National Survey of Student Engagement 2017 Frequencies and Statistical Comparisons

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NSSE 2017
Frequencies and Statistical Comparisons
Wright State University
The Frequencies and Statistical Comparisons report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level**: As reported by your institution.

2. **Item numbers**: Numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE website.

3. **Item wording and variable names**: Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Values and response options**: Values are used to calculate means. Response options are worded as they appear on the instrument.

5. **Count and column percentage (%)**: The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

**Note**: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.indiana.edu/html/weighting.cfm

6. **Statistical comparisons**: Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* \( p < .05 \), ** \( p < .01 \), *** \( p < .001 \)). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent \( t \)-tests. Exceptions are items 11 a-f which are compared using a \( z \)-test.

7. **Effect size**: Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution’s mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent \( t \)-tests use Cohen’s \( d \); \( z \)-tests use Cohen’s \( h \). Cohen’s \( h \) is calculated by taking the difference in the proportion of students who responded “Done or in progress” after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition).* New York: Psychology Press.

8. **Key to symbols**:

   - ▲ *Your students’ average* was significantly higher \( (p < .05) \) with an effect size at least .3 in magnitude.
   - △ *Your students’ average* was significantly higher \( (p < .05) \) with an effect size less than .3 in magnitude.
   - ▽ *Your students’ average* was significantly lower \( (p < .05) \) with an effect size less than .3 in magnitude.
   - ▼ *Your students’ average* was significantly lower \( (p < .05) \) with an effect size at least .3 in magnitude.

**Note**: It is important to interpret the direction of differences relative to item wording and your institutional context.
### First-Year Students

#### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th><strong>Wright State</strong></th>
<th><strong>IUC Schools</strong></th>
<th><strong>Peers</strong></th>
<th><strong>Carnegie Class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td><strong>a.</strong> Asked questions or contributed to course discussions in other ways</td>
<td>askquest</td>
<td></td>
<td>1. Never</td>
<td>10</td>
<td>6</td>
<td>221</td>
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<td></td>
<td></td>
<td>2. Sometimes</td>
<td>87</td>
<td>50</td>
<td>2,690</td>
<td>41</td>
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<tr>
<td></td>
<td></td>
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<td>33</td>
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<td>12</td>
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<td>6,730</td>
<td>100</td>
<td>6,626</td>
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<tr>
<td><strong>b.</strong> Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>drafts</td>
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<td>28</td>
<td>1,517</td>
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<tr>
<td></td>
<td></td>
<td>2. Sometimes</td>
<td>60</td>
<td>34</td>
<td>2,384</td>
<td>36</td>
<td>2,143</td>
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<tr>
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<td></td>
<td>3. Often</td>
<td>49</td>
<td>27</td>
<td>1,842</td>
<td>27</td>
<td>1,971</td>
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<tr>
<td></td>
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<td>4. Very often</td>
<td>24</td>
<td>11</td>
<td>932</td>
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<td></td>
<td>Total</td>
<td></td>
<td>177</td>
<td>100</td>
<td>6,675</td>
<td>100</td>
<td>6,568</td>
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<tr>
<td><strong>c.</strong> Came to class without completing readings or assignments</td>
<td>unprepared</td>
<td></td>
<td>1. Very often</td>
<td>13</td>
<td>8</td>
<td>323</td>
<td>5</td>
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<td></td>
<td></td>
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<td>27</td>
<td>17</td>
<td>965</td>
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<td>885</td>
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<td></td>
<td></td>
<td>3. Sometimes</td>
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<td>50</td>
<td>3,818</td>
<td>57</td>
<td>3,654</td>
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<tr>
<td></td>
<td></td>
<td>4. Never</td>
<td>49</td>
<td>25</td>
<td>1,573</td>
<td>24</td>
<td>1,735</td>
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<td>6,679</td>
<td>100</td>
<td>6,574</td>
</tr>
<tr>
<td><strong>d.</strong> Attended an art exhibit, play, or other arts performance (dance, music, etc.)</td>
<td>attendart</td>
<td></td>
<td>1. Never</td>
<td>92</td>
<td>54</td>
<td>2,869</td>
<td>43</td>
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<tr>
<td></td>
<td></td>
<td>2. Sometimes</td>
<td>56</td>
<td>31</td>
<td>2,391</td>
<td>36</td>
<td>2,291</td>
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<tr>
<td></td>
<td></td>
<td>3. Often</td>
<td>14</td>
<td>9</td>
<td>905</td>
<td>14</td>
<td>945</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Very often</td>
<td>12</td>
<td>6</td>
<td>496</td>
<td>7</td>
<td>515</td>
</tr>
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<td></td>
<td>Total</td>
<td></td>
<td>174</td>
<td>100</td>
<td>6,661</td>
<td>100</td>
<td>6,565</td>
</tr>
<tr>
<td><strong>e.</strong> Asked another student to help you understand course material</td>
<td>CLaskhelp</td>
<td></td>
<td>1. Never</td>
<td>17</td>
<td>12</td>
<td>427</td>
<td>7</td>
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<td></td>
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<td>2. Sometimes</td>
<td>64</td>
<td>36</td>
<td>2,345</td>
<td>36</td>
<td>2,523</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Often</td>
<td>65</td>
<td>37</td>
<td>2,577</td>
<td>38</td>
<td>2,306</td>
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<tr>
<td></td>
<td></td>
<td>4. Very often</td>
<td>27</td>
<td>15</td>
<td>1,314</td>
<td>19</td>
<td>1,170</td>
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<td></td>
<td>Total</td>
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<td>100</td>
<td>6,663</td>
<td>100</td>
<td>6,553</td>
</tr>
<tr>
<td><strong>f.</strong> Explained course material to one or more students</td>
<td>CLexplain</td>
<td></td>
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<td>10</td>
<td>8</td>
<td>230</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sometimes</td>
<td>61</td>
<td>35</td>
<td>2,250</td>
<td>34</td>
<td>2,458</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Often</td>
<td>68</td>
<td>39</td>
<td>2,835</td>
<td>42</td>
<td>2,613</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Very often</td>
<td>33</td>
<td>19</td>
<td>1,325</td>
<td>20</td>
<td>1,159</td>
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<td>6,640</td>
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</table>

### Statistical Comparisons

**Your first-year students compared with**

<table>
<thead>
<tr>
<th></th>
<th><strong>Wright State</strong></th>
<th><strong>IUC Schools</strong></th>
<th><strong>Peers</strong></th>
<th><strong>Carnegie Class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable</strong></td>
<td><strong>Mean</strong></td>
<td><strong>Mean size</strong></td>
<td><strong>Mean</strong></td>
<td><strong>Mean size</strong></td>
</tr>
<tr>
<td><strong>a.</strong></td>
<td>2.5</td>
<td>2.7 ** -.27</td>
<td>2.8 *** -.29</td>
<td>2.8 *** -.37</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>2.2</td>
<td>2.3 ** -.08</td>
<td>2.5 *** -.28</td>
<td>2.5 *** -.30</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>2.9</td>
<td>3.0 ** -.10</td>
<td>3.0 ** -.15</td>
<td>3.0 ** -.09</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>1.7</td>
<td>1.8 ** -.20</td>
<td>1.9 ** -.21</td>
<td>1.9 *** -.27</td>
</tr>
<tr>
<td><strong>e.</strong></td>
<td>2.6</td>
<td>2.7 ** -.15</td>
<td>2.6 ** -.05</td>
<td>2.6 ** -.03</td>
</tr>
<tr>
<td><strong>f.</strong></td>
<td>2.7</td>
<td>2.8 ** -.11</td>
<td>2.7 ** -.02</td>
<td>2.7 ** -.01</td>
</tr>
</tbody>
</table>

*Refers to the key of select symbols. See the endnotes on the last page of this report.

