12,278	11%	16	21%	1,732	14%	2,243	16%	26,493	16%
		1-2	55	48%	2,345	33%	3,572	35%	37,102	34%	30	35%	3,731	30%	4,178	30%	46,664	30%
		3-4	29	26%	2,490	33%	3,467	33%	36,969	33%	27	29%	3,685	30%	4,219	30%	44,905	29%
		5-6	10	9%	803	11%	1,173	11%	12,516	11%	4	5%	1,322	11%	1,577	11%	16,085	10%
		More than 6	7	7%	965	14%	1,106	11%	12,783	12%	11	11%	1,788	15%	1,832	13%	19,900	13%
Total		113	100%	7,251	100%	10,442	100%	111,648	100%	88	100%	12,258	100%	14,049	100%	154,047	100%	
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	8	7%	840	11%	1,131	11%	13,968	13%	12	13%	2,977	24%	3,224	23%	39,557	26%
		1-2	34	30%	2,685	37%	3,748	37%	39,776	36%	31	34%	4,523	37%	5,030	36%	54,492	36%
		3-4	32	28%	1,739	24%	2,786	26%	29,175	26%	22	25%	2,447	20%	3,118	22%	31,607	20%
		5-6	16	14%	852	12%	1,265	12%	12,840	11%	7	9%	952	8%	1,151	8%	12,256	8%
		More than 6	24	22%	1,126	16%	1,501	14%	15,832	15%	16	19%	1,356	11%	1,532	11%	15,987	11%
Total		114	100%	7,242	100%	10,431	100%	111,591	100%	88	100%	12,255	100%	14,055	100%	153,899	100%	

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1 Very little	0	0%	44	1%	52	1%	656	1%	0	0%	127	1%	173	1%	1,878	1%
		2	2	2%	91	1%	97	1%	1,138	1%	2	3%	182	1%	188	1%	2,216	2%
		3	2	2%	213	3%	332	4%	3,360	3%	2	3%	443	4%	460	3%	5,241	4%
		4	13	11%	904	13%	1,195	12%	12,179	11%	10	12%	1,232	10%	1,400	10%	15,365	10%
		5	32	28%	2,214	31%	3,142	30%	33,178	30%	23	27%	3,189	26%	3,633	26%	41,934	27%
		6	35	31%	2,270	31%	3,395	31%	37,286	32%	28	31%	3,720	30%	4,502	32%	49,149	31%
		7 Very much	29	26%	1,534	21%	2,249	21%	24,107	22%	23	24%	3,392	28%	3,765	26%	38,755	25%
	Total	113	100%	7,270	100%	10,462	100%	111,904	100%	88	100%	12,285	100%	14,121	100%	154,538	100%	
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	35	31%	1,967	30%	2,363	25%	26,486	26%	35	42%	4,663	39%	4,617	33%	49,149	34%
		Sometimes	50	43%	3,276	45%	4,609	43%	50,275	45%	38	43%	5,045	42%	6,029	43%	67,500	44%
		Often	16	14%	1,239	17%	2,060	20%	21,297	18%	5	7%	1,482	12%	2,004	14%	22,243	14%
		Very often	13	11%	697	9%	1,279	12%	12,484	11%	8	9%	959	8%	1,306	9%	14,175	9%
		Total	114	100%	7,179	100%	10,311	100%	110,542	100%	86	100%	12,149	100%	13,956	100%	153,067	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	14	12%	878	13%	1,284	14%	12,292	12%	8	9%	2,038	17%	2,156	16%	19,994	14%
		Sometimes	26	23%	2,086	29%	2,776	27%	29,810	27%	31	35%	4,057	33%	4,595	33%	47,605	31%
		Often	25	22%	1,885	26%	2,476	24%	28,193	25%	22	23%	2,813	23%	3,200	23%	36,601	24%
		Very often	48	43%	2,322	32%	3,783	35%	40,049	35%	25	33%	3,223	27%	4,012	28%	48,670	31%
		Total	113	100%	7,171	100%	10,319	100%	110,344	100%	86	100%	12,131	100%	13,963	100%	152,870	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	36	31%	2,984	42%	4,439	45%	45,837	42%	25	28%	4,816	39%	5,274	40%	58,637	40%
		Sometimes	37	32%	1,914	27%	2,691	26%	29,039	26%	33	38%	3,163	26%	3,829	28%	40,760	27%
		Often	21	19%	1,039	15%	1,465	14%	16,154	14%	9	12%	1,776	15%	2,102	14%	22,361	14%
		Very often	20	18%	1,214	16%	1,701	15%	19,129	17%	20	22%	2,371	20%	2,719	18%	30,865	19%
		Total	114	100%	7,151	100%	10,296	100%	110,159	100%	87	100%	12,126	100%	13,924	100%	152,623	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	16	13%	800	11%	1,006	10%	10,984	10%	7	8%	1,205	10%	1,120	8%	11,766	8%
		Sometimes	34	29%	2,723	37%	3,804	36%	40,160	36%	34	39%	4,123	34%	4,568	33%	50,009	33%
		Often	46	41%	2,374	33%	3,554	35%	37,570	34%	29	35%	4,152	34%	5,056	36%	55,266	36%
		Very often	18	16%	1,251	18%	1,935	20%	21,357	20%	16	19%	2,644	22%	3,188	23%	35,568	23%
		Total	114	100%	7,148	100%	10,299	100%	110,071	100%	86	100%	12,124	100%	13,932	100%	152,609	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	10	9%	467	7%	561	6%	6,215	6%	8	9%	682	6%	625	5%	6,830	5%
		Sometimes	36	32%	2,292	32%	3,183	30%	34,073	31%	34	41%	3,521	29%	3,891	28%	42,576	28%
		Often	41	36%	2,697	37%	3,972	38%	42,265	38%	23	25%	4,641	38%	5,546	40%	60,340	39%
		Very often	27	24%	1,706	24%	2,600	26%	27,770	25%	22	25%	3,303	27%	3,887	28%	43,100	28%
		Total	114	100%	7,162	100%	10,316	100%	110,323	100%	87	100%	12,147	100%	13,949	100%	152,846	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	7	6%	290	4%	374	4%	3,991	4%	4	4%	453	4%	399	3%	4,294	3%
		Sometimes	30	26%	2,280	31%	3,044	29%	32,152	29%	26	31%	3,639	30%	3,882	28%	42,263	28%
		Often	45	40%	2,729	38%	3,986	38%	43,338	39%	33	38%	4,646	38%	5,561	40%	61,465	40%
		Very often	31	28%	1,878	27%	2,932	28%	31,094	28%	24	27%	3,406	28%	4,135	29%	45,132	29%
		Total	113	100%	7,177	100%	10,336	100%	110,575	100%	87	100%	12,144	100%	13,977	100%	153,154	100%

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NSSE 2012 Engagement Item Frequency Distributions ^a

Southwestern Oklahoma State University

			First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	22	20%	841	12%	1,212	13%	12,306	12%	3	3%	1,151	10%	1,158	9%	12,022	9%
			Do not plan to do	4	3%	310	4%	403	5%	4,089	4%	17	22%	1,790	15%	2,162	16%	22,814	16%
			Plan to do	76	68%	5,416	76%	7,811	75%	84,324	76%	28	32%	3,931	34%	3,473	26%	37,358	26%
			Done	10	9%	502	7%	768	8%	8,101	8%	37	43%	5,132	41%	7,031	49%	79,332	49%
			Total	112	100%	7,069	100%	10,194	100%	108,820	100%	85	100%	12,004	100%	13,824	100%	151,526	100%
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	20	19%	693	11%	1,108	13%	11,789	12%	5	5%	1,175	10%	1,266	10%	12,970	9%
			Do not plan to do	7	6%	351	6%	523	6%	5,413	6%	10	13%	1,734	16%	1,858	15%	20,268	15%
			Plan to do	49	44%	3,000	42%	4,276	42%	45,604	42%	13	18%	2,282	20%	2,382	18%	23,537	17%
			Done	35	31%	3,005	41%	4,266	39%	45,663	40%	55	64%	6,773	54%	8,252	57%	94,045	59%
			Total	111	100%	7,049	100%	10,173	100%	108,469	100%	83	100%	11,964	100%	13,758	100%	150,820	100%
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	41	37%	2,001	28%	3,427	33%	34,798	31%	12	14%	1,883	16%	2,053	15%	21,109	15%
			Do not plan to do	19	17%	1,720	24%	2,270	23%	25,932	25%	44	54%	5,391	45%	6,226	46%	72,810	48%
			Plan to do	38	34%	2,017	29%	2,878	29%	28,351	26%	2	3%	1,424	13%	1,430	11%	13,772	10%
			Done	13	12%	1,290	19%	1,571	16%	19,104	18%	26	28%	3,229	26%	4,024	28%	42,881	27%
			Total	111	100%	7,028	100%	10,146	100%	108,185	100%	84	100%	11,927	100%	13,733	100%	150,572	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	42	38%	2,319	33%	3,970	39%	40,080	36%	12	15%	2,408	20%	2,492	18%	25,342	18%
			Do not plan to do	26	23%	1,524	21%	2,254	22%	23,308	22%	54	63%	5,375	45%	6,870	49%	74,285	48%
			Plan to do	35	32%	2,744	40%	3,394	34%	39,358	36%	8	9%	2,053	18%	1,860	14%	20,127	14%
			Done	8	7%	452	6%	550	6%	5,764	6%	12	14%	2,142	17%	2,563	19%	31,452	20%
			Total	111	100%	7,039	100%	10,168	100%	108,510	100%	86	100%	11,978	100%	13,785	100%	151,206	100%
7e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	27	24%	1,290	20%	1,853	19%	19,614	19%	9	10%	1,316	12%	1,314	10%	13,029	9%
			Do not plan to do	38	35%	1,810	26%	2,674	27%	29,688	28%	49	59%	5,006	41%	6,142	45%	64,185	43%
			Plan to do	38	34%	2,608	36%	3,576	36%	34,682	32%	12	15%	1,484	13%	1,358	11%	13,313	10%
			Done	7	6%	1,359	18%	2,082	18%	24,754	21%	16	17%	4,180	34%	4,987	34%	60,864	38%
			Total	110	100%	7,067	100%	10,185	100%	108,738	100%	86	100%	11,986	100%	13,801	100%	151,391	100%
7f.	Study abroad	STDABR04 (EEE)	Have not decided	34	31%	1,989	29%	2,969	30%	29,829	28%	10	11%	1,932	16%	1,867	15%	18,442	13%
			Do not plan to do	42	37%	1,837	27%	2,594	26%	27,079	27%	67	78%	7,394	62%	8,848	64%	95,533	64%
			Plan to do	29	26%	2,979	40%	4,279	40%	48,316	42%	7	8%	1,486	12%	1,244	10%	12,852	9%
			Done	6	5%	230	4%	305	3%	3,166	3%	2	3%	1,118	9%	1,775	12%	23,881	14%
			Total	111	100%	7,035	100%	10,147	100%	108,390	100%	86	100%	11,930	100%	13,734	100%	150,708	100%
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	41	37%	2,168	32%	3,317	33%	34,719	32%	9	11%	1,996	17%	1,865	14%	18,562	13%
			Do not plan to do	41	37%	3,207	45%	4,679	43%	51,152	46%	58	66%	6,606	55%	8,139	58%	91,210	60%
			Plan to do	21	20%	1,333	19%	1,739	19%	18,176	18%	5	6%	1,438	13%	1,357	10%	13,924	10%
			Done	7	6%	308	4%	395	5%	4,056	4%	14	16%	1,868	16%	2,320	17%	26,575	17%
			Total	110	100%	7,016	100%	10,130	100%	108,103	100%	86	100%	11,908	100%	13,681	100%	150,271	100%

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	40	36%	2,560	38%	3,658	35%	38,611	36%	6	7%	1,686	14%	1,593	12%	15,315	11%
		Do not plan to do	13	12%	840	12%	1,062	11%	11,149	11%	33	38%	2,824	24%	2,756	20%	31,260	22%
		Plan to do	55	50%	3,508	48%	5,240	51%	56,770	50%	35	41%	4,295	36%	4,724	35%	50,101	33%
		Done	2	2%	150	2%	222	3%	2,214	2%	12	14%	3,176	25%	4,732	34%	54,724	33%
		Total		110	100%	7,058	100%	10,182	100%	108,744	100%	86	100%	11,981	100%	13,805	100%	151,400
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	1	1%	104	2%	105	1%	1,143	1%	1	1%	126	1%	89	1%	1,234	1%
		2	3	3%	180	3%	271	3%	2,680	3%	2	3%	241	2%	240	2%	2,824	2%
		3	3	3%	355	5%	473	5%	5,220	5%	1	1%	480	4%	466	4%	5,600	4%
		4	18	16%	976	14%	1,145	12%	12,225	12%	9	9%	1,224	11%	1,333	10%	15,011	10%
		5	26	23%	1,468	21%	2,059	21%	22,214	21%	14	18%	2,373	20%	2,615	19%	29,197	19%
		6	31	28%	2,095	30%	3,108	30%	33,588	30%	28	31%	3,585	30%	4,370	32%	47,962	31%
		7 Friendly, Supportive, Sense of belonging	30	27%	1,869	26%	3,034	29%	31,579	28%	31	37%	3,946	32%	4,683	33%	49,374	32%
		Total		112	100%	7,047	100%	10,195	100%	108,649	100%	86	100%	11,975	100%	13,796	100%	151,202
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	2	2%	71	1%	66	1%	834	1%	0	0%	160	1%	127	1%	1,441	1%
		2	3	3%	198	3%	167	2%	2,060	2%	2	3%	333	3%	217	2%	3,122	2%
		3	6	5%	477	7%	505	5%	5,492	6%	3	3%	610	5%	519	4%	6,241	5%
		4	22	19%	1,181	17%	1,316	13%	15,725	15%	13	14%	1,440	13%	1,344	10%	16,437	12%
		5	25	23%	1,869	26%	2,451	23%	27,670	26%	10	12%	2,613	22%	2,697	20%	32,480	22%
		6	23	20%	2,002	28%	3,229	31%	33,680	30%	26	30%	3,722	31%	4,423	32%	48,889	32%
		7 Available, Helpful, Sympathetic	31	28%	1,236	17%	2,450	24%	23,147	21%	32	38%	3,100	25%	4,456	32%	42,594	27%
		Total		112	100%	7,034	100%	10,184	100%	108,608	100%	86	100%	11,978	100%	13,783	100%	151,204
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	2	2%	221	3%	227	3%	2,612	3%	2	3%	558	5%	589	5%	6,491	5%
		2	3	3%	379	6%	440	5%	5,257	5%	3	3%	821	6%	813	6%	10,091	7%
		3	7	6%	746	10%	884	9%	9,843	9%	7	9%	1,235	10%	1,208	9%	14,675	10%
		4	21	19%	1,585	22%	1,986	20%	22,706	21%	15	17%	2,336	20%	2,519	18%	28,752	19%
		5	23	21%	1,659	24%	2,368	22%	25,612	23%	15	17%	2,469	21%	2,787	20%	31,987	21%
		6	28	25%	1,399	20%	2,311	22%	24,245	21%	16	19%	2,439	21%	2,984	22%	31,739	21%
		7 Helpful, Considerate, Flexible	27	24%	1,057	15%	1,967	19%	18,359	17%	28	33%	2,116	17%	2,916	21%	27,591	18%
		Total		111	100%	7,046	100%	10,183	100%	108,634	100%	86	100%	11,974	100%	13,816	100%	151,326