---

**Notes:**

- Use of symbols: *p<.05, **p<.01, ***p<.001 (2-tailed)
- Refer to p. 2 for key to triangle symbols.
### First-Year Students

**Frequency Distributions**

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>CLstudy</td>
<td>Never</td>
<td>1</td>
<td>28</td>
<td>17</td>
<td>840</td>
<td>13</td>
<td>997</td>
<td>16</td>
<td>1,270</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>2</td>
<td>68</td>
<td>41</td>
<td>2,291</td>
<td>35</td>
<td>2,372</td>
<td>37</td>
<td>2,898</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>3</td>
<td>52</td>
<td>29</td>
<td>2,200</td>
<td>33</td>
<td>1,974</td>
<td>30</td>
<td>2,613</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>4</td>
<td>22</td>
<td>13</td>
<td>1,298</td>
<td>19</td>
<td>1,171</td>
<td>18</td>
<td>1,473</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>170</td>
<td>100</td>
<td>6,629</td>
<td>100</td>
<td>6,514</td>
<td>100</td>
<td>8,254</td>
<td>100</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>CLproject</td>
<td>Never</td>
<td>1</td>
<td>21</td>
<td>12</td>
<td>367</td>
<td>6</td>
<td>555</td>
<td>9</td>
<td>677</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>2</td>
<td>74</td>
<td>43</td>
<td>2,354</td>
<td>37</td>
<td>2,579</td>
<td>40</td>
<td>3,136</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>3</td>
<td>50</td>
<td>31</td>
<td>2,551</td>
<td>38</td>
<td>2,288</td>
<td>35</td>
<td>2,977</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>4</td>
<td>23</td>
<td>14</td>
<td>1,329</td>
<td>19</td>
<td>1,073</td>
<td>16</td>
<td>1,439</td>
<td>17</td>
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<tr>
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<td>Total</td>
<td></td>
<td></td>
<td>168</td>
<td>100</td>
<td>6,601</td>
<td>100</td>
<td>6,495</td>
<td>100</td>
<td>8,229</td>
<td>100</td>
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<tr>
<td>i. Given a course presentation</td>
<td>present</td>
<td>Never</td>
<td>1</td>
<td>69</td>
<td>38</td>
<td>1,250</td>
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<td>25</td>
<td>1,663</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Sometimes</td>
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<td>67</td>
<td>44</td>
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<td>44</td>
<td>3,466</td>
<td>42</td>
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<td></td>
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<td>3</td>
<td>23</td>
<td>13</td>
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<td>22</td>
<td>2,144</td>
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<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>648</td>
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<td>12</td>
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<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>168</td>
<td>100</td>
<td>6,595</td>
<td>100</td>
<td>6,495</td>
<td>100</td>
<td>8,233</td>
<td>100</td>
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</tbody>
</table>

2. During the current school year, about how often have you done the following?

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Combined ideas from different courses when completing assignments</td>
<td>RIntegrate</td>
<td>Never</td>
<td>1</td>
<td>21</td>
<td>12</td>
<td>452</td>
<td>7</td>
<td>555</td>
<td>9</td>
<td>729</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
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<td>63</td>
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<td>2,525</td>
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<td>2,602</td>
<td>40</td>
<td>3,240</td>
<td>40</td>
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<td></td>
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<td>65</td>
<td>37</td>
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<td>2,830</td>
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<td>6,412</td>
<td>100</td>
<td>8,070</td>
<td>100</td>
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<tr>
<td>b. Connected your learning to societal problems or issues</td>
<td>RSocietal</td>
<td>Never</td>
<td>1</td>
<td>29</td>
<td>19</td>
<td>611</td>
<td>10</td>
<td>683</td>
<td>11</td>
<td>826</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>2</td>
<td>62</td>
<td>38</td>
<td>2,685</td>
<td>42</td>
<td>2,508</td>
<td>39</td>
<td>3,129</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>3</td>
<td>56</td>
<td>33</td>
<td>2,526</td>
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<td>2,274</td>
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<td>2,790</td>
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<tr>
<td></td>
<td></td>
<td>Very often</td>
<td>4</td>
<td>17</td>
<td>10</td>
<td>920</td>
<td>13</td>
<td>908</td>
<td>14</td>
<td>1,290</td>
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<td>6,373</td>
<td>100</td>
<td>8,035</td>
<td>100</td>
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<tr>
<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>RDiverse</td>
<td>Never</td>
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<td>29</td>
<td>20</td>
<td>819</td>
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<td>59</td>
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### Statistical Comparisons

<table>
<thead>
<tr>
<th>Your first-year students compared with</th>
<th>Wright State</th>
<th>IUC Schools</th>
<th>Peers</th>
<th>Carnegie Class</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
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<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>CLstudy</td>
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<td>1</td>
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<td>18</td>
<td>1,473</td>
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</table>

*Note: *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### First-Year Students

#### Frequency Distributions

<table>
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<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Wright State</th>
<th>IUC Schools</th>
<th>Peers</th>
<th>Carnegie Class</th>
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<tr>
<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>RIownview</td>
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<td>6</td>
<td>344</td>
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<td>Often</td>
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<td>2,847</td>
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<td></td>
<td></td>
<td>4</td>
<td>Very often</td>
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<td>18</td>
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<tr>
<td>e. Tried to better understand someone else’s views by imagining how an issue looks from their perspective</td>
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<td>217</td>
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<td></td>
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<td></td>
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<td>Often</td>
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<td>43</td>
<td>2,934</td>
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<td>Very often</td>
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<td>6</td>
<td>177</td>
<td>3</td>
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<td>Sometimes</td>
<td>50</td>
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<td>44</td>
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<td>73</td>
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<td></td>
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<td>25</td>
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#### Statistical Comparisons

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<th>Wright State</th>
<th>IUC Schools</th>
<th>Peers</th>
<th>Carnegie Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Effect size</td>
<td>Mean</td>
<td>Effect size</td>
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<tr>
<td>d.</td>
<td>2.7</td>
<td>-.04</td>
<td>2.8</td>
<td>-.10</td>
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<td>e.</td>
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<td>-.02</td>
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<td>f.</td>
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<td>-.12</td>
<td>2.8</td>
<td>-.13</td>
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<td>g.</td>
<td>2.9</td>
<td>-.10</td>
<td>3.0</td>
<td>-.08</td>
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</table>

* p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 5
### First-Year Students

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
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<td>Never</td>
<td>53</td>
<td>35</td>
<td>2,033</td>
<td>33</td>
<td>2,169</td>
<td>35</td>
<td>2,554</td>
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<td></td>
<td>2</td>
<td>Sometimes</td>
<td>71</td>
<td>48</td>
<td>2,751</td>
<td>44</td>
<td>2,505</td>
<td>41</td>
<td>3,196</td>
<td>41</td>
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<tr>
<td></td>
<td></td>
<td>3</td>
<td>Often</td>
<td>25</td>
<td>15</td>
<td>1,090</td>
<td>17</td>
<td>1,049</td>
<td>17</td>
<td>1,401</td>
<td>18</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very often</td>
<td>5</td>
<td>2</td>
<td>400</td>
<td>6</td>
<td>434</td>
<td>7</td>
<td>637</td>
<td>8</td>
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<td></td>
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<td>6,274</td>
<td>100</td>
<td>6,157</td>
<td>100</td>
<td>7,788</td>
<td>100</td>
</tr>
</tbody>
</table>

| d. Discussed your academic performance with a faculty member | SFperform | 1 | Never | 46 | 31 | 1,600 | 26 | 1,539 | 25 | 1,769 | 23 |
| | | 2 | Sometimes | 70 | 48 | 3,008 | 48 | 2,813 | 46 | 3,482 | 44 |
| | | 3 | Often | 28 | 16 | 1,237 | 20 | 1,309 | 21 | 1,767 | 22 |
| | | 4 | Very often | 10 | 5 | 420 | 7 | 484 | 8 | 765 | 10 |
| **Total** | | | | 154 | 100 | 6,265 | 100 | 6,145 | 100 | 7,783 | 100 |