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Variable	Response Options		Count	%	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 hrs/wk	2	2%	27	0%	29	0%	292	0%	0	0%	46	0%	32	0%	446	0%
		1-5 hrs/wk	36	32%	1,070	15%	1,444	16%	13,247	13%	16	21%	1,854	15%	1,961	15%	19,936	14%
		6-10 hrs/wk	34	30%	1,659	24%	2,458	25%	24,353	23%	27	30%	2,845	24%	3,243	24%	33,920	23%
		11-15 hrs/wk	16	14%	1,556	21%	2,177	21%	23,812	22%	15	19%	2,365	19%	2,792	20%	30,306	20%
		16-20 hrs/wk	10	9%	1,181	17%	1,831	17%	20,439	18%	15	17%	1,887	16%	2,307	16%	26,381	17%
		21-25 hrs/wk	9	8%	743	11%	1,122	10%	12,537	11%	6	6%	1,151	10%	1,466	10%	16,652	11%
		26-30 hrs/wk	0	0%	371	5%	549	5%	6,803	6%	3	4%	744	6%	924	7%	10,341	7%
		30+ hrs/wk	5	4%	400	6%	511	5%	6,420	6%	3	3%	997	9%	994	7%	12,457	8%
Total		112	100%	7,007	100%	10,121	100%	107,903	100%	85	100%	11,889	100%	13,719	100%	150,439	100%	
9b. Working for pay on campus	WORKON01	0 hrs/wk	94	85%	5,981	86%	8,089	81%	84,983	81%	65	78%	9,182	79%	10,069	75%	105,540	73%
		1-5 hrs/wk	0	0%	110	2%	455	4%	5,323	4%	1	1%	286	2%	680	5%	7,714	4%
		6-10 hrs/wk	3	3%	205	3%	824	7%	8,814	7%	4	4%	470	3%	1,054	7%	13,358	7%
		11-15 hrs/wk	4	4%	265	4%	359	4%	4,728	4%	5	6%	544	4%	771	5%	9,613	6%
		16-20 hrs/wk	9	8%	291	4%	269	3%	2,726	3%	9	11%	860	7%	692	5%	8,545	5%
		21-25 hrs/wk	1	1%	65	1%	54	1%	648	1%	1	1%	213	2%	147	1%	2,312	2%
		26-30 hrs/wk	0	0%	23	0%	26	0%	224	0%	0	0%	119	1%	80	1%	1,025	1%
		30+ hrs/wk	0	0%	62	1%	47	0%	488	1%	0	0%	205	2%	192	1%	2,045	1%
Total		111	100%	7,002	100%	10,123	100%	107,934	100%	85	100%	11,879	100%	13,685	100%	150,152	100%	
9c. Working for pay off campus	WORKOF01	0 hrs/wk	54	48%	4,968	69%	6,740	65%	77,398	70%	27	31%	5,126	42%	5,284	38%	68,437	44%
		1-5 hrs/wk	7	6%	265	4%	495	5%	4,958	4%	3	4%	534	4%	663	5%	7,887	5%
		6-10 hrs/wk	4	3%	301	4%	537	5%	4,817	4%	3	3%	613	5%	875	6%	8,952	6%
		11-15 hrs/wk	3	3%	281	4%	556	6%	4,490	4%	7	10%	622	5%	914	6%	8,954	6%
		16-20 hrs/wk	14	12%	382	6%	561	6%	5,043	5%	11	11%	957	8%	1,142	8%	11,845	8%
		21-25 hrs/wk	9	8%	267	4%	399	4%	3,350	3%	13	16%	811	7%	1,027	8%	9,341	6%
		26-30 hrs/wk	5	5%	202	3%	251	3%	2,056	2%	1	1%	649	6%	725	5%	6,756	5%
		30+ hrs/wk	16	14%	318	5%	575	7%	5,556	7%	19	26%	2,562	24%	3,068	24%	28,029	21%
Total		112	100%	6,984	100%	10,114	100%	107,668	100%	84	100%	11,874	100%	13,698	100%	150,201	100%	
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	46	41%	2,794	41%	3,956	42%	39,043	40%	47	55%	6,212	54%	6,933	52%	69,042	49%
		1-5 hrs/wk	35	32%	2,069	28%	3,029	28%	33,067	29%	21	23%	3,138	25%	3,432	25%	39,780	25%
		6-10 hrs/wk	16	14%	1,056	15%	1,333	13%	15,960	14%	5	7%	1,222	10%	1,441	10%	17,887	11%
		11-15 hrs/wk	3	3%	490	7%	739	7%	8,597	8%	1	2%	591	5%	742	5%	9,537	6%
		16-20 hrs/wk	5	5%	299	4%	520	5%	5,515	5%	4	4%	319	3%	521	4%	6,181	4%
		21-25 hrs/wk	1	1%	139	2%	256	2%	2,679	2%	5	6%	165	1%	272	2%	3,315	2%
		26-30 hrs/wk	1	1%	51	1%	113	1%	1,134	1%	1	2%	81	1%	114	1%	1,667	1%
		30+ hrs/wk	4	4%	109	2%	184	2%	2,048	2%	1	1%	175	1%	290	2%	3,193	2%
Total		111	100%	7,007	100%	10,130	100%	108,043	100%	85	100%	11,903	100%	13,745	100%	150,602	100%	

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NSSE 2012 Engagement Item Frequency Distributions^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	2	2%	92	1%	107	1%	1,318	1%	4	4%	265	2%	229	2%	2,267	2%
		1-5 hrs/wk	35	32%	1,833	26%	2,531	25%	26,138	24%	26	31%	4,034	34%	4,398	32%	44,395	30%
		6-10 hrs/wk	27	24%	2,084	29%	2,897	28%	32,016	29%	25	29%	3,627	30%	4,134	30%	46,118	30%
		11-15 hrs/wk	21	19%	1,328	19%	2,016	19%	21,783	20%	12	15%	1,919	17%	2,443	18%	27,906	18%
		16-20 hrs/wk	11	10%	789	11%	1,183	12%	12,847	12%	7	9%	1,051	9%	1,266	9%	15,289	10%
		21-25 hrs/wk	7	7%	379	5%	587	6%	6,104	6%	6	8%	412	4%	512	4%	6,409	4%
		26-30 hrs/wk	3	3%	140	2%	286	3%	2,560	2%	1	2%	196	2%	252	2%	2,810	2%
		30+ hrs/wk	4	4%	349	6%	491	5%	4,775	5%	2	2%	348	3%	464	4%	4,830	3%
Total		110	100%	6,994	100%	10,098	100%	107,541	100%	83	100%	11,852	100%	13,698	100%	150,024	100%	
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	73	65%	4,803	66%	6,906	65%	78,683	70%	44	53%	5,618	47%	7,074	51%	86,808	56%
		1-5 hrs/wk	23	21%	936	14%	1,345	14%	12,359	12%	12	13%	1,643	14%	1,808	13%	18,126	12%
		6-10 hrs/wk	5	5%	442	7%	615	7%	5,439	6%	4	4%	979	9%	990	7%	10,139	7%
		11-15 hrs/wk	3	3%	243	4%	318	4%	2,873	3%	4	5%	606	5%	603	4%	6,058	4%
		16-20 hrs/wk	0	0%	150	2%	217	3%	1,815	2%	3	5%	510	4%	488	4%	4,878	4%
		21-25 hrs/wk	1	1%	82	1%	104	1%	920	1%	0	0%	277	2%	285	2%	2,542	2%
		26-30 hrs/wk	1	1%	45	1%	52	1%	589	1%	2	2%	232	2%	237	2%	2,090	2%
		30+ hrs/wk	5	4%	264	4%	514	6%	4,672	5%	15	18%	1,959	16%	2,195	16%	19,154	14%
Total		111	100%	6,965	100%	10,071	100%	107,350	100%	84	100%	11,824	100%	13,680	100%	149,795	100%	
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	14	12%	621	8%	2,140	19%	22,982	19%	13	17%	852	8%	1,916	13%	22,631	15%
		1-5 hrs/wk	69	62%	4,328	60%	5,852	57%	62,849	58%	52	61%	6,862	56%	8,000	57%	88,983	57%
		6-10 hrs/wk	16	15%	1,216	19%	1,186	13%	12,912	14%	13	14%	2,666	23%	2,336	18%	24,913	18%
		11-15 hrs/wk	5	4%	462	7%	454	6%	4,660	5%	4	5%	823	7%	787	6%	7,683	6%
		16-20 hrs/wk	4	4%	169	3%	225	3%	2,003	2%	2	2%	300	3%	292	2%	2,794	2%
		21-25 hrs/wk	0	0%	79	1%	88	1%	798	1%	0	0%	116	1%	114	1%	1,083	1%
		26-30 hrs/wk	0	0%	34	0%	42	1%	355	0%	0	0%	70	1%	65	1%	591	0%
		30+ hrs/wk	3	3%	88	1%	131	2%	1,161	1%	1	2%	186	1%	216	2%	1,688	1%
Total		111	100%	6,997	100%	10,118	100%	107,720	100%	85	100%	11,875	100%	13,726	100%	150,366	100%	
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	3	3%	117	2%	159	2%	1,663	2%	2	3%	272	2%	281	2%	2,900	2%
		Some	17	16%	1,079	16%	1,448	16%	14,906	15%	13	14%	1,902	16%	2,047	16%	22,441	16%
		Quite a bit	54	50%	3,160	45%	4,498	45%	47,253	45%	37	46%	5,009	42%	5,857	43%	64,081	43%
		Very much	35	32%	2,584	37%	3,925	37%	42,980	39%	31	37%	4,609	39%	5,443	39%	59,838	39%
		Total	109	100%	6,940	100%	10,030	100%	106,802	100%	83	100%	11,792	100%	13,628	100%	149,260	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	2	2%	200	3%	203	2%	2,460	3%	1	2%	596	5%	535	4%	6,067	5%
		Some	20	19%	1,283	19%	1,640	17%	17,548	18%	15	18%	2,731	24%	2,587	20%	30,553	22%
		Quite a bit	50	47%	2,982	43%	4,172	42%	44,222	42%	41	48%	4,855	41%	5,658	42%	62,683	42%
		Very much	36	33%	2,441	34%	3,963	38%	42,021	37%	26	32%	3,554	30%	4,792	34%	49,335	32%
		Total	108	100%	6,906	100%	9,978	100%	106,251	100%	83	100%	11,736	100%	13,572	100%	148,638	100%

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
	Variable	Response Options	Count	%	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	10	9%	836	12%	972	10%	11,564	11%	9	11%	1,968	17%	1,830	14%	23,036	16%
			Some	27	25%	2,037	29%	2,757	28%	29,252	28%	27	35%	3,567	30%	4,100	30%	45,899	30%
			Quite a bit	38	35%	2,274	33%	3,305	33%	35,252	33%	25	31%	3,480	30%	4,211	31%	44,889	30%
			Very much	34	31%	1,747	25%	2,942	30%	30,225	28%	20	23%	2,719	23%	3,449	25%	34,789	24%
			Total	109	100%	6,894	100%	9,976	100%	106,293	100%	81	100%	11,734	100%	13,590	100%	148,613	100%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	24	22%	1,740	25%	2,073	22%	23,135	23%	24	31%	4,425	39%	4,217	32%	49,011	35%
			Some	45	41%	2,497	36%	3,471	34%	38,659	36%	36	41%	3,892	33%	4,755	35%	53,313	35%
			Quite a bit	26	23%	1,727	25%	2,802	28%	28,598	26%	11	14%	2,153	18%	2,918	21%	29,914	19%
			Very much	14	13%	945	13%	1,653	16%	16,066	15%	11	14%	1,297	11%	1,691	12%	16,670	11%
			Total	109	100%	6,909	100%	9,999	100%	106,458	100%	82	100%	11,767	100%	13,581	100%	148,908	100%
10e.	Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	11	10%	1,094	16%	1,268	13%	14,732	15%	21	27%	2,869	25%	2,906	22%	33,183	24%
			Some	41	37%	2,360	34%	3,213	32%	34,992	33%	33	39%	4,232	36%	4,788	36%	54,129	36%
			Quite a bit	40	37%	2,281	33%	3,459	34%	36,024	33%	19	23%	3,050	26%	3,779	28%	40,486	27%
			Very much	18	16%	1,151	17%	2,017	20%	20,230	19%	9	11%	1,533	13%	2,039	15%	20,395	13%
			Total	110	100%	6,886	100%	9,957	100%	105,978	100%	82	100%	11,684	100%	13,512	100%	148,193	100%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	10	9%	616	10%	778	9%	8,639	10%	7	9%	1,763	15%	2,136	17%	21,481	16%
			Some	18	17%	1,680	24%	2,222	23%	23,437	23%	28	34%	3,432	29%	3,675	28%	40,247	28%
			Quite a bit	39	36%	2,557	36%	3,612	35%	39,737	36%	29	35%	3,907	33%	4,518	33%	51,560	34%
			Very much	42	38%	2,064	30%	3,385	32%	34,510	31%	19	22%	2,614	22%	3,191	23%	35,108	22%
			Total	109	100%	6,917	100%	9,997	100%	106,323	100%	83	100%	11,716	100%	13,520	100%	148,396	100%
10g.	Using computers in academic work	ENVCOMPT	Very little	1	1%	172	3%	251	3%	2,690	3%	0	0%	311	3%	327	3%	3,332	2%
			Some	9	8%	943	14%	1,427	14%	15,163	14%	9	10%	1,200	10%	1,427	11%	15,054	10%
			Quite a bit	41	38%	2,233	32%	3,421	34%	36,062	33%	27	33%	3,310	28%	3,926	29%	42,911	28%
			Very much	58	53%	3,584	51%	4,903	49%	52,611	50%	47	57%	6,915	59%	7,895	58%	87,613	59%
			Total	109	100%	6,932	100%	10,002	100%	106,526	100%	83	100%	11,736	100%	13,575	100%	148,910	100%
11a.	Acquiring a broad general education	GNGENLED	Very little	5	5%	207	3%	232	3%	2,637	3%	3	4%	400	4%	402	3%	4,123	3%
			Some	11	10%	1,128	16%	1,421	15%	15,166	15%	8	10%	1,762	15%	1,732	13%	19,881	14%
			Quite a bit	45	41%	2,979	44%	4,165	43%	43,922	42%	30	37%	4,106	35%	4,711	36%	52,342	36%
			Very much	48	44%	2,497	37%	4,056	40%	43,151	40%	39	49%	5,362	46%	6,587	48%	70,856	47%
			Total	109	100%	6,811	100%	9,874	100%	104,876	100%	80	100%	11,630	100%	13,432	100%	147,202	100%
11b.	Acquiring job or work-related knowledge and skills	GNWORK	Very little	8	7%	707	11%	765	8%	8,317	9%	2	3%	786	7%	710	6%	8,373	6%
			Some	31	29%	1,877	28%	2,477	25%	26,818	26%	14	18%	2,164	19%	2,297	18%	26,925	19%
			Quite a bit	36	33%	2,439	35%	3,559	36%	37,791	36%	27	34%	3,780	32%	4,390	33%	48,742	33%
			Very much	33	30%	1,780	26%	3,069	31%	31,798	29%	37	46%	4,904	42%	6,040	44%	63,198	42%
			Total	108	100%	6,803	100%	9,870	100%	104,724	100%	80	100%	11,634	100%	13,437	100%	147,238	100%

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	8	7%	387	6%	362	4%	4,346	5%	1	2%	553	5%	466	4%	5,346	4%
		Some	17	16%	1,570	24%	1,834	19%	20,736	20%	19	22%	2,240	19%	2,146	16%	25,276	18%
		Quite a bit	43	40%	2,657	38%	4,029	41%	41,651	40%	32	41%	4,194	36%	4,815	36%	53,759	36%
		Very much	41	37%	2,187	32%	3,650	37%	38,143	36%	28	35%	4,652	40%	6,027	44%	62,989	42%
		Total		109	100%	6,801	100%	9,875	100%	104,876	100%	80	100%	11,639	100%	13,454	100%	147,370
11d. Speaking clearly and effectively	GNSPEAK	Very little	7	7%	631	10%	639	6%	7,432	8%	2	3%	792	8%	623	5%	8,023	6%
		Some	24	22%	1,798	27%	2,290	23%	25,827	25%	19	22%	2,444	21%	2,475	19%	29,637	21%
		Quite a bit	43	40%	2,496	36%	3,802	39%	39,236	37%	33	41%	4,050	35%	4,816	36%	53,120	36%
		Very much	35	32%	1,860	27%	3,133	32%	32,109	30%	27	34%	4,320	37%	5,489	40%	56,206	38%
		Total		109	100%	6,785	100%	9,864	100%	104,604	100%	81	100%	11,606	100%	13,403	100%	146,986
11e. Thinking critically and analytically	GNANALY	Very little	3	3%	146	2%	161	2%	2,052	2%	1	2%	267	2%	236	2%	2,572	2%
		Some	15	14%	983	15%	1,272	13%	13,544	13%	7	7%	1,299	11%	1,292	10%	14,297	10%
		Quite a bit	43	40%	2,807	41%	3,885	40%	40,895	39%	33	41%	3,977	34%	4,521	34%	49,042	34%
		Very much	48	43%	2,846	42%	4,545	46%	48,164	45%	40	50%	6,061	52%	7,376	54%	81,077	54%
		Total		109	100%	6,782	100%	9,863	100%	104,655	100%	81	100%	11,604	100%	13,425	100%	146,988
11f. Analyzing quantitative problems	GNQUANT	Very little	4	4%	315	5%	455	5%	5,016	5%	4	7%	491	4%	610	5%	6,502	5%
		Some	22	20%	1,418	21%	2,199	23%	22,760	22%	13	16%	2,123	18%	2,554	20%	27,588	19%
		Quite a bit	42	39%	2,798	42%	3,936	40%	41,112	40%	34	39%	4,047	35%	4,748	35%	51,754	35%
		Very much	41	37%	2,256	33%	3,247	33%	35,501	34%	30	39%	4,922	43%	5,493	40%	60,910	42%
		Total		109	100%	6,787	100%	9,837	100%	104,389	100%	81	100%	11,583	100%	13,405	100%	146,754
11g. Using computing and information technology	GNCMPTS	Very little	7	7%	372	6%	517	5%	6,013	6%	2	3%	475	4%	512	4%	6,058	4%
		Some	12	11%	1,345	20%	2,061	21%	22,607	21%	11	13%	1,916	16%	2,210	16%	25,646	17%
		Quite a bit	45	43%	2,544	36%	3,724	37%	38,448	36%	29	37%	3,683	31%	4,508	33%	49,228	33%
		Very much	44	40%	2,551	37%	3,570	37%	37,757	37%	39	48%	5,568	48%	6,232	47%	66,412	46%
		Total		108	100%	6,812	100%	9,872	100%	104,825	100%	81	100%	11,642	100%	13,462	100%	147,344
11h. Working effectively with others	GNOTHERS	Very little	7	7%	428	7%	379	4%	4,766	5%	2	3%	508	5%	385	3%	4,866	4%
		Some	18	16%	1,553	24%	1,938	20%	21,986	22%	14	17%	2,118	18%	2,041	16%	23,783	17%
		Quite a bit	40	38%	2,570	37%	3,821	38%	39,962	38%	30	36%	3,798	32%	4,711	35%	51,213	34%
		Very much	43	39%	2,254	33%	3,743	37%	38,118	35%	35	43%	5,213	44%	6,321	46%	67,467	45%
		Total		108	100%	6,805	100%	9,881	100%	104,832	100%	81	100%	11,637	100%	13,458	100%	147,329
11i. Voting in local, state, or national elections	GNCITIZN	Very little	41	39%	2,623	38%	4,363	44%	47,515	45%	33	42%	4,796	41%	5,680	43%	62,383	43%
		Some	36	34%	2,052	31%	2,845	28%	29,577	28%	24	28%	3,316	29%	3,875	29%	43,417	29%
		Quite a bit	19	18%	1,204	18%	1,548	17%	16,175	16%	16	21%	1,920	17%	2,046	15%	22,924	16%
		Very much	9	9%	789	12%	932	11%	9,651	10%	8	9%	1,445	13%	1,663	13%	16,733	12%
		Total		105	100%	6,668	100%	9,688	100%	102,918	100%	81	100%	11,477	100%	13,264	100%	145,457

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
11j.	Learning effectively on your own	GNINQ	Very little	7	7%	368	6%	444	5%	4,887	5%	0	0%	686	6%	635	5%	7,298	5%
			Some	19	18%	1,487	22%	2,126	22%	22,511	22%	18	24%	2,029	17%	2,351	18%	25,397	18%
			Quite a bit	48	46%	2,783	41%	4,128	42%	44,130	42%	35	43%	4,393	38%	5,141	39%	56,377	38%
			Very much	31	29%	2,017	31%	2,957	31%	31,191	31%	28	34%	4,329	38%	5,106	38%	56,074	39%
			Total	105	100%	6,655	100%	9,655	100%	102,719	100%	81	100%	11,437	100%	13,233	100%	145,146	100%
11k.	Understanding yourself	GNSSELF	Very little	10	9%	707	11%	813	9%	9,298	10%	9	11%	1,440	13%	1,229	10%	14,390	11%
			Some	23	22%	1,693	25%	2,252	23%	24,903	24%	22	26%	2,678	23%	2,921	22%	32,520	23%
			Quite a bit	47	45%	2,342	34%	3,514	36%	37,424	36%	25	32%	3,622	32%	4,412	33%	48,531	33%
			Very much	25	23%	1,911	29%	3,057	32%	30,884	30%	25	31%	3,670	32%	4,663	35%	49,369	34%
			Total	105	100%	6,653	100%	9,636	100%	102,509	100%	81	100%	11,410	100%	13,225	100%	144,810	100%
11l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	14	14%	837	13%	1,045	11%	12,273	12%	11	14%	1,575	14%	1,554	12%	18,833	13%
			Some	33	32%	1,987	30%	2,758	28%	30,533	29%	27	31%	3,236	28%	3,788	28%	42,802	29%
			Quite a bit	37	36%	2,241	34%	3,410	35%	35,250	34%	25	32%	3,596	31%	4,256	32%	46,086	31%
			Very much	19	18%	1,598	24%	2,460	26%	24,814	24%	18	23%	3,048	27%	3,671	28%	37,583	26%
			Total	103	100%	6,663	100%	9,673	100%	102,870	100%	81	100%	11,455	100%	13,269	100%	145,304	100%
11m.	Solving complex real-world problems	GNPROBSV	Very little	7	7%	668	11%	850	9%	9,748	10%	6	8%	1,147	11%	1,155	9%	12,701	9%
			Some	31	30%	2,024	30%	2,792	29%	30,619	30%	26	33%	2,912	25%	3,221	24%	36,390	25%
			Quite a bit	37	36%	2,429	36%	3,663	37%	38,003	36%	29	34%	3,980	34%	4,811	36%	52,112	35%
			Very much	28	27%	1,539	23%	2,369	25%	24,488	24%	20	25%	3,429	30%	4,090	30%	44,146	31%
			Total	103	100%	6,660	100%	9,674	100%	102,858	100%	81	100%	11,468	100%	13,277	100%	145,349	100%
11n.	Developing a personal code of values and ethics	GNETHICS	Very little	9	9%	898	14%	970	11%	11,535	12%	8	11%	1,807	16%	1,520	12%	17,895	13%
			Some	35	34%	1,861	28%	2,539	26%	26,557	26%	16	21%	2,787	25%	3,011	23%	34,327	24%
			Quite a bit	35	34%	2,193	32%	3,385	35%	35,845	34%	26	30%	3,385	29%	4,233	32%	45,421	31%
			Very much	25	24%	1,709	26%	2,769	28%	28,864	27%	29	38%	3,481	30%	4,508	33%	47,751	32%
			Total	104	100%	6,661	100%	9,663	100%	102,801	100%	79	100%	11,460	100%	13,272	100%	145,394	100%
11o.	Contributing to the welfare of your community	GNCOMMUN	Very little	20	19%	1,174	19%	1,556	17%	16,806	18%	13	17%	2,408	21%	2,197	18%	25,296	19%
			Some	40	39%	2,338	35%	3,075	32%	32,903	32%	21	28%	3,566	32%	3,975	31%	44,146	31%
			Quite a bit	30	29%	1,979	29%	2,983	30%	31,789	30%	31	37%	3,059	26%	3,795	28%	41,503	28%
			Very much	14	13%	1,175	17%	2,051	21%	21,355	20%	16	18%	2,415	21%	3,305	24%	34,365	23%
			Total	104	100%	6,666	100%	9,665	100%	102,853	100%	81	100%	11,448	100%	13,272	100%	145,310	100%
11p.	Developing a deepened sense of spirituality	GNSPIRIT	Very little	34	33%	2,574	40%	3,302	36%	36,942	38%	28	34%	5,678	50%	5,365	43%	64,111	47%
			Some	31	29%	1,715	25%	2,623	27%	26,574	25%	23	30%	2,580	22%	3,258	24%	34,378	23%
			Quite a bit	28	27%	1,326	19%	2,025	21%	21,029	20%	18	21%	1,600	14%	2,256	16%	22,531	15%
			Very much	12	12%	1,050	16%	1,719	17%	18,388	17%	12	15%	1,602	14%	2,392	17%	24,474	16%
			Total	105	100%	6,665	100%	9,669	100%	102,933	100%	81	100%	11,460	100%	13,271	100%	145,494	100%

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NSSE 2012 Engagement Item Frequency Distributions ^a
Southwestern Oklahoma State University

			First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
Variable	Response Options		Count	%	Count	%	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	2	2%	288	4%	384	4%	4,247	5%	5	6%	1,085	9%	995	8%	11,465	8%
		Fair	10	10%	1,000	15%	1,347	14%	15,241	15%	10	13%	2,068	18%	2,209	17%	25,495	18%
		Good	50	47%	3,108	46%	4,388	44%	46,577	45%	28	36%	4,489	39%	5,127	38%	57,142	39%
		Excellent	44	41%	2,361	34%	3,697	37%	38,250	35%	38	46%	3,958	34%	5,130	37%	53,135	35%
		Total		106	100%	6,757	100%	9,816	100%	104,315	100%	81	100%	11,600	100%	13,461	100%	147,237
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	3	3%	109	2%	154	2%	1,720	2%	1	2%	291	3%	294	2%	3,233	3%
		Fair	11	11%	716	11%	961	10%	10,351	11%	3	4%	1,325	12%	1,472	12%	15,827	11%
		Good	47	44%	3,384	50%	4,610	48%	48,875	48%	35	44%	5,338	46%	5,926	44%	64,833	44%
		Excellent	44	42%	2,542	37%	4,071	40%	43,187	40%	42	51%	4,636	40%	5,760	42%	63,207	42%
	Total		105	100%	6,751	100%	9,796	100%	104,133	100%	81	100%	11,590	100%	13,452	100%	147,100	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	5	5%	235	4%	366	4%	3,896	4%	1	2%	585	5%	741	6%	7,592	5%
		Probably no	12	11%	756	12%	1,113	12%	11,669	11%	8	11%	1,342	11%	1,676	13%	18,036	12%
		Probably yes	36	34%	2,675	41%	3,873	40%	40,123	39%	29	34%	4,232	36%	4,922	37%	53,305	36%
		Definitely yes	53	50%	3,104	44%	4,476	44%	48,741	45%	43	53%	5,449	47%	6,125	45%	68,416	46%
			Total		106	100%	6,770	100%	9,828	100%	104,429	100%	81	100%	11,608	100%	13,464	100%

IPEDS: 207865

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NSSE 2012 Background Item Frequency Distributions^a
Southwestern Oklahoma State University

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors								
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
15.	Age	AGE	19 or younger	95	90%	5,789	84%	8,072	78%	89,166	81%	0	0%	48	0%	39	0%	478	0%
			20-23	4	4%	583	9%	892	11%	7,198	8%	57	67%	5,665	46%	7,512	53%	90,465	57%
			24-29	6	6%	156	3%	320	4%	2,732	4%	13	17%	2,659	24%	2,256	18%	22,784	17%
			30-39	1	1%	139	2%	279	3%	2,792	4%	6	8%	1,765	16%	1,678	13%	16,435	13%
			40-55	0	0%	103	2%	246	3%	2,368	3%	6	9%	1,293	12%	1,743	13%	15,086	12%
			Over 55	0	0%	14	0%	24	0%	291	0%	0	0%	155	1%	226	2%	1,910	2%
			Total	106	100%	6,784	100%	9,833	100%	104,547	100%	82	100%	11,585	100%	13,454	100%	147,158	100%
16.	Your sex:	SEX	Male	51	52%	2,423	48%	3,174	44%	35,924	45%	22	37%	4,310	45%	4,203	39%	53,355	43%
			Female	55	48%	4,367	52%	6,663	56%	68,626	55%	60	63%	7,276	55%	9,254	61%	93,784	57%
			Total	106	100%	6,790	100%	9,837	100%	104,550	100%	82	100%	11,586	100%	13,457	100%	147,139	100%
17.	Are you an international student or foreign national?	INTERNAT	No	100	97%	6,209	91%	9,221	94%	97,729	93%	80	97%	10,808	93%	12,730	95%	139,546	95%
			Yes	3	3%	533	9%	538	6%	6,200	7%	2	3%	722	7%	678	5%	7,092	5%
			Total	103	100%	6,742	100%	9,759	100%	103,929	100%	82	100%	11,530	100%	13,408	100%	146,638	100%
18.	What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	6	5%	187	3%	74	1%	866	1%	3	5%	350	2%	82	1%	1,279	1%
			Asian, Asian American, or Pacific Islander	1	1%	552	9%	380	4%	6,957	7%	2	3%	747	7%	454	4%	7,564	6%
			Black or African American	8	8%	504	8%	981	12%	9,978	11%	0	0%	708	7%	1,384	11%	12,971	10%
			White (non-Hispanic)	78	75%	3,145	44%	6,445	60%	68,392	61%	65	77%	5,826	48%	9,083	65%	100,493	65%
			Mexican or Mexican American	2	2%	1,091	17%	499	6%	3,397	4%	4	4%	1,778	16%	534	4%	4,347	4%
			Puerto Rican	0	0%	40	1%	124	3%	1,122	1%	0	0%	43	0%	125	2%	1,301	1%
			Other Hispanic or Latino	2	2%	554	8%	407	4%	3,406	4%	2	2%	881	8%	436	3%	4,260	3%
			Multiracial	4	4%	265	4%	314	3%	3,471	3%	2	3%	374	3%	322	2%	3,859	3%
			Other	1	1%	108	2%	134	1%	1,631	2%	0	0%	190	2%	205	2%	2,142	2%
			I prefer not to respond	3	3%	330	5%	455	5%	5,171	5%	4	6%	694	6%	818	6%	8,924	6%
			Total	105	100%	6,776	100%	9,813	100%	104,391	100%	82	100%	11,591	100%	13,443	100%	147,140	100%
19.	What is your current classification in college?	CLASS	Freshman/first-year	103	98%	5,566	82%	8,065	79%	89,516	83%	0	0%	14	0%	17	0%	218	0%
			Sophomore	2	2%	1,004	16%	1,390	16%	11,680	13%	1	1%	79	1%	72	1%	841	1%
			Junior	0	0%	107	1%	215	3%	1,627	2%	4	5%	909	9%	790	6%	9,353	7%
			Senior	0	0%	50	1%	50	1%	493	1%	76	94%	10,281	87%	12,134	90%	132,503	89%
			Unclassified	0	0%	41	1%	102	1%	1,060	1%	0	0%	290	3%	439	4%	4,191	3%
			Total	105	100%	6,768	100%	9,822	100%	104,376	100%	81	100%	11,573	100%	13,452	100%	147,106	100%
20.	Did you begin college at your current institution or elsewhere?	ENTER	Started here	102	97%	5,922	87%	8,644	86%	94,048	88%	50	62%	4,830	39%	6,791	48%	82,837	53%
			Started elsewhere	3	3%	840	13%	1,169	14%	10,261	12%	32	38%	6,763	61%	6,671	52%	64,337	47%
			Total	105	100%	6,762	100%	9,813	100%	104,309	100%	82	100%	11,593	100%	13,462	100%	147,174	100%