### 4. During the current school year, how much has your coursework emphasized the following?

| a. Memorizing course material | memorize | 1 | Very little | 1 | 1 | 194 | 3 | 164 | 3 | 241 | 3 |
| | | 2 | Some | 41 | 28 | 1,584 | 25 | 1,456 | 24 | 1,885 | 25 |
| | | 3 | Quite a bit | 79 | 52 | 2,944 | 47 | 2,931 | 48 | 3,543 | 46 |
| | | 4 | Very much | 32 | 19 | 1,534 | 24 | 1,591 | 25 | 2,112 | 26 |
| **Total** | | | | 153 | 100 | 6,256 | 100 | 6,142 | 100 | 7,781 | 100 |

| b. Applying facts, theories, or methods to practical problems or new situations | HOapply | 1 | Very little | 8 | 6 | 173 | 3 | 215 | 3 | 327 | 4 |
| | | 2 | Some | 39 | 27 | 1,493 | 24 | 1,634 | 26 | 2,061 | 27 |
| | | 3 | Quite a bit | 63 | 41 | 2,999 | 48 | 2,900 | 48 | 3,468 | 45 |
| | | 4 | Very much | 42 | 26 | 1,580 | 26 | 1,380 | 23 | 1,901 | 24 |
| **Total** | | | | 152 | 100 | 6,245 | 100 | 6,129 | 100 | 7,757 | 100 |

| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | 1 | Very little | 6 | 4 | 241 | 4 | 245 | 4 | 336 | 4 |
| | | 2 | Some | 53 | 39 | 1,657 | 27 | 1,734 | 28 | 2,137 | 28 |
| | | 3 | Quite a bit | 56 | 37 | 2,847 | 46 | 2,714 | 45 | 3,314 | 43 |
| | | 4 | Very much | 34 | 20 | 1,462 | 23 | 1,411 | 23 | 1,939 | 24 |
| **Total** | | | | 149 | 100 | 6,207 | 100 | 6,104 | 100 | 7,726 | 100 |

| d. Evaluating a point of view, decision, or information source | HOevaluate | 1 | Very little | 10 | 8 | 313 | 5 | 238 | 4 | 279 | 4 |
| | | 2 | Some | 49 | 36 | 1,908 | 31 | 1,774 | 29 | 2,093 | 28 |
| | | 3 | Quite a bit | 54 | 33 | 2,731 | 44 | 2,730 | 45 | 3,454 | 44 |
| | | 4 | Very much | 35 | 22 | 1,243 | 20 | 1,347 | 22 | 1,891 | 24 |
| **Total** | | | | 148 | 100 | 6,195 | 100 | 6,089 | 100 | 7,717 | 100 |

\*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
**First-Year Students**

**Frequency Distributions**

<table>
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<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Forming a new idea or understanding from various pieces of information</td>
<td>H0form</td>
<td>1</td>
<td>Very little</td>
<td>2</td>
<td>2</td>
<td>103</td>
<td>2</td>
<td>141</td>
<td>2</td>
<td>182</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Some</td>
<td>33</td>
<td>24</td>
<td>1,341</td>
<td>22</td>
<td>1,348</td>
<td>22</td>
<td>1,621</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Quite a bit</td>
<td>66</td>
<td>45</td>
<td>2,984</td>
<td>48</td>
<td>2,831</td>
<td>46</td>
<td>3,456</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Very much</td>
<td>48</td>
<td>29</td>
<td>1,758</td>
<td>29</td>
<td>1,765</td>
<td>29</td>
<td>2,457</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
<td>100</td>
<td>6,193</td>
<td>100</td>
<td>6,086</td>
<td>100</td>
<td>7,711</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5. During the current school year, to what extent have your instructors done the following? | | | | | | | | | | | |
| a. Clearly explained course goals and requirements | ETgoals | 1 | Very little | 2 | 2 | 103 | 2 | 141 | 2 | 182 | 2 |
| 2 | Some | 33 | 24 | 1,341 | 22 | 1,348 | 22 | 1,621 | 21 |
| 3 | Quite a bit | 66 | 45 | 2,984 | 48 | 2,831 | 46 | 3,456 | 44 |
| 4 | Very much | 48 | 29 | 1,758 | 29 | 1,765 | 29 | 2,457 | 32 |
| Total | 149 | 100 | 6,193 | 100 | 6,086 | 100 | 7,711 | 100 |
| b. Taught course sessions in an organized way | ETorganize | 1 | Very little | 10 | 7 | 165 | 3 | 225 | 4 | 299 | 4 |
| 2 | Some | 30 | 19 | 1,346 | 22 | 1,348 | 22 | 1,621 | 21 |
| 3 | Quite a bit | 69 | 48 | 3,005 | 49 | 2,837 | 47 | 3,504 | 46 |
| 4 | Very much | 39 | 26 | 1,664 | 27 | 1,617 | 27 | 2,177 | 28 |
| Total | 148 | 100 | 6,190 | 100 | 6,085 | 100 | 7,710 | 100 |
| c. Used examples or illustrations to explain difficult points | ETexample | 1 | Very little | 8 | 5 | 178 | 3 | 244 | 4 | 279 | 4 |
| 2 | Some | 26 | 18 | 1,316 | 22 | 1,432 | 24 | 1,762 | 23 |
| 3 | Quite a bit | 66 | 43 | 2,807 | 45 | 2,577 | 42 | 3,360 | 44 |
| 4 | Very much | 49 | 34 | 1,866 | 31 | 1,817 | 30 | 2,287 | 30 |
| Total | 148 | 100 | 6,180 | 100 | 6,077 | 100 | 7,710 | 100 |
| d. Provided feedback on a draft or work in progress | ETdraftfb | 1 | Very little | 16 | 11 | 504 | 9 | 462 | 8 | 558 | 8 |
| 2 | Some | 35 | 24 | 1,982 | 33 | 1,781 | 30 | 2,131 | 28 |
| 3 | Quite a bit | 54 | 37 | 2,299 | 37 | 2,231 | 37 | 2,934 | 38 |
| 4 | Very much | 44 | 28 | 1,388 | 22 | 1,597 | 26 | 2,061 | 27 |
| Total | 149 | 100 | 6,167 | 100 | 6,070 | 100 | 7,688 | 100 |
| e. Provided prompt and detailed feedback on tests or completed assignments | ETfeedback | 1 | Very little | 17 | 12 | 599 | 10 | 609 | 10 | 646 | 8 |
| 2 | Some | 52 | 35 | 2,178 | 35 | 2,001 | 33 | 2,471 | 32 |
| 3 | Quite a bit | 50 | 34 | 2,311 | 38 | 2,213 | 37 | 2,849 | 37 |
| 4 | Very much | 31 | 19 | 1,072 | 17 | 1,230 | 20 | 1,704 | 22 |
| Total | 150 | 100 | 6,160 | 100 | 6,053 | 100 | 7,670 | 100 |

| NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS | Your first-year students compared with | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mean | Mean | Effect size | Mean | Effect size | Mean | Effect size | --- | --- | --- | --- |
| Wright State | IUC Schools | Peers | Carnegie Class | Wright State | IUC Schools | Peers | Carnegie Class | Wright State | IUC Schools | Peers | Carnegie Class |
| 2.7 | 2.8 | -.17 | 2.8 | -.21 | 2.8 | -.21 | --- | --- | --- | --- |
| 3.0 | 3.0 | -.02 | 3.0 | -.01 | 3.1 | -.06 | --- | --- | --- | --- |
| 2.9 | 3.0 | -.10 | 3.0 | -.05 | 3.0 | -.07 | --- | --- | --- | --- |
| 3.1 | 3.0 | .05 | 3.0 | .10 | 3.0 | .08 | --- | --- | --- | --- |
| 2.8 | 2.7 | .11 | 2.8 | .01 | 2.8 | .02 | --- | --- | --- | --- |
| 2.6 | 2.6 | -.04 | 2.7 | -.09 | 2.7 | -.15 | --- | --- | --- | --- |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## First-Year Students