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NSSE 2012 Background Item Frequency Distributions ^a

Southwestern Oklahoma State University

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
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	9	8%	245	4%	394	5%	3,931	5%	9	12%	1,109	10%	1,283	10%	12,381	9%
	COMCOL05	Community or junior college	2	2%	1,066	16%	960	11%	8,967	10%	31	36%	7,160	65%	5,704	44%	56,061	42%
	FOURYR05	4-year college other than this one	7	7%	530	8%	888	10%	7,962	9%	18	23%	3,285	29%	3,739	29%	37,533	27%
	NONE05	None	85	82%	4,894	72%	7,534	75%	82,651	77%	38	47%	2,815	22%	5,056	36%	63,218	39%
	OCOL1_05	Other	1	1%	186	3%	314	4%	3,362	4%	2	3%	469	4%	563	4%	6,306	5%
- Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? (Item appeared only in the online instrument.)	VETERAN	No	95	100%	6,619	98%	9,543	98%	101,644	97%	74	99%	10,803	94%	12,632	94%	136,957	94%
		Yes	0	0%	92	2%	152	2%	1,939	3%	1	1%	659	6%	658	6%	7,796	6%
	Total	95	100%	6,711	100%	9,695	100%	103,583	100%	75	100%	11,462	100%	13,290	100%	144,753	100%	
- If yes: As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay? (Item appeared only in the online instrument.)	VETPAY	No	0	0%	43	49%	74	47%	1,051	49%	1	100%	285	44%	316	46%	3,772	47%
		Yes	0	0%	49	51%	76	53%	872	51%	0	0%	370	56%	340	54%	3,991	53%
	Total	0	0%	92	100%	150	100%	1,923	100%	1	100%	655	100%	656	100%	7,763	100%	
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	4	4%	325	6%	547	7%	4,576	6%	9	13%	2,137	20%	2,446	20%	21,680	16%
		Full-time	101	96%	6,440	94%	9,261	93%	99,803	94%	73	87%	9,440	80%	11,011	80%	125,493	84%
	Total	105	100%	6,765	100%	9,808	100%	104,379	100%	82	100%	11,577	100%	13,457	100%	147,173	100%	
- Thinking about this current academic term...Are you taking all courses entirely online? (Item appeared only in the online instrument.)	DISTED	No	95	100%	6,608	98%	9,524	98%	100,033	95%	72	95%	10,663	91%	12,129	91%	130,881	88%
		Yes	0	0%	107	2%	180	2%	3,563	5%	3	5%	810	9%	1,180	9%	13,947	12%
	Total	95	100%	6,715	100%	9,704	100%	103,596	100%	75	100%	11,473	100%	13,309	100%	144,828	100%	

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NSSE 2012 Background Item Frequency Distributions ^a
Southwestern Oklahoma State University

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
- Do you have any disabilities or impairments? (Select all that apply.) <i>(Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE data file or codebook.)</i>	DISNONE	No, I do not have any disabilities or impairments	82	87%	5,669	85%	8,049	83%	86,015	84%	64	87%	9,583	85%	11,196	85%	120,802	84%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	3	3%	167	3%	262	3%	2,931	3%	1	1%	280	2%	272	2%	3,274	2%
	DISMOBIL	Yes, I have a mobility impairment	0	0%	41	1%	58	1%	567	1%	0	0%	135	1%	142	1%	1,412	1%
	DISLEARN	Yes, I have a learning disability	1	1%	120	2%	250	3%	2,513	2%	1	1%	271	2%	317	2%	3,450	2%
	DISDEVL	Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	1	1%	167	3%	299	3%	3,200	3%	0	0%	326	3%	335	3%	4,264	3%
	DISMENT	Yes, I have a mental health disorder	1	1%	117	2%	212	2%	2,304	2%	2	3%	255	2%	323	2%	3,819	2%
	DISMED	Yes, I have a medical disability not listed above	0	0%	79	1%	153	2%	1,573	2%	0	0%	196	2%	225	2%	2,462	2%
	DISOTHER	Yes, I have another disability	5	5%	551	9%	940	10%	9,980	10%	4	5%	1,047	9%	1,176	9%	13,822	10%
	DISREFUS	I choose not to answer	6	6%	346	5%	501	6%	5,346	6%	6	8%	563	5%	653	5%	7,139	5%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	97	93%	6,047	90%	9,101	93%	94,275	91%	75	92%	10,441	90%	12,131	91%	130,217	89%
		Yes	8	7%	707	10%	694	7%	9,883	9%	7	8%	1,118	10%	1,293	9%	16,729	11%
	Total	105	100%	6,754	100%	9,795	100%	104,158	100%	82	100%	11,559	100%	13,424	100%	146,946	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	92	88%	6,475	97%	8,580	89%	93,003	92%	76	93%	11,291	98%	12,544	94%	137,921	95%
		Yes	12	12%	265	3%	1,190	11%	10,984	8%	6	7%	234	2%	848	6%	8,748	5%
	Total	104	100%	6,740	100%	9,770	100%	103,987	100%	82	100%	11,525	100%	13,392	100%	146,669	100%	

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NSSE 2012 Background Item Frequency Distributions ^a
Southwestern Oklahoma State University

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	5	5%	164	2%	148	2%	1,816	2%	1	2%	53	0%	25	0%	387	0%
		C	4	4%	208	3%	283	3%	3,187	3%	0	0%	203	2%	150	1%	2,218	2%
		C+	7	7%	344	5%	463	5%	5,111	5%	1	2%	535	5%	458	4%	5,275	4%
		B-	10	10%	483	7%	661	7%	6,892	7%	8	9%	824	7%	744	6%	8,716	6%
		B	23	22%	1,264	19%	1,765	18%	19,504	19%	17	23%	2,190	19%	2,188	17%	25,709	18%
		B+	15	14%	1,235	18%	1,906	20%	19,979	19%	9	9%	2,165	19%	2,609	20%	29,389	20%
		A-	18	17%	1,195	18%	1,909	18%	20,701	19%	10	11%	2,151	19%	2,823	21%	31,310	21%
		A	21	20%	1,858	28%	2,640	27%	26,881	26%	35	45%	3,432	28%	4,420	32%	43,844	30%
	Total	103	100%	6,751	100%	9,775	100%	104,071	100%	81	100%	11,553	100%	13,417	100%	146,848	100%	
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	56	55%	3,664	49%	5,934	55%	69,196	60%	9	12%	731	6%	1,943	13%	21,504	12%
		Residence, walking distance	14	14%	658	10%	633	7%	6,403	7%	22	28%	1,812	14%	2,222	17%	33,901	22%
		Residence, driving distance	32	31%	2,118	37%	2,833	33%	23,202	26%	46	53%	7,995	71%	7,850	60%	75,012	54%
		Fraternity or sorority house	0	0%	58	1%	13	0%	386	0%	0	0%	66	1%	57	0%	1,802	1%
		None of the above	0	0%	224	4%	350	5%	4,472	6%	5	7%	891	9%	1,307	10%	14,173	11%
		Total	102	100%	6,722	100%	9,763	100%	103,659	100%	82	100%	11,495	100%	13,379	100%	146,392	100%
27a. What is the highest level of education that your father completed?	FATHREDU	Did not finish HS	13	13%	929	14%	1,027	11%	8,950	10%	10	12%	1,973	17%	1,656	13%	14,868	11%
		Graduated from HS	41	40%	1,474	22%	2,766	29%	25,598	25%	25	30%	2,574	22%	3,971	30%	37,220	26%
		Attended, no degree	17	17%	1,040	15%	1,452	15%	14,065	14%	15	18%	1,722	16%	1,943	15%	19,831	14%
		Completed Associate's	7	7%	518	8%	892	9%	8,711	8%	6	7%	845	7%	1,248	9%	11,963	8%
		Completed Bachelor's	18	17%	1,608	24%	2,148	22%	25,742	24%	18	21%	2,558	22%	2,771	21%	34,375	23%
		Completed Master's	5	5%	768	12%	1,030	10%	13,711	13%	8	11%	1,182	10%	1,230	9%	17,993	12%
		Completed Doctorate	2	2%	337	5%	351	4%	6,007	6%	0	0%	549	5%	454	3%	9,079	6%
Total	103	100%	6,674	100%	9,666	100%	102,784	100%	82	100%	11,403	100%	13,273	100%	145,329	100%		
27b. What is the highest level of education that your mother completed?	MOTHREDU	Did not finish HS	15	14%	808	13%	750	9%	6,567	8%	10	13%	1,799	16%	1,323	10%	11,809	9%
		Graduated from HS	29	28%	1,310	20%	2,211	23%	20,898	21%	18	22%	2,658	23%	3,755	28%	35,597	25%
		Attended, no degree	20	19%	1,166	17%	1,597	16%	15,845	15%	12	14%	1,956	17%	2,161	16%	22,007	15%
		Completed Associate's	6	6%	722	11%	1,351	14%	13,021	12%	10	14%	1,163	10%	1,748	13%	18,341	12%
		Completed Bachelor's	22	21%	1,818	27%	2,526	25%	29,789	28%	21	23%	2,617	22%	2,833	21%	36,576	24%
		Completed Master's	10	10%	735	11%	1,100	11%	14,411	13%	10	13%	1,077	9%	1,312	10%	18,193	12%
		Completed Doctorate	2	2%	146	2%	175	2%	2,782	3%	1	1%	203	2%	185	1%	3,473	2%
Total	104	100%	6,705	100%	9,710	100%	103,313	100%	82	100%	11,473	100%	13,317	100%	145,996	100%		

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NSSE 2012 Background Item Frequency Distributions^a
Southwestern Oklahoma State University

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors							
			SWOSU		Southwest Public		Carnegie Class		NSSE 2012		SWOSU		Southwest Public		Carnegie Class		NSSE 2012	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. Primary major or expected primary major, in NSSE's collapsed eight major field categories. This does not reflect any customization made for the Major Field Report.	MAJRPCOL	Arts and Humanities	5	5%	581	8%	1,308	15%	12,269	11%	4	5%	1,308	11%	1,798	14%	19,095	12%
		Biological Science	7	7%	742	11%	901	9%	10,476	10%	3	4%	910	7%	864	6%	10,874	7%
		Business	8	8%	921	15%	1,362	16%	13,846	15%	19	21%	2,044	18%	2,678	22%	26,299	20%
		Education	17	16%	468	6%	895	8%	7,892	7%	16	18%	1,443	10%	1,472	10%	13,625	8%
		Engineering	12	13%	723	13%	362	4%	7,074	8%	1	2%	1,007	10%	377	3%	9,364	7%
		Physical Science	0	0%	259	4%	305	3%	3,921	4%	1	1%	431	4%	419	3%	5,174	4%
		Professional (other)	30	29%	984	14%	1,634	15%	13,738	13%	19	23%	1,052	11%	1,944	13%	16,176	11%
		Social Science	5	5%	729	10%	1,063	10%	13,303	12%	6	8%	1,452	12%	1,866	14%	22,007	15%
		Other	16	16%	1,012	15%	1,464	18%	15,362	16%	13	18%	1,728	16%	1,796	15%	22,120	16%
		Undecided	1	1%	181	3%	289	3%	3,620	3%	0	0%	11	0%	11	0%	122	0%
	Total		101	100%	6,600	100%	9,583	100%	101,501	100%	82	100%	11,386	100%	13,225	100%	144,856	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in NSSE's collapsed eight major field categories.	MAJRSCOL	Arts and Humanities	2	8%	271	16%	508	21%	5,921	21%	1	6%	365	15%	482	16%	6,471	19%
		Biological Science	1	4%	82	5%	106	4%	1,370	5%	1	10%	126	5%	103	4%	1,330	4%
		Business	1	4%	326	21%	350	15%	3,706	16%	3	17%	469	21%	580	22%	5,569	20%
		Education	3	11%	115	6%	202	8%	1,851	6%	2	19%	200	8%	295	10%	2,711	8%
		Engineering	1	4%	79	6%	35	2%	675	3%	0	0%	71	4%	34	1%	663	2%
		Physical Science	2	9%	145	8%	136	5%	1,681	7%	2	19%	209	9%	138	5%	1,844	6%
		Professional (other)	9	36%	180	10%	207	9%	2,046	8%	2	19%	122	5%	179	6%	1,677	5%
		Social Science	2	8%	224	12%	364	14%	4,434	16%	0	0%	355	14%	469	17%	5,727	18%
		Other	4	16%	220	13%	341	19%	3,395	14%	1	6%	325	14%	357	15%	4,208	14%
		Undecided	0	0%	58	3%	77	3%	869	4%	1	6%	95	4%	90	3%	799	3%
	Total		25	100%	1,700	100%	2,326	100%	25,948	100%	13	100%	2,337	100%	2,727	100%	30,999	100%
- Institution reported: Gender	GENDER	Male	56	51%	2,873	49%	3,667	44%	42,265	46%	24	37%	4,898	46%	4,653	39%	59,724	44%
		Female	63	49%	5,073	51%	7,681	56%	79,960	54%	66	63%	8,133	54%	10,185	61%	103,768	56%
		Total	119	100%	7,946	100%	11,348	100%	122,225	100%	90	100%	13,031	100%	14,838	100%	163,492	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	7	6%	604	8%	1,093	13%	11,953	12%	0	0%	825	8%	1,443	11%	14,859	10%
		Am. Ind./Alaska Native	7	6%	204	3%	73	1%	793	1%	3	5%	388	2%	88	1%	1,239	1%
		Asian/Pacific Islander	1	1%	490	7%	289	3%	5,492	5%	1	2%	701	6%	358	3%	6,534	5%
		Caucasian/White	85	71%	3,500	41%	6,755	59%	73,137	60%	75	81%	6,684	49%	9,248	65%	104,902	65%
		Hispanic	10	9%	2,162	29%	1,177	14%	9,634	10%	8	9%	3,329	26%	1,307	11%	11,490	9%
		Other	0	0%	23	0%	48	0%	474	0%	0	0%	28	0%	97	1%	687	1%
		Foreign	2	2%	399	6%	243	3%	3,635	4%	2	3%	523	4%	313	2%	3,680	3%
		Multi-racial	6	5%	221	3%	175	2%	3,012	3%	0	0%	162	1%	165	1%	2,142	1%
		Unknown	1	1%	288	4%	574	6%	5,670	5%	1	1%	331	2%	551	4%	7,957	5%
			Total		119	100%	7,891	100%	10,427	100%	113,800	100%	90	100%	12,971	100%	13,570	100%
- Institution reported: Enrollment status	ENROLLMT	Part-time	1	1%	470	7%	730	8%	6,346	7%	11	15%	3,402	30%	3,130	24%	26,393	19%
		Full-time	118	99%	7,476	93%	10,618	92%	115,879	93%	79	85%	9,629	70%	11,708	76%	137,099	81%
		Total	119	100%	7,946	100%	11,348	100%	122,225	100%	90	100%	13,031	100%	14,838	100%	163,492	100%

IPEDS: 207865

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Southwestern Oklahoma State University

Selected Comparison Groups
August 2012

Reviewing Your NSSE 2012 Selected Comparison Groups Report

The NSSE Institutional Report displays results for each institution alongside three comparison groups which are customizable. In June, your institution was invited to select comparison groups via the "Report Form" on the Institution Interface. This report summarizes how your comparison groups were selected, and lists the institutions within them.

NSSE comparison groups may be customized in several ways. Contacts may identify specific institutions from the list of all current-year NSSE participants, compose the group using institutional characteristics, or begin with institutional characteristics, then add or remove specific institutions to refine the comparison group.

If an institution does not customize a comparison group, NSSE provides default groups which provide relevant comparisons for most institutions. The default groups are:

Comparison Group 1 - For institutions not in a NSSE consortium, this group contains current-year institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other consortium members.

Comparison Group 2 - All other current-year U.S. NSSE institutions sharing your institution's Basic Carnegie Classification.

Comparison Group 3 - All other current-year U.S. NSSE institutions (Canadian participants are also included in this group for Canadian institutions).

The selected comparison group locations in the institutional reports are illustrated in the mock report below for NSSEville State. Comparison group 1 is "Mid East Private," comparison group 2 "Carnegie Class," and comparison group 3 "NSSE 2012."

				Your Institution's Responses	Comparison Group 1 or Consortium			Comparison Group 2			Comparison Group 3			
				NSSEville State	Mid East Private			Carnegie Class			NSSE 2012			
				<i>NSSEville State compared with:</i>										
Variable	Benchmark	Class		Mean ^a	Mean ^a Sig ^b	Effect Size ^c	Mean ^a Sig ^b	Effect Size ^c	Mean ^a Sig ^b	Effect Size ^c	Mean ^a Sig ^b	Effect Size ^c		
1. Academic and Intellectual Experiences														
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.90	.04	2.85 **	.10	2.85 **	.10	3.12 ***	.19	
				SR	3.28	3.19 ***	.12	3.15 ***	.15	3.12 ***	.19			
b.	Made a class presentation	CLPRESEN	ACL	FY	2.28	2.43 ***	-.18	2.32	-.05	2.29	-.01	2.79 ***	.11	
				SR	2.89	2.91	-.03	2.86	.03	2.79 ***	.11			

This report consists of a summary page that explains when and how your comparison groups were selected (or if you received defaults) and three sections that provide details for each of the comparison groups. A guide to the details sections is below.

Comparison Group Name
The name assigned to the comparison group is embedded here in quotes.

Institution List
The names, cities and states of the comparison institutions are listed for your reference.

Comparison Group 1 Details

This report displays the 2012 comparison group 1 institutions for NSSEville State University. The institutions listed below are represented in the "Mid East Private" column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

HOW GROUP WAS SELECTED

Your institution did not customize comparison group 1. The default group includes all institutions in your geographic region and sector (public/private).

SELECTED PEER GROUP CRITERIA *

- Basic 2010 Carnegie Classification(s):
- Carnegie - Undergraduate Instructional Program(s):
- Carnegie - Graduate Instructional Program(s):
- Carnegie - Enrollment Profile(s):
- Carnegie - Undergraduate Profile(s):
- Carnegie - Size and Setting(s):
- Sector(s) (public/private): 2,3
- Undergraduate enrollment(s):
- Locale(s):
- Geographic Region(s): 2
- State(s):
- Barron's admissions selectivity ratings(s):

COMPARISON GROUP 1 INSTITUTIONS

Institution Name	City	State
Alvernia University	Reading	PA
Baltimore International College	Baltimore	MD
Bloomfield College	Bloomfield	NJ

How Group was Selected
Indicates whether your group was drawn from a list, built based on criteria, or is the default group.

Selection Criteria
If institutional characteristics were used to build your comparison group, they are listed here. The criterion codes are explained on the Comparison Group Selection Criteria Codelist.

SUMMARY - Comparison Group Selection

This page summarizes how your three NSSE 2012 comparison groups were selected. Each group was either (a) submitted by your institution through the *Report Form* located on the NSSE Institution Interface or (b) assigned by default. Included below are the date the groups were last confirmed, the method used to select them, the column label your institutional contact provided for each group, the number of institutions in each group, and a short description of the group provided by your contact at the time of submission. The following pages list the institutions selected for each comparison group.

COMPARISON GROUP 1 SELECTION

Date Confirmed: N/A
 Selection Method: DEFAULT GROUP - Your institution did not customize your default comparison group.
 Column Label: Southwest Public
 Number of Institutions: 25
 Description:

COMPARISON GROUP 2 SELECTION

Date Confirmed: N/A
 Selection Method: DEFAULT GROUP - Your institution did not customize your default comparison group.
 Column Label: Carnegie Class
 Number of Institutions: 62
 Description:

COMPARISON GROUP 3 SELECTION

Date Confirmed: N/A
 Selection Method: DEFAULT GROUP - Your institution did not customize your default comparison group.
 Column Label: NSSE 2012
 Number of Institutions: 545
 Description:

Comparison Group 1 Details

This report displays the 2012 comparison group 1 institutions for Southwestern Oklahoma State University. The institutions listed below are represented in the 'Southwest Public' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

HOW GROUP WAS SELECTED

Your institution did not customize comparison group 1. The default group includes all institutions in your geographic region and sector (public/private).

SELECTED PEER GROUP CRITERIA ^a

Basic 2010 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private): 1

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s): 6

State(s):

Barron's admissions selectivity ratings(s):

COMPARISON GROUP 1 INSTITUTIONS

Institution Name	City	State
East Central University	Ada	OK
Midwestern State University	Wichita Falls	TX
New Mexico Institute of Mining and Technology	Socorro	NM
Northeastern State University	Tahlequah	OK
Northern Arizona University	Flagstaff	AZ
Oklahoma State University	Stillwater	OK
Prairie View A&M University	Prairie View	TX
Texas A&M University - Commerce	Commerce	TX
Texas A&M University - Texarkana	Texarkana	TX
Texas Tech University	Lubbock	TX
University of Arizona, The	Tucson	AZ
University of Central Oklahoma	Edmond	OK
University of Houston	Houston	TX
University of Houston-Clear Lake	Houston	TX
University of Science and Arts of Oklahoma	Chickasha	OK
University of Texas at Arlington, The	Arlington	TX
University of Texas at Brownsville, The	Brownsville	TX

^a See the Comparison Group Selection Criteria Codelist for code details.

COMPARISON GROUP 1 INSTITUTIONS

Institution Name	City	State
University of Texas at Dallas, The	Richardson	TX
University of Texas at El Paso, The	El Paso	TX
University of Texas at San Antonio, The	San Antonio	TX
University of Texas at Tyler, The	Tyler	TX
University of Texas of the Permian Basin, The	Odessa	TX
University of Texas-Pan American, The	Edinburg	TX
West Texas A&M University	Canyon	TX
Western New Mexico University	Silver City	NM

Comparison Group 2 Details

This report displays the 2012 comparison group 2 institutions for Southwestern Oklahoma State University. The institutions listed below are represented in the 'Carnegie Class' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

HOW GROUP WAS SELECTED

Your institution did not customize comparison group 2. The default group includes all institutions in your 2010 Basic Carnegie Classification.

SELECTED COMPARISON GROUP CRITERIA ^a

Basic 2010 Carnegie Classification(s): 19

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

COMPARISON GROUP 2 INSTITUTIONS

Institution Name	City	State
Adams State University	Alamosa	CO
Alvernia University	Reading	PA
Avila University	Kansas City	MO
Butler University	Indianapolis	IN
California State University San Marcos	San Marcos	CA
Centenary College	Hackettstown	NJ
Central Washington University	Ellensburg	WA
College of Mount St. Joseph	Cincinnati	OH
College of Saint Scholastica, The	Duluth	MN
Colorado Technical University	Denver	CO
Columbia College Chicago	Chicago	IL
Cumberland University	Lebanon	TN
Curry College	Milton	MA
Davenport University	Grand Rapids	MI
DeVry University-Texas	Irving	TX
Elmhurst College	Elmhurst	IL
Fayetteville State University	Fayetteville	NC

^a See the Comparison Group Selection Criteria Codelist for code details.

COMPARISON GROUP 2 INSTITUTIONS

Institution Name	City	State
Grambling State University	Grambling	LA
Hood College	Frederick	MD
Husson University	Bangor	ME
Indiana University Northwest	Gary	IN
Indiana University South Bend	South Bend	IN
Lee University	Cleveland	TN
Madonna University	Livonia	MI
Manhattan College	Bronx	NY
Mansfield University of Pennsylvania	Mansfield	PA
Midwestern State University	Wichita Falls	TX
Misericordia University	Dallas	PA
Mount St. Mary's University	Emmitsburg	MD
New England College	Henniker	NH
New Mexico Institute of Mining and Technology	Socorro	NM
Nicholls State University	Thibodaux	LA
North Central College	Naperville	IL
Oklahoma Christian University	Edmond	OK
Otterbein University	Westerville	OH
Palm Beach Atlantic University-West Palm Beach	West Palm Beach	FL
Queens University of Charlotte	Charlotte	NC
Ramapo College of New Jersey	Mahwah	NJ
Richard Stockton College of New Jersey, The	Galloway	NJ
Rosemont College	Rosemont	PA
Rutgers University-Camden	Camden	NJ
Siena Heights University	Adrian	MI
Sierra Nevada College	Incline Village	NV
Southern Arkansas University	Magnolia	AR
Southern University at New Orleans	New Orleans	LA
Southwestern College	Winfield	KS
Truman State University	Kirksville	MO
University of Minnesota-Duluth	Duluth	MN
University of Montevallo	Montevallo	AL
University of Sacred Heart	Santurce	PR
University of Saint Mary	Leavenworth	KS
University of South Florida-St. Petersburg Campus	St. Petersburg	FL
University of Tennessee Martin, The	Martin	TN
University of Texas at Brownsville, The	Brownsville	TX
University of Texas of the Permian Basin, The	Odessa	TX
Upper Iowa University	Fayette	IA
Wagner College	Staten Island	NY
Walsh University	North Canton	OH
Western New England University	Springfield	MA
Western New Mexico University	Silver City	NM
Westminster College	Salt Lake City	UT
Winston-Salem State University	Winston-Salem	NC

^a See the Comparison Group Selection Criteria Codelist for code details.

Comparison Group 3 Details

This report displays the 2012 comparison group 3 institutions for Southwestern Oklahoma State University. The institutions listed below are represented in the 'NSSE 2012' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

HOW GROUP WAS SELECTED

Your institution did not customize comparison group 3. The default group includes all U.S. NSSE 2012 institutions.

SELECTED COMPARISON GROUP CRITERIA ^a

Basic 2010 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

COMPARISON GROUP 3 INSTITUTIONS

Institution Name	City	State
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ALL U.S. NSSE 2012 INSTITUTIONS

View list at nsse.iub.edu/pdf/2012_comparison_group3.pdf



Southwestern Oklahoma State University

Benchmark Comparisons
August 2012

Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected comparison groups. In addition, it provides comparisons with two sets of highly engaging institutions, those with benchmarks in the top 50% and top 10% of all NSSE institutions.

Each benchmark is an index of responses to several NSSE questions. Because NSSE questions have different response sets, each question's response set was rescaled from zero to 100, and students' rescaled responses were then averaged. Thus a benchmark score of zero would mean that every student chose the lowest response option for every item, and 100 would mean every student chose the highest response to every item. Although benchmarks are reported on a 0-100 scale, they are not percentages.

Additional details regarding how benchmarks are created can be found on the NSSE Web site.

nsse.iub.edu/links/institutional_reporting

Class and Sample

Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected or census-administered students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean

The mean is the *weighted* arithmetic average of the student level benchmark scores.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of 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. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes to judge the practical meaning of the results.

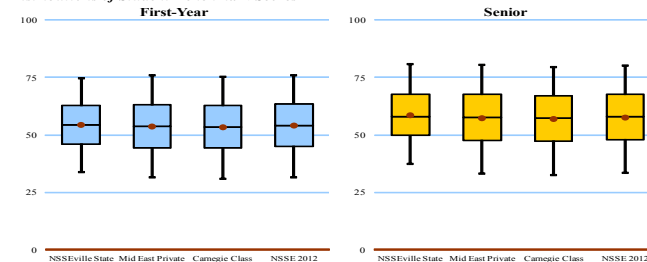
Level of Academic Challenge (LAC)

Mean Comparisons

Class	NSSEville State University compared with:							
	NSSEville State		Mid East Private		Carnegie Class		NSSE 2012	
	Mean ^a	Std. Dev. ^b	Effect Size ^c	Mean ^a	Std. Dev. ^b	Effect Size ^c	Mean ^a	Std. Dev. ^b
First-Year	54.4	53.7	.05	53.3	53.3	.08	54.1	54.1
Senior	58.6	57.3	**	56.9	56.9	***	57.5	57.5

^a Weighted by gender and institutional status (and by institution size for comparison groups).
^b $\sqrt{(100 - \text{mean})^2 + \text{std. dev.}^2}$ (2-tailed).
^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 5 for an illustration. See pages 9 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more, between 5 and 12 pages, and fewer than 5 pages

Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory

Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizes: Making of judgments about the value of information, arguments, or methods

Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

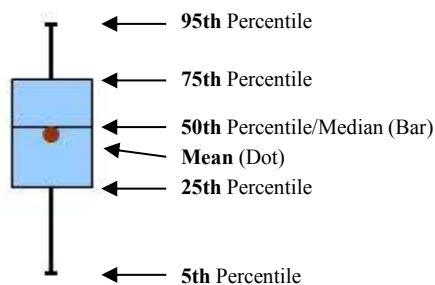
Campus environment emphasizes: Spending significant amount of time studying and on academic work

Effect Size^a

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 the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Box and Whiskers Charts

A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.