### 6. During the current school year, about how often have you done the following?

<table>
<thead>
<tr>
<th>Item wording</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Counter</th>
<th>%</th>
<th>Mean</th>
<th>Effect size $^a$</th>
<th>Effect size $^b$</th>
<th>Effect size $^c$</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)</td>
<td>QRevaluate</td>
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<td>Never</td>
<td>20</td>
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<td>625</td>
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<td>Very often</td>
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<td>16</td>
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<td>6,166</td>
<td>100</td>
<td>6,064</td>
<td>100</td>
<td>7,689</td>
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<tr>
<td>b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</td>
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<td>Never</td>
<td>41</td>
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<td>Often</td>
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### 7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### First-Year Students

#### Frequency Distributions

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#### Statistical Comparisons

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#### People of a race or ethnicity other than your own

| DDrace | | |
|--------|------------------|------------------|------------------|------------------|
|        | Never            | Sometimes        | Often            | Very often       |
|        | 11               | 29               | 49               | 48               |
|        | 10               | 26               | 33               | 31               |
|        | 269              | 1,624            | 1,763            | 1,868            |
|        | 5                | 29               | 32               | 34               |
|        | 329              | 1,503            | 1,739            | 1,939            |
|        | 6                | 27               | 31               | 35               |
|        | 283              | 1,648            | 2,253            | 2,775            |
|        | 4                |                  |                  |                  |
| Total  | 137              | 1,462            | 2,072            | 2,725            |
|        | 100              | 26               | 37               | 39               |
|        | 5,524            | 2,002            | 2,072            | 2,725            |
|        | 100              | 30               | 36               | 39               |
|        | 5,510            | 2,002            | 2,072            | 2,725            |
|        | 100              | 291              | 2,502            | 2,775            |
|        |                  |                  |                  |                  |
|        |                |                  |                  |                  |

#### People from an economic background other than your own

| DDeconomic | | |
|------------|------------------|------------------|------------------|------------------|
|            | Never            | Sometimes        | Often            | Very often       |
|            | 11               | 35               | 49               | 40               |
|            | 10               | 27               | 36               | 26               |
|            | 242              | 1,462            | 2,072            | 1,725            |
|            | 5                | 26               | 37               | 32               |
|            | 303              | 2,002            | 2,072            | 1,780            |
|            | 6                | 25               | 36               | 33               |
|            | 291              | 1,648            | 2,502            | 2,492            |
| Total      | 135              | 1,462            | 2,072            | 1,725            |
|           | 100              | 26               | 37               | 32               |
|           | 5,524            | 2,002            | 2,072            | 1,780            |
|           | 100              | 30               | 36               | 33               |
|           | 5,510            | 2,002            | 2,072            | 1,780            |
|           | 100              | 291              | 2,502            | 2,492            |
|           |                  |                  |                  |                  |

#### People with religious beliefs other than your own

| DDReligion | | |
|------------|------------------|------------------|------------------|------------------|
|            | Never            | Sometimes        | Often            | Very often       |
|            | 7                | 42               | 41               | 45               |
|            | 7                | 33               | 29               | 30               |
|            | 288              | 1,513            | 1,876            | 1,831            |
|            | 5                | 27               | 34               | 33               |
|            | 376              | 1,482            | 1,824            | 1,814            |
|            | 7                | 26               | 33               | 33               |
|            | 410              | 1,846            | 2,239            | 2,448            |
| Total      | 135              | 1,513            | 1,876            | 1,831            |
|           | 100              | 27               | 34               | 33               |
|           | 5,508            | 1,846            | 2,239            | 2,448            |
|           | 100              | 29               | 33               | 33               |
|           | 5,496            | 1,846            | 2,239            | 2,448            |
|           | 100              | 410              | 2,239            | 2,448            |
|           |                  |                  |                  |                  |

#### People with political views other than your own

| DDpolitical | | |
|------------|------------------|------------------|------------------|------------------|
|            | Never            | Sometimes        | Often            | Very often       |
|            | 8                | 39               | 42               | 47               |
|            | 7                | 29               | 32               | 32               |
|            | 215              | 1,327            | 1,948            | 2,017            |
|            | 4                | 24               | 35               | 37               |
|            | 325              | 1,381            | 1,886            | 1,907            |
|            | 6                | 25               | 34               | 35               |
|            | 390              | 1,680            | 2,332            | 2,538            |
| Total      | 136              | 1,327            | 1,948            | 2,017            |
|           | 100              | 24               | 34               | 35               |
|           | 5,507            | 1,381            | 1,886            | 1,907            |
|           | 100              | 25               | 34               | 35               |
|           | 5,499            | 1,680            | 2,332            | 2,538            |
|           | 100              | 390              | 2,332            | 2,538            |

### Notes

- p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## First-Year Students

### Frequency Distributions

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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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### Statistical Comparisons

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### 10. During the current school year, to what extent have your courses challenged you to do your best work?

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## 11. Which of the following have you done or do you plan to do before you graduate?

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
# First-Year Students

## NSSE 2017 Frequencies and Statistical Comparisons

### Wright State University

### Frequency Distributions

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### Statistical Comparisons

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<td>.07</td>
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<td>4%</td>
<td>.10</td>
<td>5%</td>
<td>.13</td>
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<tr>
<td>f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td>
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<td>.05</td>
<td>2%</td>
<td>.05</td>
<td>3%</td>
<td>.08</td>
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12. About how many of your courses at this institution have included a community-based project (service-learning)?

| service | 1 | None | 78 | 60 | 2,625 | 50 | 2,614 | 49 | 3,069 | 45 |
|         | 2 | Some | 48 | 34 | 2,342 | 42 | 2,290 | 42 | 3,065 | 45 |
|         | 3 | Most | 9 | 6 | 349 | 6 | 367 | 7 | 525 | 8 |
|         | 4 | All  | 1 | 1 | 66 | 1 | 76 | 2 | 146 | 2 |
|         | Total | 136 | 100 | 5,382 | 100 | 5,347 | 100 | 6,805 | 100 |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 11
### 13. Indicate the quality of your interactions with the following people at your institution.

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<th>Count</th>
<th>%</th>
<th>Count</th>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions

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### Statistical Comparisons

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*<sup>a</sup>p<.05, **<sup>b</sup>p<.01, ***<sup>c</sup>p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 13
First-Year Students

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### Statistical Comparisons

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<td>-.02</td>
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<tr>
<td>e. Providing opportunities to be involved socially</td>
<td>2.8</td>
<td>*.23</td>
<td>2.9</td>
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<td>f. Providing support for your overall well-being (recreation, health care, counseling, etc.)</td>
<td>2.7</td>
<td>*.26</td>
<td>2.9</td>
<td>-.18</td>
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<td>g. Helping you manage your non-academic responsibilities (work, family, etc.)</td>
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<td>*.24</td>
<td>2.3</td>
<td>-.21</td>
</tr>
<tr>
<td>h. Attending campus activities and events (performing arts, athletic events, etc.)</td>
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<td>i. Attending events that address important social, economic, or political issues</td>
<td>2.4</td>
<td>-.13</td>
<td>2.5</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions

#### First-Year Students

**NSSE 2017 Frequencies and Statistical Comparisons**

**Wright State University**

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name(^a)</th>
<th>Values(^b)</th>
<th>Response options</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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</thead>
</table>
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)  
  (Recoded version of Tmprep created by NSSE. Values are estimated number of hours per week.) | Tmprephrs | 0 | 0 hrs | 0 | 0 | 13 | 0 | 21 | 0 | 34 | 1 |
| 3 | 1-5 hrs | 17 | 14 | 543 | 11 | 717 | 14 | 1,039 | 16 |
| 8 | 6-10 hrs | 33 | 27 | 1,029 | 21 | 1,227 | 25 | 1,673 | 26 |
| 13 | 11-15 hrs | 25 | 18 | 1,090 | 21 | 1,068 | 21 | 1,442 | 22 |
| 18 | 16-20 hrs | 22 | 17 | 1,085 | 21 | 982 | 20 | 1,177 | 18 |
| 23 | 21-25 hrs | 15 | 12 | 622 | 12 | 499 | 10 | 556 | 9 |
| 28 | 26-30 hrs | 6 | 5 | 324 | 6 | 231 | 4 | 231 | 4 |
| 33 | More than 30 hrs | 6 | 6 | 333 | 7 | 283 | 6 | 264 | 4 |
| Total | 124 | 100 | 5,039 | 100 | 5,028 | 100 | 6,416 | 100 |

| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)  
  (Recoded version of Tmccurrhrs created by NSSE. Values are estimated number of hours per week.) | Tmccurrhrs | 0 | 0 hrs | 48 | 36 | 1,204 | 25 | 1,813 | 36 | 2,091 | 33 |
| 3 | 1-5 hrs | 39 | 34 | 1,845 | 37 | 1,601 | 31 | 1,954 | 30 |
| 8 | 6-10 hrs | 19 | 15 | 927 | 18 | 722 | 14 | 1,033 | 16 |
| 13 | 11-15 hrs | 10 | 10 | 547 | 10 | 400 | 8 | 608 | 9 |
| 18 | 16-20 hrs | 3 | 3 | 271 | 6 | 247 | 5 | 391 | 6 |
| 23 | 21-25 hrs | 2 | 1 | 140 | 3 | 121 | 2 | 154 | 2 |
| 28 | 26-30 hrs | 1 | 1 | 33 | 1 | 38 | 1 | 53 | 1 |
| 33 | More than 30 hrs | 1 | 1 | 54 | 1 | 70 | 1 | 106 | 2 |
| Total | 123 | 100 | 5,021 | 100 | 5,012 | 100 | 6,390 | 100 |

| c. Working for pay on campus  
  (Recoded version of Tmworkonhrs created by NSSE. Values are estimated number of hours per week.) | Tmworkonhrs | 0 | 0 hrs | 102 | 82 | 4,074 | 80 | 4,133 | 83 | 5,145 | 80 |
| 3 | 1-5 hrs | 6 | 4 | 137 | 3 | 130 | 3 | 178 | 3 |
| 8 | 6-10 hrs | 2 | 2 | 320 | 7 | 259 | 5 | 301 | 5 |
| 13 | 11-15 hrs | 5 | 5 | 258 | 5 | 217 | 4 | 315 | 5 |
| 18 | 16-20 hrs | 5 | 4 | 142 | 3 | 167 | 3 | 284 | 5 |
| 23 | 21-25 hrs | 1 | 1 | 60 | 1 | 64 | 1 | 114 | 2 |
| 28 | 26-30 hrs | 0 | 0 | 14 | 0 | 17 | 0 | 22 | 0 |
| 33 | More than 30 hrs | 3 | 2 | 13 | 0 | 22 | 0 | 39 | 1 |
| Total | 124 | 100 | 5,018 | 100 | 5,009 | 100 | 6,398 | 100 |

#### Statistical Comparisons

<table>
<thead>
<tr>
<th>Your first-year students compared with</th>
<th>Wright State</th>
<th>IUC Schools</th>
<th>Peers</th>
<th>Carnegie Class</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
</table>
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)  
  (Recoded version of Tmprep created by NSSE. Values are estimated number of hours per week.) | | | | | 14.2 | .14 | 14.1 | .02 | 13.2 | .13 |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)  
  (Recoded version of Tmccurr created by NSSE. Values are estimated number of hours per week.) | | | | | 6.0 | -.20 | 5.3 | -.10 | 5.9 | -.17 |
| c. Working for pay on campus  
  (Recoded version of Tmworkon created by NSSE. Values are estimated number of hours per week.) | | | | | 2.3 | .02 | 2.2 | .04 | 2.7 | .04 |

\(^a\)p<.05, \(^b\)p<.01, \(***\)p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
**NSSE 2017 Frequencies and Statistical Comparisons**

**Wright State University**

### First-Year Students

#### Frequency Distributions

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<td>6,392</td>
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</table>

| Estimated number of hours working for pay | tmworkhrs | (Continuous variable created by NSSE) | 0      | 0 hrs            | 67    | 57| 2,702 | 54| 2,874 | 58| 3,523 | 56|
|                                          |           |                                           | 3      | 1-5 hrs          | 45    | 35| 1,752 | 34| 1,474 | 29| 1,947 | 30|
|                                          |           |                                           | 8      | 6-10 hrs         | 7     | 6 | 291   | 6 | 369   | 7 | 461   | 7 |
|                                          |           |                                           | 13     | 11-15 hrs        | 2     | 1 | 142   | 3 | 156   | 3 | 220   | 3 |
|                                          |           |                                           | 18     | 16-20 hrs        | 1     | 1 | 76    | 2 | 80    | 2 | 131   | 2 |
|                                          |           |                                           | 23     | 21-25 hrs        | 1     | 1 | 35    | 1 | 35    | 1 | 58    | 1 |
|                                          |           |                                           | 28     | 26-30 hrs        | 0     | 0 | 8     | 0 | 11    | 0 | 21    | 0 |
|                                          |           |                                           | 33     | More than 30 hrs | 0     | 0 | 19    | 0 | 22    | 0 | 31    | 1 |
|                                          |           |                                           |        |                  | 123   | 100| 5,025 | 100| 5,019 | 100| 6,392 | 100|

| Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | tmrelaxhrs | (Recoded version of tmrelax created by NSSE. Values are estimated number of hours per week.) | 0      | 0 hrs            | 4     | 3 | 65    | 1 | 102   | 2 | 118   | 2 |
|                                                                                                              |           |                                           | 3      | 1-5 hrs          | 28    | 21| 855   | 17| 1,019 | 20| 1,376 | 21|
|                                                                                                              |           |                                           | 8      | 6-10 hrs         | 32    | 25| 1,411 | 27| 1,404 | 28| 1,668 | 26|
|                                                                                                              |           |                                           | 13     | 11-15 hrs        | 22    | 18| 1,155 | 23| 1,043 | 21| 1,300 | 20|
|                                                                                                              |           |                                           | 18     | 16-20 hrs        | 20    | 18| 758   | 15| 656   | 13| 873   | 14|
|                                                                                                              |           |                                           | 23     | 21-25 hrs        | 4     | 2 | 330   | 7 | 303   | 6 | 427   | 7 |
|                                                                                                              |           |                                           | 28     | 26-30 hrs        | 6     | 4 | 154   | 3 | 152   | 3 | 189   | 3 |
|                                                                                                              |           |                                           | 33     | More than 30 hrs | 8     | 7 | 290   | 6 | 328   | 7 | 439   | 7 |
|                                                                                                              |           |                                           |        |                  | 124   | 100| 5,018 | 100| 5,007 | 100| 6,390 | 100|

### Statistical Comparisons

<table>
<thead>
<tr>
<th>Your first-year students compared with</th>
<th>Wright State</th>
<th>IUC Schools</th>
<th>Peers</th>
<th>Carnegie Class</th>
<th>Wright State</th>
<th>IUC Schools</th>
<th>Peers</th>
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<td>Effect size</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 16
## First-Year Students

### Frequency Distributions<br>NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS  •  17

#### g. Providing care for dependents (children, parents, etc.)

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#### h. Commuting to campus (driving, walking, etc.)

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<td>2,575</td>
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<td>8</td>
<td>6-10 hrs</td>
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<td>24</td>
<td>562</td>
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### Statistical Comparisons

#### Your first-year students compared with

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<th>Peers</th>
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16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

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* p<.05, ** p<.01, *** p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### First-Year Students

#### Wright State

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#### Wright State: NSSE 2017 Frequencies and Statistical Comparisons

17. **How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

**a. Writing clearly and effectively**

- Very little: 12 (11%)
- Some: 40 (32%)
- Quite a bit: 53 (42%)
- Very much: 19 (16%)

Total: 124 (100%)

**b. Speaking clearly and effectively**

- Very little: 19 (18%)
- Some: 50 (40%)
- Quite a bit: 40 (31%)
- Very much: 15 (12%)

Total: 124 (100%)

**c. Thinking critically and analytically**

- Very little: 7 (7%)
- Some: 21 (16%)
- Quite a bit: 60 (47%)
- Very much: 35 (28%)

Total: 123 (100%)

**d. Analyzing numerical and statistical information**

- Very little: 16 (12%)
- Some: 36 (30%)
- Quite a bit: 48 (38%)
- Very much: 24 (20%)

Total: 124 (100%)
## First-Year Students

### Frequency Distributions\(^a\)

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\(^a\) These values were calculated using the 2017 benchmark for NSSE. \(^b\) These values were calculated using the 2017 benchmark for NSSE. \(^c\) These values were calculated using the 2017 benchmark for NSSE. \(^d\) These values were calculated using the 2017 benchmark for NSSE. \(^e\) These values were calculated using the 2017 benchmark for NSSE. \(^f\) These values were calculated using the 2017 benchmark for NSSE. \(^g\) These values were calculated using the 2017 benchmark for NSSE. \(^h\) These values were calculated using the 2017 benchmark for NSSE. \(^i\) These values were calculated using the 2017 benchmark for NSSE. \(^j\) These values were calculated using the 2017 benchmark for NSSE. \(^\star\) These values were calculated using the 2017 benchmark for NSSE. \(^\star\star\) These values were calculated using the 2017 benchmark for NSSE. \(^\star\star\star\) These values were calculated using the 2017 benchmark for NSSE.
### First-Year Students

#### Frequency Distributions\(^a\)

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#### Statistical Comparisons\(^b\)

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<td>887 14</td>
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19. If you could start over again, would you go to the same institution you are now attending?

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<td>Definitely yes</td>
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\(^a\)NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS

\(^b\)Your first-year students compared with Peers Carnegie Class IUC Schools

\(^c\)NSSE 2017 Frequencies and Statistical Comparisons

\(^d\)Wright State IUC Schools Peers Carnegie Class

\(^e\)Effect size

\(*p<.05, \**p<.01, \***p<.001\) (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions

#### Seniors

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<th>Response options</th>
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<td></td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
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<td>c. Come to class without completing readings or assignments</td>
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<td>d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)</td>
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<td>e. Asked another student to help you understand course material</td>
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<td>f. Explained course material to one or more students</td>
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### Statistical Comparisons

#### Your seniors compared with

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<td>1.7 *</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### NSSE 2017 Frequencies and Statistical Comparisons

#### Wright State University

### Seniors

#### Frequency Distributions

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<th>Count</th>
<th>%</th>
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#### Statistical Comparisons

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### 2. During the current school year, about how often have you done the following?

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 22
### NSSE 2017 Frequencies and Statistical Comparisons

#### Wright State University

#### Seniors

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#### During the current school year, about how often have you done the following?

| a. Talked about career plans with a faculty member | SFcareer | 1 | Never | 70  | 24 | 1,221  | 19 | 1,614  | 19 | 1,671  | 19 |
|                                                 |          | 2 | Sometimes | 120  | 39 | 2,953  | 41 | 3,558  | 40 | 3,648  | 39 |
|                                                 |          | 3 | Often | 70  | 21 | 1,828  | 24 | 2,232  | 25 | 2,379  | 24 |
|                                                 |          | 4 | Very often | 51  | 16 | 1,291  | 16 | 1,551  | 17 | 1,772  | 18 |
|                                                 |          | Total | 311  | 100 | 7,293  | 100 | 8,955  | 100 | 9,470  | 100 |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFotherwork | 1 | Never | 161  | 54 | 2,893  | 42 | 3,928  | 45 | 4,094  | 45 |
|                                                 |          | 2 | Sometimes | 87  | 27 | 2,332  | 31 | 2,620  | 29 | 2,740  | 28 |
|                                                 |          | 3 | Often | 32  | 10 | 1,191  | 16 | 1,388  | 15 | 1,506  | 15 |
|                                                 |          | 4 | Very often | 30  | 10 | 851  | 11 | 997  | 11 | 1,097  | 11 |
|                                                 |          | Total | 310  | 100 | 7,267  | 100 | 8,933  | 100 | 9,437  | 100 |

#### *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

*NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS* • 23
### NSSE 2017 Frequencies and Statistical Comparisons

#### Wright State University

#### Seniors

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<td>21 7</td>
<td>671 8</td>
<td>943 10</td>
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<td>307 100</td>
<td>7,249 100</td>
<td>8,903 100</td>
<td>9,417 100</td>
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#### 4. During the current school year, how much has your coursework emphasized the following?

| a. Memorizing course material | memorize | 1 Very little | 26 8 | 592 8 | 664 7 | 729 8 |
| | | 2 Some | 77 26 | 2,299 31 | 2,666 30 | 2,804 30 |
| | | 3 Quite a bit | 126 41 | 2,840 39 | 3,505 40 | 3,760 40 |
| | | 4 Very much | 79 25 | 1,513 21 | 2,062 23 | 2,157 22 |
| | | Total | 308 100 | 7,244 100 | 8,897 100 | 9,450 100 |
| b. Applying facts, theories, or methods to practical problems or new situations | HOapply | 1 Very little | 11 4 | 315 3 | 361 4 | 282 3 |
| | | 2 Some | 58 19 | 1,439 20 | 1,861 21 | 1,876 20 |
| | | 3 Quite a bit | 141 46 | 3,312 45 | 3,933 44 | 4,016 43 |
| | | 4 Very much | 98 31 | 2,267 31 | 2,797 31 | 3,247 34 |
| | | Total | 308 100 | 7,233 100 | 8,892 100 | 9,421 100 |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | 1 Very little | 13 5 | 263 4 | 364 4 | 360 4 |
| | | 2 Some | 71 24 | 1,675 24 | 2,089 24 | 2,039 22 |
| | | 3 Quite a bit | 142 45 | 3,116 42 | 3,672 41 | 3,928 42 |
| | | 4 Very much | 81 26 | 2,155 30 | 2,718 30 | 3,058 32 |
| | | Total | 307 100 | 7,209 100 | 8,843 100 | 9,385 100 |
| d. Evaluating a point of view, decision, or information source | HOevaluate | 1 Very little | 33 12 | 497 8 | 557 7 | 514 6 |
| | | 2 Some | 79 27 | 2,017 29 | 2,382 27 | 2,308 25 |
| | | 3 Quite a bit | 123 38 | 2,960 40 | 3,564 40 | 3,926 42 |
| | | 4 Very much | 71 22 | 1,719 23 | 2,330 26 | 2,633 27 |
| | | Total | 306 100 | 7,193 100 | 8,833 100 | 9,381 100 |

#### Statistical Comparisons

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<tr>
<th></th>
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<th>IUC Schools</th>
<th>Peers</th>
<th>Carnegie Class</th>
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<td>Mean Effect size</td>
<td>Mean Effect size</td>
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<td>Mean Effect size</td>
<td>Mean Effect size</td>
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<td>.06</td>
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<td>2.2 **</td>
<td>-.15</td>
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<td>.11</td>
<td>2.8</td>
<td>.06</td>
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<td>-.16</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 24
### NSSE 2017 Frequencies and Statistical Comparisons