Level of Academic Challenge (LAC)

Mean Comparisons

Southwestern Oklahoma State University compared with:

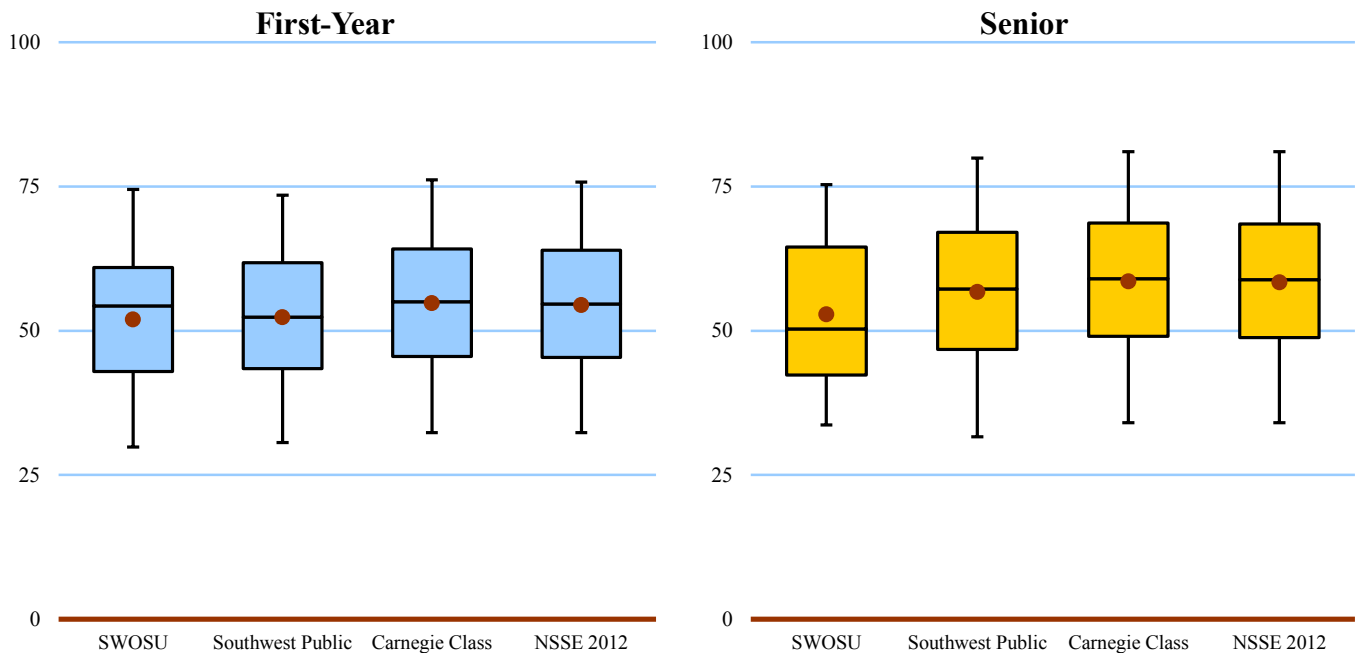
Class	SWOSU	Southwest Public			Carnegie Class			NSSE 2012		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	51.9	52.4		-.03	54.8	*	-.21	54.5	*	-.19
Senior	52.8	56.7	*	-.27	58.6	***	-.40	58.4	***	-.39

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

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

^c Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc.)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages

Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory

Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods

Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizes: Spending significant amount of time studying and on academic work

Active and Collaborative Learning (ACL)

Mean Comparisons

Southwestern Oklahoma State University compared with:

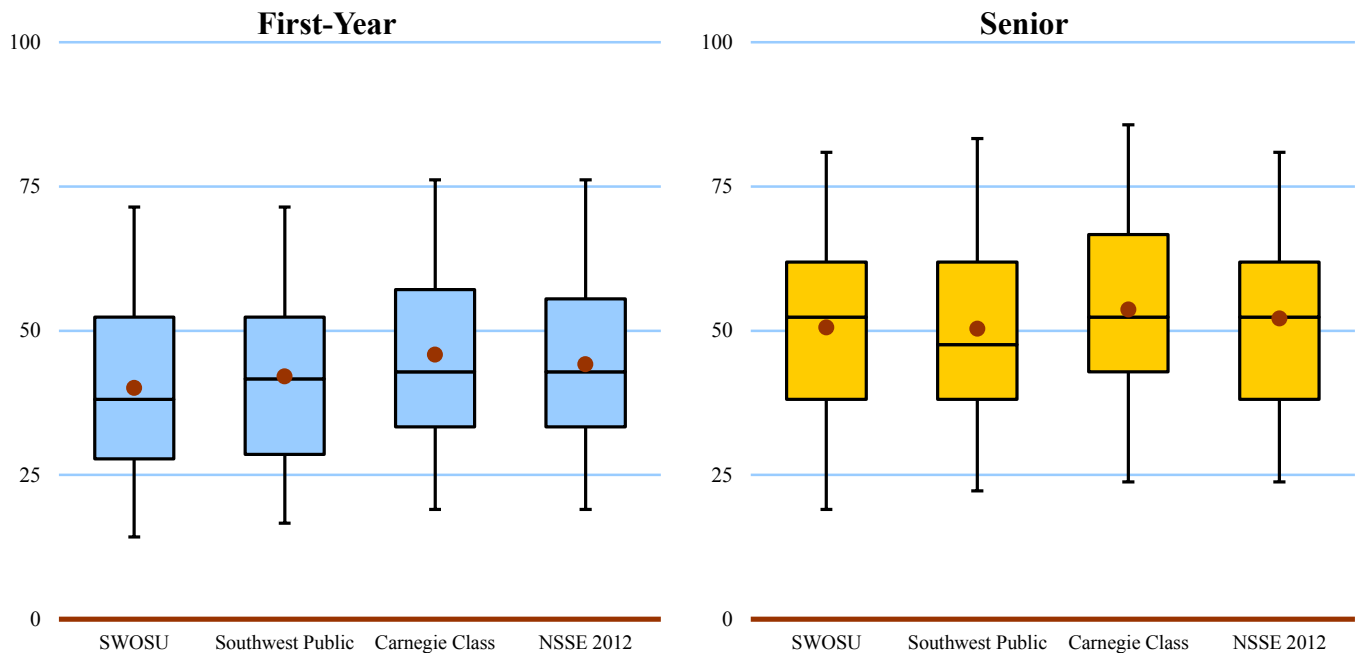
Class	SWOSU	Southwest Public		Carnegie Class			NSSE 2012		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	40.1	42.1	-.12	45.9	***	-.34	44.2	**	-.24
Senior	50.6	50.4	.01	53.7		-.18	52.1		-.09

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

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

^c Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)

Mean Comparisons

Southwestern Oklahoma State University compared with:

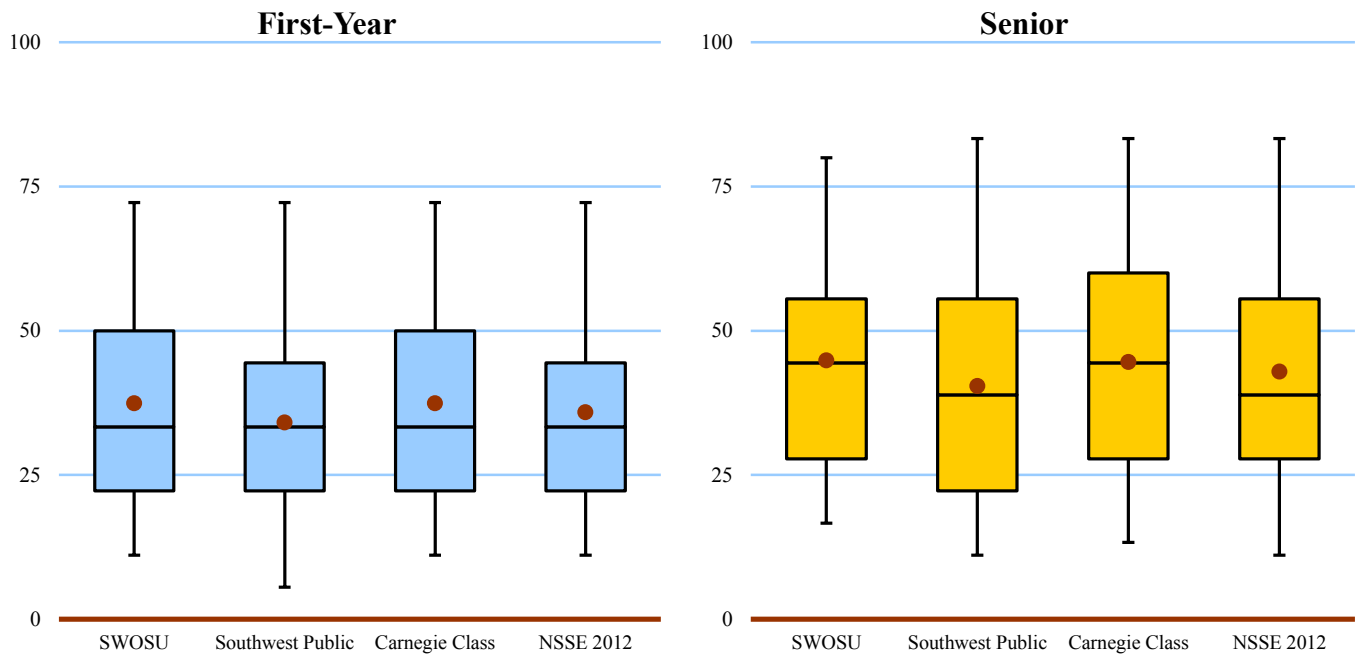
Class	SWOSU	Southwest Public			Carnegie Class			NSSE 2012		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	37.4	34.1		.18	37.4		.00	35.9		.08
Senior	44.8	40.4		.21	44.6		.01	42.9		.09

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

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

^c Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Enriching Educational Experiences (EEE)

Mean Comparisons

Southwestern Oklahoma State University compared with:

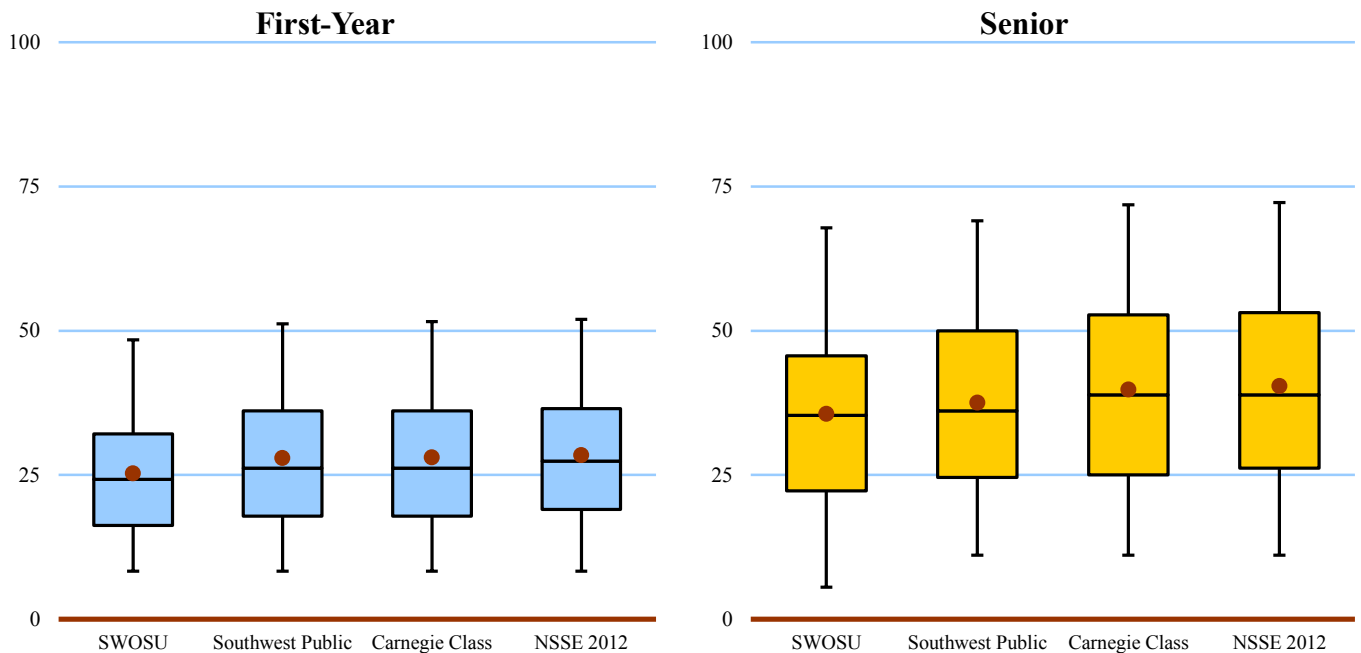
Class	SWOSU	Southwest Public			Carnegie Class			NSSE 2012		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	25.3	27.9	*	-.20	28.0	*	-.20	28.4	*	-.23
Senior	35.6	37.5		-.11	39.8	*	-.23	40.4	*	-.26

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

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

^c Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment (SCE)

Mean Comparisons

Southwestern Oklahoma State University compared with:

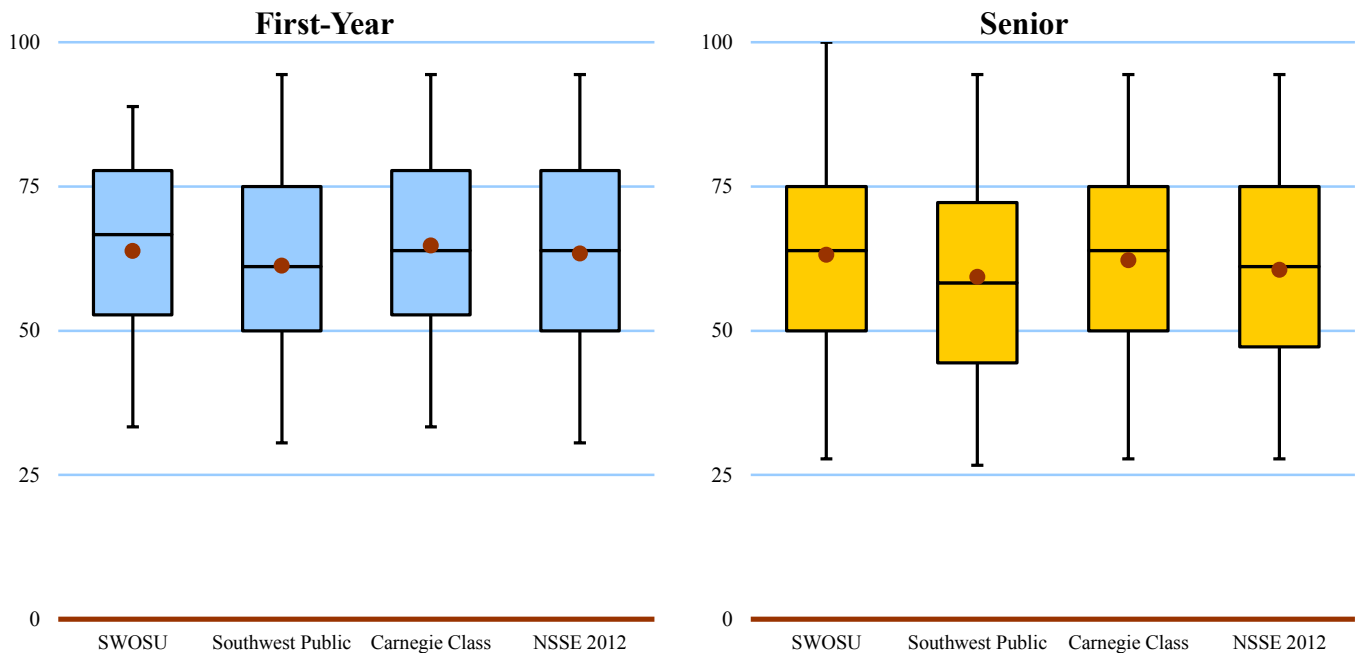
Class	SWOSU	Southwest Public			Carnegie Class			NSSE 2012		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	63.8	61.3		.13	64.8		-.05	63.4		.02
Senior	63.1	59.3		.19	62.2		.05	60.5		.13

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

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

^c Mean difference divided by the pooled standard deviation

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending institutions identified by NSSE for their high levels of student engagement: (a) institutions with benchmark scores placing them in the top 50% of all NSSE schools in 2012 and (b) institutions with benchmark scores in the top 10% for 2012.^a These comparisons allow an institution to determine if the engagement of their students differs in significant, meaningful ways from students in these high performing institutions.