#### Wright State University

#### Frequency Distributions

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<th>Values</th>
<th>Response options</th>
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<th>Peers</th>
<th>Carnegie Class</th>
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<td>1,650 18</td>
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<tr>
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<td>4,004 42</td>
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<tr>
<td></td>
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<td>3,053 34</td>
<td>3,541 38</td>
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<td>347 4</td>
<td>310 3</td>
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<td>1,755 20</td>
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<td>3,973 45</td>
<td>4,126 44</td>
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<td></td>
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<tr>
<td></td>
<td>4 Very much</td>
<td>87 28</td>
<td>2,082 30</td>
<td>2,731 31</td>
<td>3,125 33</td>
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<td></td>
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<td>7,167 100</td>
<td>8,806 100</td>
<td>9,392 100</td>
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<td>206 3</td>
<td>341 4</td>
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<td>912 14</td>
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<tr>
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<td>9,368 100</td>
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<tr>
<td></td>
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<td>3,572 38</td>
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<td>59 19</td>
<td>1,425 19</td>
<td>2,068 23</td>
<td>2,599 27</td>
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| Effect size $^a$ | | | | |
|------------------| | | | |
| 2.8 | 2.8 | - .10 | 2.9 | - .15 | 2.9 ** | - .20 |

---

*a$p<.05$, **$p<.01$, ***$p<.001$ (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 25
NSSE 2017 Frequencies and Statistical Comparisons
Wright State University

Seniors

| Item wording or description | Variable name | Values | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Effect size | Mean | Effect size | Mean | Effect size |
|-----------------------------|---------------|--------|------------------|-------|---|-------|---|-------|---|-------|---|------|-------------|------|-------------|------|-------------|------|-------------|
| 6. During the current school year, about how often have you done the following? | QRconclude | 1: Never | 31 | 10 | 781 | 10 | 1,055 | 12 | 1,192 | 12 | 2.7 | .08 | 2.6 * .13 | 2.6 * .12 |
|                             |               | 2: Sometimes | 101 | 33 | 2,519 | 35 | 3,108 | 35 | 3,185 | 33 | 2.3 | -.07 | 2.4 -.05 | 2.4 -.10 |
|                             |               | 3: Often | 95 | 31 | 2,484 | 35 | 2,978 | 35 | 3,165 | 34 | 2.3 | -.04 | 2.4 -.02 | 2.4 -.01 |
|                             |               | 4: Very often | 73 | 26 | 1,342 | 20 | 1,631 | 19 | 1,812 | 20 | 2.3 | -.04 | 2.4 -.02 | 2.4 -.01 |
|                             |               | Total | 300 | 100 | 7,126 | 100 | 8,772 | 100 | 9,354 | 100 |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.) | wshortnum | 0: None | 21 | 9 | 416 | 7 | 560 | 7 | 630 | 7 | 7.0 | .04 | 7.1 -.01 | 7.0 -.01 |
|                             |               | 1: 1-2 | 55 | 19 | 1,314 | 20 | 1,583 | 20 | 1,743 | 20 | 7.0 | .04 | 7.1 -.01 | 7.0 -.01 |
|                             |               | 2: 3-5 | 79 | 28 | 1,853 | 29 | 2,389 | 30 | 2,471 | 29 | 3.3 | .05 | 3.2 .02 | 3.1 .04 |
|                             |               | 3: 6-10 | 58 | 22 | 1,364 | 21 | 1,632 | 20 | 1,823 | 21 | 3.3 | .05 | 3.2 .02 | 3.1 .04 |
|                             |               | 4: 11-15 | 32 | 11 | 637 | 10 | 807 | 10 | 828 | 10 | 2.6 | .12 | 2.6 * .13 | 2.6 * .12 |
|                             |               | 5: 16-20 | 15 | 5 | 359 | 5 | 434 | 5 | 422 | 5 | 2.6 | .12 | 2.6 * .13 | 2.6 * .12 |
|                             |               | 6: More than 20 | 18 | 7 | 509 | 8 | 615 | 7 | 622 | 7 | 2.6 | .12 | 2.6 * .13 | 2.6 * .12 |
|                             |               | Total | 278 | 100 | 6,452 | 100 | 8,020 | 100 | 8,539 | 100 |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
## NSSE 2017 Frequencies and Statistical Comparisons
Wright State University

### Seniors

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<th>Item wording or description</th>
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<th>Carnegie Class</th>
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Estimated number of assigned pages of student writing.

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8. During the current school year, about how often have you had discussions with people from the following groups?

#### a. People of a race or ethnicity other than your own

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<td>8,050</td>
<td>100</td>
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#### b. People from an economic background other than your own

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<th>Often</th>
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#### c. People with religious beliefs other than your own

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<th>Often</th>
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#### d. People with political views other than your own

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 27
## NSSE 2017 Frequencies and Statistical Comparisons
### Wright State University

### Seniors

#### Item wording or description

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<tr>
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#### Frequency Distributions

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<td></td>
<td>3</td>
<td>Often</td>
</tr>
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<td></td>
<td></td>
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<td>Very often</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
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</tr>
<tr>
<td></td>
<td>Wright State</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>IUC Schools</td>
<td>Count</td>
<td>%</td>
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<td>Peers</td>
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#### Statistical Comparisons

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#### Notes

* *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

---

*NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS* • 28
### Seniors

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<th>%</th>
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#### 12. About how many of your courses at this institution have included a community-based project (service-learning)?

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<th>%</th>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
### 13. Indicate the quality of your interactions with the following people at your institution.

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*Effect size* assessing differences between Wright State and Carnegie Class means:

- *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Seniors

#### Frequency Distributions

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#### Statistical Comparisons

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#### 14. How much does your institution emphasize the following?

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* *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*

**NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS** • 31
## NSSE 2017 Frequencies and Statistical Comparisons

### Wright State University

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### NSSE 2017 Frequencies and Statistical Comparisons

#### Wright State University

#### Seniors

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### Statistical Comparisons

#### Wright State vs. IUC Schools Peers Carnegie Class

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 33
### Frequency Distributions

**Wright State** | **IUC Schools** | **Peers** | **Carnegie Class**
---|---|---|---
**d. Working for pay off campus**
 tmworkoffhrs (Recoded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)
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<td>84</td>
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<td>7,452</td>
<td>100</td>
<td>7,983</td>
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**f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)**
 tmrelaxhrs (Recoded version of tmrelax created by NSSE. Values are estimated number of hours per week.)
<table>
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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
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<td>11</td>
<td>5</td>
<td>114</td>
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<td>281</td>
<td>4</td>
<td>245</td>
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<tr>
<td>3</td>
<td>1-5 hrs</td>
<td>84</td>
<td>29</td>
<td>1,319</td>
<td>21</td>
<td>2,123</td>
<td>29</td>
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<td>18</td>
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<td>807</td>
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<td>162</td>
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### Statistical Comparisons

**Wright State** | **IUC Schools** | **Peers** | **Carnegie Class**
---|---|---|---
**d. Working for pay off campus**
 tmworkoffhrs (Recoded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)
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<th>Mean</th>
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<td>0 hrs</td>
<td>13.1</td>
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<td>-.07</td>
<td>14.8</td>
<td>*-.13</td>
<td></td>
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<tr>
<td>3</td>
<td>1-5 hrs</td>
<td>18.2</td>
<td><strong>.26</strong></td>
<td>17.9</td>
<td>.03</td>
<td>18.3</td>
<td>-.01</td>
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</tr>
<tr>
<td>8</td>
<td>6-10 hrs</td>
<td>2.7</td>
<td>-.02</td>
<td>3.3</td>
<td>-.11</td>
<td>3.3</td>
<td>-.12</td>
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<tr>
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<td>11-15 hrs</td>
<td>10.2</td>
<td><strong>.23</strong></td>
<td>10.3</td>
<td>-.01</td>
<td>10.4</td>
<td>-.02</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 34
### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<td>10</td>
<td>549</td>
<td>9</td>
<td>866</td>
<td>12</td>
<td>926</td>
<td>12</td>
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<td></td>
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<td>1</td>
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<td>931</td>
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<td>1,145</td>
<td>15</td>
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<td></td>
<td></td>
<td>1-5 hrs</td>
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<td>56</td>
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<td></td>
<td></td>
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<td>22</td>
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<td>1,430</td>
<td>19</td>
<td>1,475</td>
<td>19</td>
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<td>6</td>
<td>281</td>
<td>5</td>
<td>450</td>
<td>6</td>
<td>477</td>
<td>6</td>
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<td>117</td>
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<td></td>
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<td>51</td>
<td>1</td>
<td>90</td>
<td>1</td>
<td>94</td>
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<td>31</td>
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<td>1</td>
<td>39</td>
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<td>73</td>
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<td>130</td>
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<td>7,465</td>
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<td>8,010</td>
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### 16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<td>21</td>
<td>1,198</td>
<td>16</td>
<td>1,274</td>
<td>16</td>
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<td>Some</td>
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<td>1,866</td>
<td>31</td>
<td>2,152</td>
<td>29</td>
<td>2,274</td>
<td>28</td>
</tr>
<tr>
<td>About half</td>
<td>74</td>
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<td>1,428</td>
<td>24</td>
<td>2,021</td>
<td>27</td>
<td>2,188</td>
<td>27</td>
</tr>
<tr>
<td>Most</td>
<td>39</td>
<td>14</td>
<td>1,050</td>
<td>17</td>
<td>1,460</td>
<td>19</td>
<td>1,594</td>
<td>20</td>
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<tr>
<td>Almost all</td>
<td>21</td>
<td>8</td>
<td>430</td>
<td>7</td>
<td>623</td>
<td>8</td>
<td>674</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>100</td>
<td>5,985</td>
<td>100</td>
<td>7,454</td>
<td>100</td>
<td>8,004</td>
<td>100</td>
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* *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.*
## NSSE 2017 Frequencies and Statistical Comparisons

### Wright State University

#### Seniors

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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<td>0</td>
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<td>1</td>
<td>42</td>
<td>1</td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>150</td>
<td>58</td>
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<td>54</td>
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<td>51</td>
<td>4,138</td>
<td>52</td>
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<tr>
<td></td>
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<td>70</td>
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<td>28</td>
<td>2,178</td>
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<td></td>
<td>More than 10, up to 15 hrs</td>
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<td>21</td>
<td>7</td>
<td>532</td>
<td>9</td>
<td>690</td>
<td>9</td>
<td>752</td>
<td>9</td>
</tr>
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<td></td>
<td>More than 15, up to 20 hrs</td>
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<td>13</td>
<td>5</td>
<td>306</td>
<td>5</td>
<td>403</td>
<td>5</td>
<td>421</td>
<td>5</td>
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<td>3</td>
<td>191</td>
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<td>291</td>
<td>4</td>
<td>297</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More than 25 hrs</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>89</td>
<td>1</td>
<td>147</td>
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<td>138</td>
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<td></td>
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<td>7,424</td>
<td>100</td>
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<td>100</td>
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</tr>
</tbody>
</table>

#### 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

| a. Writing clearly and effectively | pgwrite | Very little | 1 | 27 | 11 | 438 | 8 | 550 | 8 | 487 | 6 |
| | | Some | 2 | 88 | 34 | 1,529 | 26 | 1,820 | 25 | 1,777 | 22 |
| | | Quite a bit | 3 | 80 | 29 | 2,358 | 38 | 2,896 | 39 | 3,089 | 38 |
| | | Very much | 4 | 68 | 25 | 1,646 | 28 | 2,184 | 29 | 2,632 | 33 |
| | | Total | 263 | 100 | 5,971 | 100 | 7,450 | 100 | 7,985 | 100 |

| b. Speaking clearly and effectively | pgspeak | Very little | 1 | 43 | 16 | 525 | 10 | 693 | 10 | 681 | 9 |
| | | Some | 2 | 88 | 35 | 1,499 | 26 | 1,980 | 27 | 1,917 | 24 |
| | | Quite a bit | 3 | 75 | 26 | 2,269 | 38 | 2,691 | 36 | 2,928 | 36 |
| | | Very much | 4 | 60 | 22 | 1,676 | 27 | 2,076 | 27 | 2,452 | 30 |
| | | Total | 266 | 100 | 5,969 | 100 | 7,440 | 100 | 7,978 | 100 |

| c. Thinking critically and analytically | pgtthink | Very little | 1 | 15 | 6 | 171 | 3 | 271 | 4 | 236 | 3 |
| | | Some | 2 | 46 | 19 | 748 | 13 | 1,129 | 15 | 1,195 | 16 |
| | | Quite a bit | 3 | 105 | 38 | 2,305 | 38 | 2,905 | 39 | 2,948 | 37 |
| | | Very much | 4 | 100 | 37 | 2,740 | 46 | 3,146 | 42 | 3,595 | 45 |
| | | Total | 266 | 100 | 5,964 | 100 | 7,451 | 100 | 7,974 | 100 |

| d. Analyzing numerical and statistical information | pganalyze | Very little | 1 | 35 | 13 | 601 | 9 | 803 | 11 | 934 | 12 |
| | | Some | 2 | 63 | 24 | 1,592 | 26 | 2,060 | 27 | 2,234 | 28 |
| | | Quite a bit | 3 | 97 | 36 | 2,007 | 34 | 2,552 | 35 | 2,566 | 32 |
| | | Very much | 4 | 71 | 27 | 1,757 | 32 | 2,030 | 28 | 2,239 | 28 |
| | | Total | 266 | 100 | 5,957 | 100 | 7,445 | 100 | 7,973 | 100 |

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.
### Frequency Distributions

#### Wright State

<table>
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<th>Variable name</th>
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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Acquiring job- or work-related knowledge and skills</td>
<td>pwork</td>
<td>1 Very little</td>
<td>47</td>
<td>20</td>
<td>554</td>
<td>11</td>
<td>826</td>
<td>12</td>
<td>740</td>
<td>10</td>
</tr>
<tr>
<td>2 Some</td>
<td>55</td>
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<td>1,332</td>
<td>23</td>
<td>1,710</td>
<td>23</td>
<td>1,813</td>
<td>23</td>
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<td></td>
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<tr>
<td>3 Quite a bit</td>
<td>95</td>
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<td>33</td>
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<td>34</td>
<td>2,660</td>
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<tr>
<td>4 Very much</td>
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<td>11</td>
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<td>479</td>
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<td>24</td>
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<td>35</td>
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### Notes

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2017 FREQUENCIES AND STATISTICAL COMPARISONS • 37
### NSSE 2017 Frequencies and Statistical Comparisons

#### Wright State University

**Seniors**

#### Frequency Distributions

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### NSSE 2017 Frequencies and Statistical Comparisons

**Detailed Statistics**

**Wright State University**

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### NSSE 2017 Frequencies and Statistical Comparisons

**Detailed Statistics**

**Wright State University**

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See the endnotes on the last page of this report.
### NSSE 2017 Frequencies and Statistical Comparisons

#### Detailed Statistics

**Wright State University**

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## NSSE 2017 Frequencies and Statistical Comparisons

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**Wright State University**

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See the endnotes on the last page of this report.
Endnotes

a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.

b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent *t*-tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a *z*-test.

c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.

d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.

e. Effect size for independent *t*-tests uses Cohen's *d*; *z*-tests use Cohen's *h*. See page 2 for more details.

f. Statistical comparison uses *z*-test to compare the percentage who responded "Done or in progress."

g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).

h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

j. Degrees of freedom used to compute the *t*-tests. Values differ from Ns due to weighting and whether equal variances were assumed.

k. Statistical comparisons are two-tailed independent *t*-tests or *z*-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

l. Mean represents the proportion who responded "Done or in progress."