Example

NSSEville State compared with

	NSSEville State		NSSE 2012 Top 50%			NSSE 2012 Top 10%		
	Mean		Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

Based on the example above NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2012 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ◆ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2012 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ◆ It is *likely* that NSSEville State is in the top 50% of all NSSE 2012 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).^a

Based on the example above NSSEville State CANNOT conclude^a...

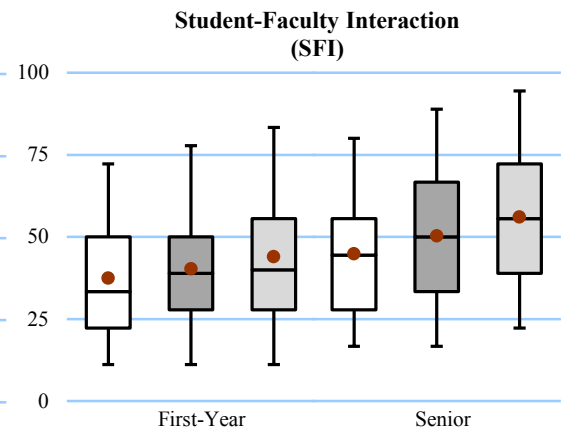
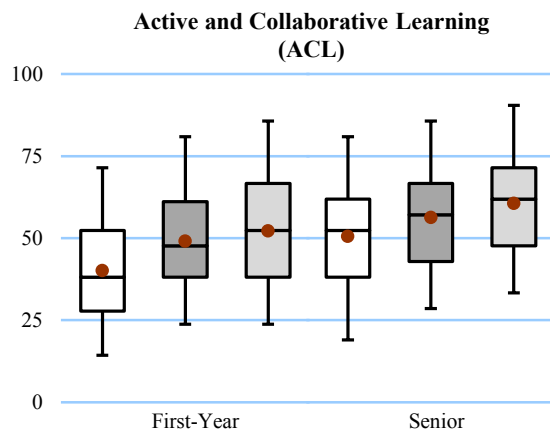
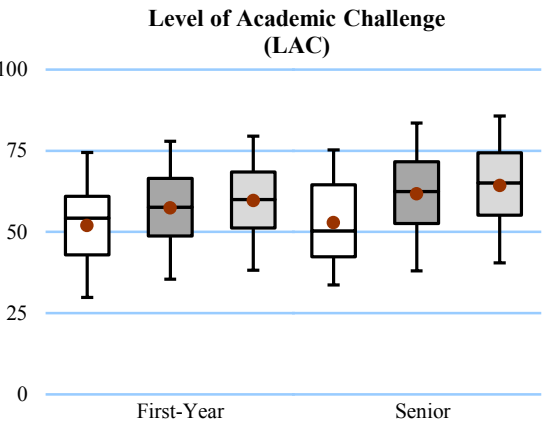
- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.

Additional information regarding the Top 50% and Top 10% section of the benchmark report can be found on the NSSE Web site. nsse.iub.edu/links/institutional_reporting

^a Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and our policy against the ranking of institutions.

SWOSU compared with

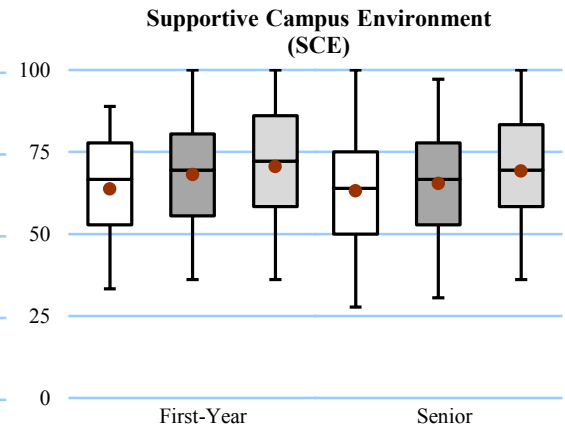
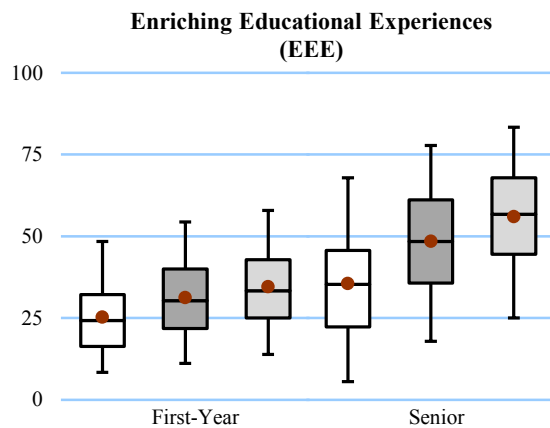
	SWOSU	NSSE 2012 Top 50%			NSSE 2012 Top 10%		
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	51.9			59.6	***	-0.61
	ACL	40.1	***	-0.52	52.2	***	-0.66
	SFI	37.4		-0.14	44.0	***	-0.31
	EEE	25.3	***	-0.43	34.5	***	-0.66
	SCE	63.8	*	-0.23	70.6	***	-0.36
Senior	LAC	52.8	***	-0.65	64.3	***	-0.82
	ACL	50.6	**	-0.33	60.6	***	-0.57
	SFI	44.8	*	-0.25	56.0	***	-0.51
	EEE	35.6	***	-0.71	56.0	***	-1.17
	SCE	63.1		-0.12	69.2	**	-0.33



Legend

- SWOSU
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2012 institutions on a particular benchmark.



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

^a Weighted by gender and enroll. status (and inst. size for comparisons)

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

^c Mean diff. divided by pooled SD

First-Year Students

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
				5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)												
SWOSU (N = 114)	51.9	13.6	1.3	30	43	54	61	74				
Southwest Public	52.4	13.2	.1	31	43	52	62	73	10,446	-.4	.738	-.03
Carnegie Class	54.8	13.5	.1	32	46	55	64	76	8,713	-2.8	.025	-.21
NSSE 2012	54.5	13.4	.0	32	45	55	64	76	102,457	-2.5	.045	-.19
Top 50%	57.4	13.0	.1	35	49	58	67	78	41,428	-5.4	.000	-.42
Top 10%	59.6	12.7	.1	38	51	60	69	80	11,266	-7.7	.000	-.61
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
SWOSU (N = 119)	40.1	17.6	1.6	14	28	38	52	71				
Southwest Public	42.1	17.0	.2	17	29	42	52	71	11,407	-2.0	.202	-.12
Carnegie Class	45.9	17.2	.2	19	33	43	57	76	9,414	-5.8	.000	-.34
NSSE 2012	44.2	17.2	.1	19	33	43	56	76	112,257	-4.1	.009	-.24
Top 50%	49.1	17.2	.1	24	38	48	61	81	38,009	-9.0	.000	-.52
Top 10%	52.2	18.4	.2	24	38	52	67	86	10,486	-12.1	.000	-.66
STUDENT-FACULTY INTERACTION (SFI)												
SWOSU (N = 115)	37.4	19.6	1.8	11	22	33	50	72				
Southwest Public	34.1	19.1	.2	6	22	33	44	72	10,549	3.4	.061	.18
Carnegie Class	37.4	19.3	.2	11	22	33	50	72	8,817	.0	.992	.00
NSSE 2012	35.9	19.0	.1	11	22	33	44	72	103,661	1.5	.386	.08
Top 50%	40.2	19.7	.1	11	28	39	50	78	31,933	-2.8	.131	-.14
Top 10%	44.0	21.1	.3	11	28	40	56	83	6,524	-6.5	.001	-.31
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
SWOSU (N = 111)	25.3	13.3	1.3	8	16	24	32	48				
Southwest Public	27.9	13.6	.1	8	18	26	36	51	10,149	-2.7	.039	-.20
Carnegie Class	28.0	13.7	.1	8	18	26	36	52	8,483	-2.8	.034	-.20
NSSE 2012	28.4	13.7	.0	8	19	27	37	52	99,391	-3.2	.014	-.23
Top 50%	31.2	13.7	.1	11	22	30	40	54	46,103	-6.0	.000	-.43
Top 10%	34.5	14.0	.2	14	25	33	43	58	8,657	-9.3	.000	-.66
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
SWOSU (N = 110)	63.8	18.0	1.7	33	53	67	78	89				
Southwest Public	61.3	19.0	.2	31	50	61	75	94	9,916	2.5	.164	.13
Carnegie Class	64.8	19.0	.2	33	53	64	78	94	8,308	-1.0	.598	-.05
NSSE 2012	63.4	19.1	.1	31	50	64	78	94	97,006	.5	.801	.02
Top 50%	68.1	18.5	.1	36	56	69	81	100	29,702	-4.3	.015	-.23
Top 10%	70.6	19.2	.2	36	58	72	86	100	6,791	-6.8	.000	-.36

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

^b Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

^c Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and whether equal variances were assumed.

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

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

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
					5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
	SWOSU (N = 88)	52.8	14.3	1.5	34	42	50	65	75				
	Southwest Public	56.7	14.7	.1	32	47	57	67	80	21,237	-3.9	.013	-.27
	Carnegie Class	58.6	14.3	.1	34	49	59	69	81	14,496	-5.8	.000	-.40
	NSSE 2012	58.4	14.3	.0	34	49	59	69	81	177,791	-5.6	.000	-.39
	Top 50%	61.8	13.9	.1	38	53	62	72	84	64,153	-9.0	.000	-.65
	Top 10%	64.3	13.9	.1	40	55	65	74	86	21,818	-11.5	.000	-.82
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
	SWOSU (N = 90)	50.6	18.8	2.0	19	38	52	62	81				
	Southwest Public	50.4	18.6	.1	22	38	48	62	83	22,410	.2	.922	.01
	Carnegie Class	53.7	17.8	.1	24	43	52	67	86	15,191	-3.1	.096	-.18
	NSSE 2012	52.1	17.9	.0	24	38	52	62	81	187,883	-1.6	.408	-.09
	Top 50%	56.2	17.3	.1	29	43	57	67	86	63,964	-5.7	.002	-.33
	Top 10%	60.6	17.6	.2	33	48	62	71	90	10,809	-10.1	.000	-.57
STUDENT-FACULTY INTERACTION (SFI)													
	SWOSU (N = 88)	44.8	19.7	2.1	17	28	44	56	80				
	Southwest Public	40.4	21.3	.1	11	22	39	56	83	21,440	4.4	.052	.21
	Carnegie Class	44.6	21.5	.2	13	28	44	60	83	14,565	.3	.909	.01
	NSSE 2012	42.9	21.4	.1	11	28	39	56	83	179,052	1.9	.408	.09
	Top 50%	50.3	22.0	.1	17	33	50	67	89	42,111	-5.4	.021	-.25
	Top 10%	56.0	22.1	.3	22	39	56	72	94	6,285	-11.2	.000	-.51
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
	SWOSU (N = 86)	35.6	18.2	2.0	6	22	35	46	68				
	Southwest Public	37.5	17.9	.1	11	25	36	50	69	20,712	-2.0	.310	-.11
	Carnegie Class	39.8	18.4	.2	11	25	39	53	72	14,157	-4.3	.032	-.23
	NSSE 2012	40.4	18.6	.0	11	26	39	53	72	173,733	-4.8	.016	-.26
	Top 50%	48.4	18.1	.1	18	36	48	61	78	53,819	-12.9	.000	-.71
	Top 10%	56.0	17.5	.2	25	44	57	68	83	9,451	-20.5	.000	-1.17
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
	SWOSU (N = 83)	63.1	19.9	2.2	28	50	64	75	100				
	Southwest Public	59.3	20.0	.1	27	44	58	72	94	20,307	3.8	.081	.19
	Carnegie Class	62.2	19.7	.2	28	50	64	75	94	13,914	.9	.673	.05
	NSSE 2012	60.5	19.8	.0	28	47	61	75	94	170,661	2.6	.230	.13
	Top 50%	65.4	19.3	.1	31	53	67	78	97	55,639	-2.3	.282	-.12
	Top 10%	69.2	18.5	.2	36	58	69	83	100	6,852	-6.1	.003	-.33

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

^b Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

^c Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores falls.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and whether equal variances were assumed.

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

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



Southwestern Oklahoma State University

Multi-Year Benchmark Report
August 2012

Interpreting the Multi-Year Benchmark Report

For institutions that have participated in multiple NSSE administrations, this *Multi-Year Benchmark Report* presents comparable benchmark scores by year so that patterns of change or stability are discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparison tests can be calculated.

Questions that might be answered with this report include, “How stable was the level of student-faculty interaction over the years?” or “Given the implementation of initiative X three years ago, did the level of active and collaborative learning increase?”

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year’s administration, (b) *multi-year charts*, and (c) *detailed statistics*. Key terms and features of (b) and (c) are illustrated below.

For more information and recommendations for analyzing past and present NSSE data for trends or stability, consult the *Multi-Year Data Analysis Guide*. nsse.iub.edu/pdf/MYDAG.pdf

Key Terms and Features in this Report

Y-Axis

Benchmarks are computed on a 0 to 100 scale, however nearly all institutional scores are between the y-axis values of 15 and 85.

Benchmark Score

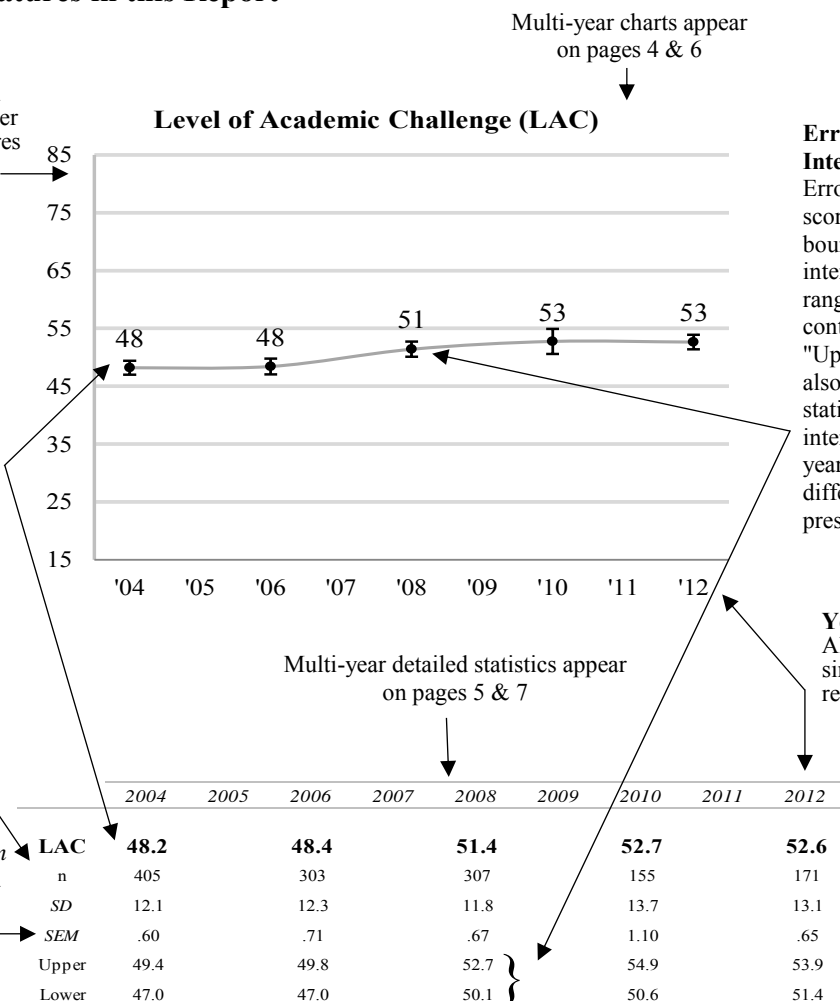
The benchmark score is the weighted average of the students' scores, using all census-administration and randomly sampled students from each year's data.

n

Number of respondents represented in the data weighted by gender and enrollment status.

SEM

Standard error of the mean is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.



Error Bars/Confidence Intervals

Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean \pm 1.96 * *SEM*), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are also reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ($p < .05$) is likely to be present.

Year

All NSSE administration years since 2004 are listed regardless of participation.

SD

Standard deviation, the average amount by which students' scores differ from the mean.

An important early step in conducting a multi-year analysis is to review the quality of your data in each year for both first-year and senior respondents. The precision of an institution's population estimates can vary from one year to the next. The values in this table were drawn from the *Respondent Characteristics* reports from each NSSE administration.

Data Quality Indicators for Each NSSE Participation Year

Year ^a	Mode ^b	Rate ^c		Error ^d		Respondents ^e	
		FY	SR	FY	SR	FY	SR
2004							
2005							
2006							
2007							
2008	Web+	23%	33%	4.7%	4.9%	350	274
2009	Web+	23%	38%	7.4%	6.9%	134	126
2010	Web+	25%	39%	7.6%	6.7%	126	132
2011							
2012	Web+	19%	28%	8.1%	8.8%	119	90

^a All NSSE administration years since 2004 are listed regardless of participation.

^b Modes include *Paper* (students receive a paper survey and the option of completing a Web version), *Web-only* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via email; a subgroup of nonrespondents receive paper surveys).

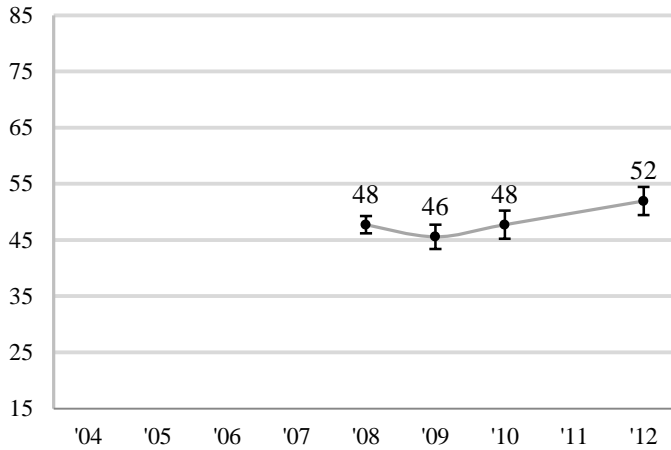
^c Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

^d Sampling error gauges the precision of results based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, but any results using them should be interpreted more conservatively.

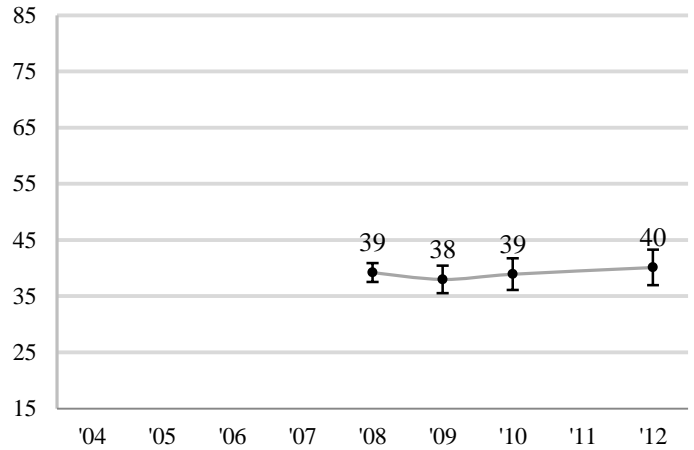
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all census-administered and randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004 and 2005 may not match those given in the detailed statistics on pages 5 and 7.

First-Year Students

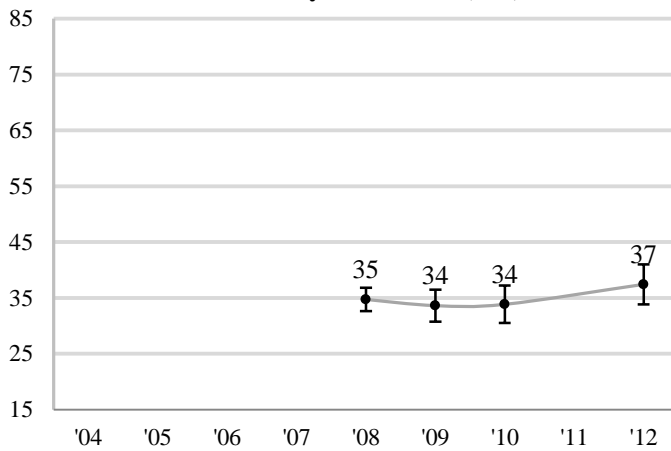
Level of Academic Challenge (LAC)



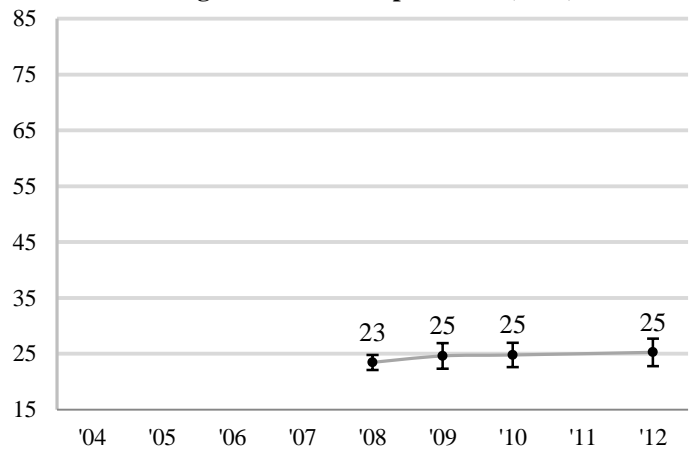
Active and Collaborative Learning (ACL)



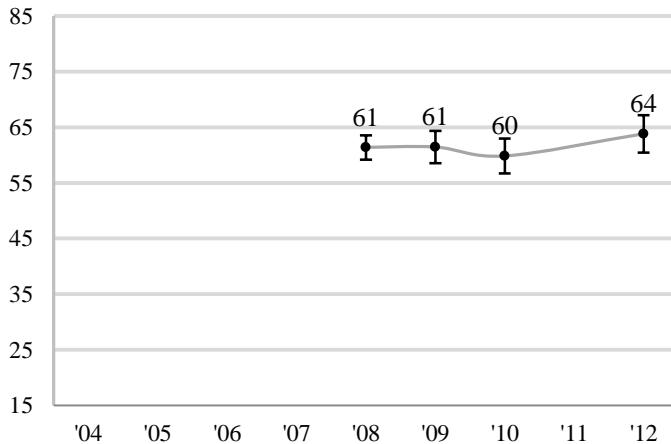
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

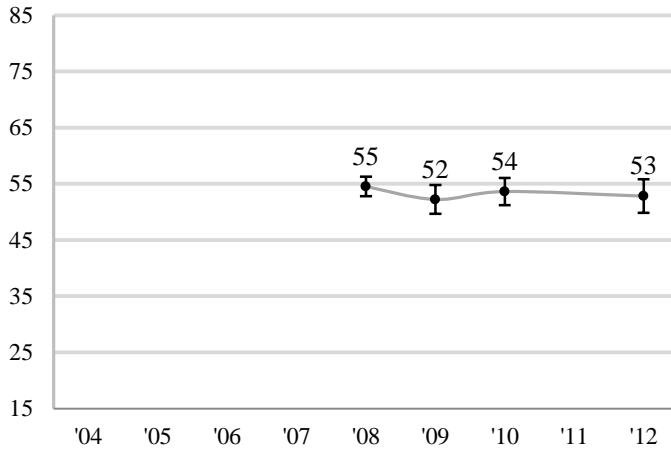
- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*.
nsse.iub.edu/pdf/MYDAG.pdf

		First-Year Students								
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Level of Academic Challenge	LAC					47.7	45.6	47.7		51.9
	n					319	130	121		114
	<i>SD</i>					13.9	12.7	14.1		13.6
	<i>SEM</i>					.78	1.11	1.28		1.28
	Upper					49.3	47.7	50.2		54.4
	Lower					46.2	43.4	45.2		49.4
Active and Collaborative Learning	ACL					39.2	38.0	38.9		40.1
	n					346	133	126		119
	<i>SD</i>					15.9	14.4	16.2		17.6
	<i>SEM</i>					.85	1.24	1.44		1.61
	Upper					40.9	40.4	41.7		43.3
	Lower					37.5	35.5	36.1		36.9
Student-Faculty Interaction	SFI					34.7	33.6	33.8		37.4
	n					324	131	123		115
	<i>SD</i>					19.4	16.7	19.0		19.6
	<i>SEM</i>					1.08	1.46	1.71		1.82
	Upper					36.8	36.5	37.2		41.0
	Lower					32.6	30.8	30.5		33.9
Enriching Educational Experiences	EEE					23.5	24.6	24.8		25.3
	n					307	128	121		111
	<i>SD</i>					12.0	13.3	12.3		13.3
	<i>SEM</i>					.68	1.18	1.12		1.26
	Upper					24.8	26.9	27.0		27.7
	Lower					22.1	22.3	22.6		22.8
Supportive Campus Environment	SCE					61.4	61.4	59.8		63.8
	n					299	127	120		110
	<i>SD</i>					19.3	16.7	17.4		18.0
	<i>SEM</i>					1.12	1.48	1.59		1.72
	Upper					63.6	64.4	63.0		67.2
	Lower					59.2	58.5	56.7		60.5

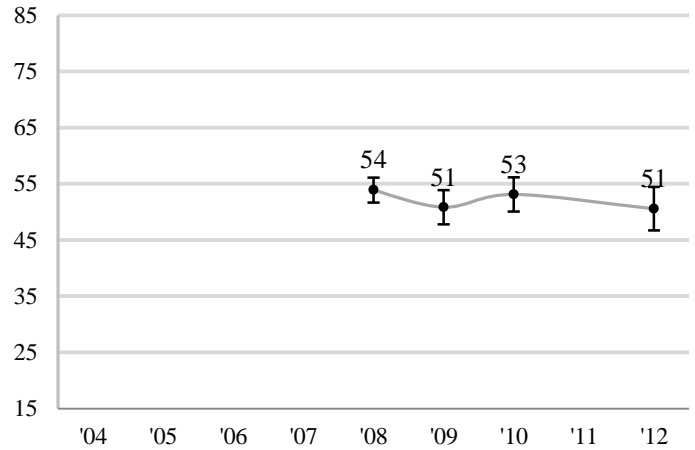
^a n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

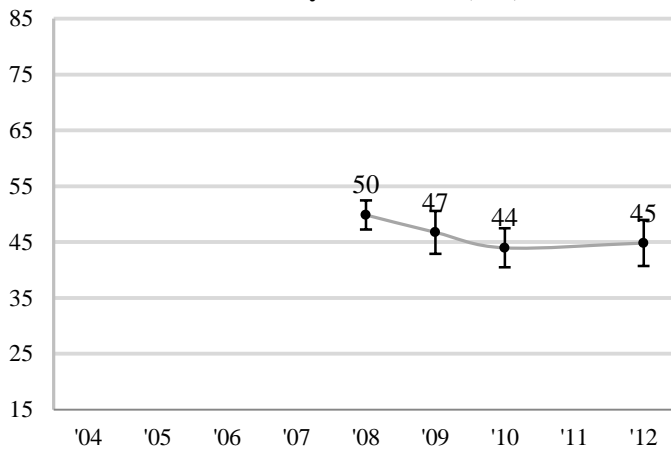
Level of Academic Challenge (LAC)



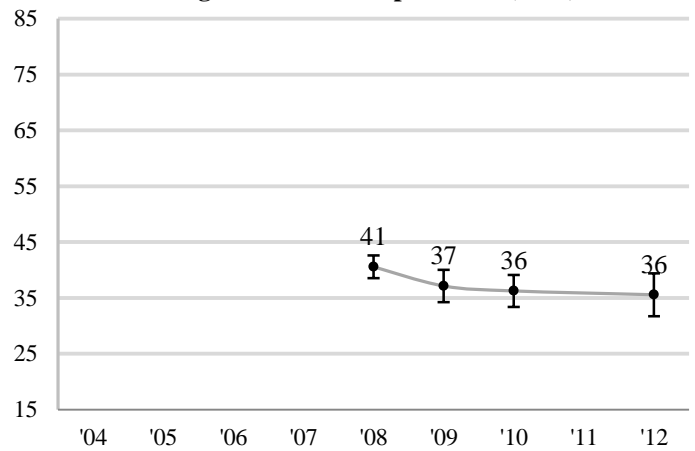
Active and Collaborative Learning (ACL)



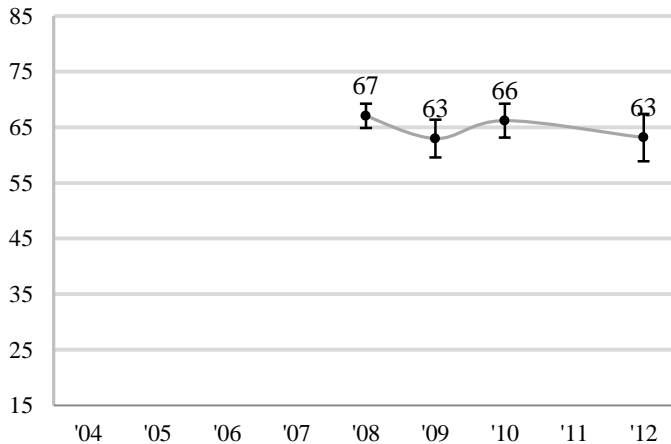
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. nsse.iub.edu/pdf/MYDAG.pdf

		Seniors								
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Level of Academic Challenge	LAC					54.5	52.2	53.6		52.8
	n					266	120	130		88
	<i>SD</i>					14.6	14.3	14.2		14.3
	<i>SEM</i>					.90	1.31	1.24		1.53
	Upper					56.3	54.8	56.1		55.8
	Lower					52.8	49.6	51.2		49.8
Active and Collaborative Learning	ACL					53.9	50.8	53.1		50.6
	n					272	126	132		90
	<i>SD</i>					18.9	17.4	17.7		18.8
	<i>SEM</i>					1.15	1.55	1.54		1.98
	Upper					56.1	53.9	56.1		54.4
	Lower					51.6	47.8	50.1		46.7
Student-Faculty Interaction	SFI					49.9	46.7	44.0		44.8
	n					267	122	132		88
	<i>SD</i>					21.6	21.7	20.4		19.7
	<i>SEM</i>					1.32	1.96	1.78		2.10
	Upper					52.4	50.6	47.5		48.9
	Lower					47.3	42.9	40.5		40.7
Enriching Educational Experiences	EEE					40.6	37.1	36.3		35.6
	n					262	119	129		86
	<i>SD</i>					16.9	16.0	16.6		18.2
	<i>SEM</i>					1.04	1.47	1.46		1.96
	Upper					42.6	40.0	39.1		39.4
	Lower					38.5	34.3	33.4		31.7
Supportive Campus Environment	SCE					67.0	63.0	66.2		63.1
	n					262	119	128		83
	<i>SD</i>					18.1	18.7	17.6		19.9
	<i>SEM</i>					1.12	1.72	1.56		2.18
	Upper					69.2	66.3	69.2		67.4
	Lower					64.8	59.6	63.1		58.9

^a n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits