

Xavier University of Louisiana
OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

Report on the
NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)
2003 College Student Report
from the
INDIANA UNIVERSITY CENTER FOR POSTSECONDARY RESEARCH & PLANNING

Executive Summary

The NSSE *College Student Report* has been administered annually by Indiana University since Spring 2000. Xavier University participated in 2001, and again in 2003. The Office of Institutional Research, in conjunction with NSSE, administered the *College Student Report* survey to 1ST-YR students (composed of new and continuing freshmen from the College of Arts & Sciences) and SR-YR students (seniors from the College of Arts & Sciences, P1 and P2 students from the College of Pharmacy) to gather the information included in this report.

Benchmark groups within which Xavier fell, and with which comparisons were made, include the *HBCU* consortium (13 institutions), *Masters* (183 institutions), and *NSSE 2003* (437 institutions).

Selected areas where Xavier ranked *more* favorably than benchmark institutions include the following (1ST-YR =first year; SR-YR=senior year):

- ▶ *Spending significant amounts of time studying and on academic work* (1ST-YR, SR-YR)
- ▶ *Made a class presentation* (1ST-YR)
- ▶ *Foreign language coursework* (1ST-YR, SR-YR)
- ▶ *Voting in local, state, or national elections* (1ST-YR, SR-YR)
- ▶ *Tutored or taught other students (paid or voluntary)* (1ST-YR, SR-YR)
- ▶ *Community service or volunteer work* (1ST-YR, SR-YR)
- ▶ *Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)* (1ST-YR, SR-YR)

Selected areas where Xavier ranked *less* favorably than benchmark institutions include the following (1ST-YR =first year; SR-YR =senior year):

- ▶ *Number of written papers or reports of 20 pages or more pages* (SR-YR)
- ▶ *Number of written papers or reports between 5 and 19 pages* (SR-YR)
- ▶ *Number of written papers or reports of fewer than 5 pages* (SR-YR)
- ▶ *Made a class presentation* (SR-YR)
- ▶ *Had serious conversations with students of a different race or ethnicity than your own* (1ST-YR)
- ▶ *Independent study or self-designed major* (SR-YR)
- ▶ *Relationships with administrative personnel and offices* (1ST-YR, SR-YR)
- ▶ *Asked questions in class or contributed to class discussions* (SR-YR)

Additionally, as a component of the *Building Engagement and Attainment of Minority Students* (BEAMS) project, Xavier University participated in a consortium of 13 HBCU institutions, addressing issues targeted to HBCUs:

Selected areas where Xavier ranked *more* favorably than the HBCU consortium include the following (1ST-YR =first year; SR-YR =senior year):

- ▶ *How confident are you that you will find a job in your field of study within the first year after graduation?* (SR-YR)
- ▶ *How satisfied are you with the intellectual environment at your campus?* (1ST-YR, SR-YR)

Selected areas where Xavier ranked *less* favorably than the HBCU consortium include the following (1ST-YR =first year; SR-YR =senior year):

- ▶ *Did freshman seminar courses help you to adjust to life as a college student?* (1ST-YR, SR-YR)
- ▶ *How often are you encouraged to think using a position that differs from your own?* (SR-YR)
- ▶ *How often are you encouraged to express an opinion and provide arguments based on facts for a stated position?* (SR-YR)
- ▶ *How much has attending an HBCU increased your desire to give back to the African American community?* (SR-YR)

BACKGROUND OF NSSE COLLEGE STUDENT REPORT 2003

During spring semester of 2003, Xavier University's Office of Institutional Research conducted the annual National Survey of Student Engagement (NSSE, pronounced "nessie") *College Student Report* survey to gather information regarding first-year (1ST-YR) and senior-year (SR-YR) classes. The NSSE survey was launched by Indiana University in 2000, after an initial \$3.3 million grant from Pew Charitable Trusts. This past year, 2003, is the fourth survey to be administered nationally by Indiana University, and is the second survey administration in which Xavier University of Louisiana has participated (the first being in 2001).

NSSE was specifically designed to assess the extent to which 1ST-YR and SR-YR students engage in educational practices associated with high levels of learning and development. "It focuses squarely on the teaching and learning activities that personally and intensely involve all types of students at all types of colleges and universities. When students read more, write more, and interact more in positive ways with their teachers and peers, they gain more in terms of essential skills and competencies, such as critical thinking, problem solving, effective communication, and responsible citizenship."¹

NSSE results are divided into five clusters of activities that research studies show are linked to desired outcomes in college:

- *Level of Academic Challenge*
- *Active and Collaborative Learning*
- *Student-Faculty Interaction*
- *Enriching Educational Experiences*
- *Supportive Campus Environment*

Statistics from Xavier University are based on 593 respondents (30.6% response rate, based on 1,945 Xavier students sampled). Statistics from *NSSE 2003* institutions are based on 93,393 students at 437 institutions (43.2% response rate). Statistics from *Masters* institutions² are based on 39,513 students at 183 institutions (41.5% response rate). This year, Xavier University participated in a consortium of HBCUs for further targeted analysis. Statistics from the *HBCU* consortium are based on 1,166 students at 13 institutions (22.2% response rate).

In Spring 2003, Xavier University participated in the *Building Engagement and Attainment of Minority Students* (BEAMS) Project, a five-year initiative fostering ways in which Historically Black, Hispanic-Serving, and Tribal Colleges and Universities can increase student learning and success. The BEAMS project is a partnership between the American Association for Higher Education (AAHE) and NSSE, with support from the Lumina Foundation for Education. As part of the BEAMS project, Xavier University was invited to participate in a consortium including 13 HBCUs, to address questions specific to their unique concerns.

RESPONDENT DEMOGRAPHICS

(Refer to grid on page 14)

Xavier Respondents

- ▶ 1ST-YR: 85.6% female
- ▶ SR-YR: 81.9% female
- ▶ 1ST-YR: 86.6% Afr. American
- ▶ SR-YR: 78.3% Afr. American

Xavier Student Population 2002-03

- ▶ First-time/continuing freshmen: 75.4% female
- ▶ Seniors/P1/P2 students: 72.0% female
- ▶ First-time/continuing freshmen: 83.4% Afr. American³
- ▶ Seniors/P1/P2 students: 83.8% Afr. American³

The larger proportion of women respondents is consistent with the NSSE finding that women are more likely than men to return questionnaires.⁴

¹ *The NSSE 2000 Report: National Benchmarks of Effective Educational Practice. Page ii.*

² *Masters I* is the Carnegie classification within which Xavier University falls; participating *Masters I* and *Masters II* institutions are combined by NSSE into the category of *Masters*.

³ Reflects students who specified ethnicity.

⁴ *NSSE 2003 Overview, page 2.*

Grade Distribution. (Refer to grid on page 14)

- The largest proportion (48.5%) of Xavier 1ST-YR students reported that the majority of grades they received to date at Xavier was in the range of “B, B–, or C+,” slightly higher than the same range within the *HBCU* consortium (45.0%), but more than at *Masters* (38.0%) and *NSSE 2003* (36.5%) institutions.
- The next largest group (39.1%) of Xavier 1ST-YR students responded that the majority of grades they received to date at Xavier was in the range of “A, A– or B+,” compared with 47.0% in the *HBCU* consortium, 57.0% at *Masters*, and 58.9% at *NSSE 2003* institutions.
- The largest proportion (51.3%) of Xavier SR-YR students also reported that the majority of grades they received to date at Xavier was in the range of “B, B–, or C+” range, slightly higher than the same range within the *HBCU* consortium (46.9%), but more than at *Masters* (32.0%) and *NSSE 2003* (31.7%) institutions.
- The next largest group (45.6%) of Xavier SR-YR students responded that the majority of grades they received to date at Xavier was in the range of “A, A– or B+,” compared with 50.2% in the *HBCU* consortium, 66.6% at *Masters*, and 66.8% at *NSSE 2003* institutions.

Survey Completion Mode. (Refer to grid on page 14)

Paper was the preferred medium among respondents, although in general, more 1ST-YR than SR-YR respondents responded via the web.

Web response:

- Xavier 1ST-YR: 46.1%
- *HBCU* 1ST-YR: 37.4%
- *Masters* 1ST-YR: 48.5%
- *NSSE 2003* 1ST-YR: 57.7%
- Xavier SR-YR: 26.0%
- *HBCU* SR-YR: 26.9%
- *Masters* SR-YR: 35.2%
- *NSSE 2003* SR-YR: 44.8%

Primary majors. The table below shows respondents’ primary majors:

Major	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE 2003	Xavier	HBCU	Masters	NSSE 2003
Arts and humanities	4.3%	5.7%	12.3%	14.2%	2.6%	9.0%	13.6%	15.5%
Biological science	34.4%	8.5%	6.4%	8.0%	27.4%	5.3%	5.2%	6.6%
Business	8.3%	27.0%	17.6%	15.0%	6.5%	25.6%	22.4%	19.3%
Education	2.3%	12.8%	13.5%	10.8%	3.0%	13.9%	14.6%	11.1%
Engineering	2.0%	5.2%	2.8%	5.6%	0.0%	3.1%	2.1%	5.2%
Physical science	4.6%	2.1%	2.8%	3.5%	9.6%	1.7%	2.7%	3.4%
Professional	25.2%	7.1%	11.4%	9.6%	38.3%	3.3%	8.0%	6.4%
Social science	14.6%	10.2%	11.4%	13.2%	8.7%	17.2%	13.7%	15.4%
Undecided	4.0%	19.5%	15.8%	14.8%	3.9%	20.8%	17.5%	16.9%
Other	0.3%	1.7%	5.9%	5.5%	0.0%	0.1%	0.2%	0.2%

Comparison of primary majors within institutions:

First Year	Senior Year
Xavier: Biological science (34.4%)	Xavier: Professional (38.3%)
HBCU: Business (27.0%)	HBCU: Business (25.6%)
Masters: Business (17.6%)	Masters: Business (22.4%)
NSSE 2003: Business (15.0%)	NSSE 2003: Business (19.3%)

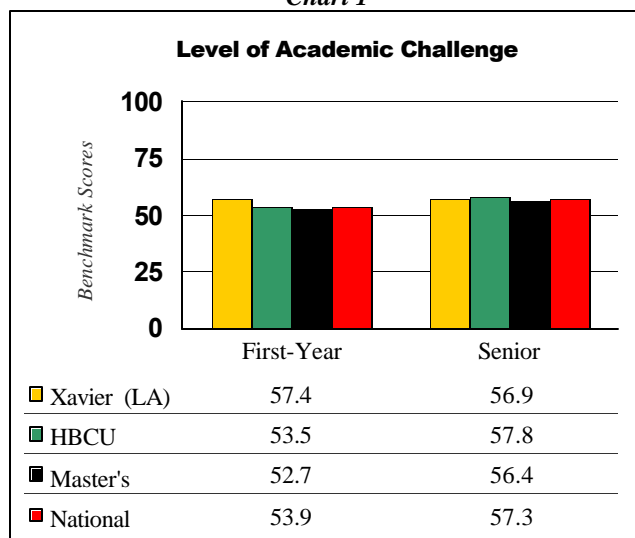
LEVEL OF ACADEMIC CHALLENGE

Challenging intellectual and creative work is central to student learning and collegiate quality. *Level of Academic Challenge* questions correspond to integral components of academic challenge that represent the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Examples include the following:

- ▶ Preparing for class (studying, reading, writing, rehearsing)
- ▶ Reading and writing
- ▶ Using higher-order thinking skills
- ▶ Working harder than students thought they could to meet instructors' standards
- ▶ An institutional environment that emphasizes studying and academic work

Chart 1



As can be seen in *Chart 1* above⁵, among 1ST-YR respondents, Xavier scored a bit higher than benchmark institutions; among SR-YR respondents, Xavier University scored similarly to benchmark institutions.

Academic and Intellectual Experiences. (Refer to grid on page 15)

A higher proportion of Xavier 1ST-YR respondents than at *Masters* and *NSSE 2003* institutions felt that they *worked harder than they thought they could to meet an instructor's standards or expectations*. Response among SR-YR Xavier respondents was similar to *Masters* and *NSSE 2003* institutions, but less than the *HBCU* consortium.

Mental Activities. (Refer to grid on page 15)

A higher proportion of Xavier 1ST-YR respondents than students at *HBCU* consortium and *Masters* institutions felt that their coursework emphasizes *analyzing the basic elements of an idea, experience, or theory*. Xavier SR-YR response was similar to benchmark institutions.

A higher proportion of Xavier 1ST-YR respondents than students at *Masters* and *NSSE 2003* institutions felt that their coursework emphasizes *synthesizing and organizing ideas, information, or experiences*. Xavier SR-YR response was similar to benchmark institutions.

A higher proportion of Xavier 1ST-YR respondents than students at *Masters* and *NSSE 2003* institutions felt that their coursework emphasizes *making judgments about the value of information, arguments, or methods*. Xavier SR-YR response was similar to *Masters* and *NSSE 2003* institutions, but lower than *HBCU* consortium institutions.

More 1ST-YR respondents at Xavier than at benchmark institutions felt that their coursework emphasizes *applying theories or concepts to practical problems or in new situations*. SR-YR response at Xavier was similar to benchmark institutions.

Reading and Writing. (Refer to grids on pages 15–16)

Written papers or reports of 20 pages or more. 1ST-YR respondents at Xavier write less reports of this length than at *HBCU* consortium institutions, but about the same number as students at *Masters* and *NSSE 2003* institutions. The majority of 1ST-YR students at all institutions responded "None" at Xavier and at all benchmark institutions. SR-YR respondents at Xavier report writing less reports of this length than respondents at all other benchmark institutions. Among SR-YR respondents, almost three-quarters (73.7%) at Xavier responded "None," a much higher proportion than at all benchmark institutions (40.5% at *HBCU*; 49.1% at *Masters*; 47.3% at *NSSE 2003*).

Written papers or reports between 5 and 19 pages. Xavier 1ST-YR respondents write a similar number of reports of this length as respondents at benchmark institutions, but Xavier SR-YR respondents write less reports of this length than respondents at all other benchmark institutions.

⁵ The benchmarks are made up of groups of items on the survey that have been normalized into 100-point scales.

Written papers or reports of fewer than 5 pages. Xavier 1ST-YR respondents write a similar number of reports of this length as *HBCU* respondents, but less than at *Masters* and *NSSE 2003* institutions. Xavier SR-YR respondents write less reports of this length than respondents at all other benchmark institutions.

In general, Xavier SR-YR respondents indicated writing less reports of *all* report length categories than SR-YR respondents at all other benchmark institutions.

Number of assigned textbooks, books, or book-length packs of course readings. (Refer to grid on page 16) Xavier 1ST-YR respondents indicate a similar amount of assigned readings as at *Masters* and *NSSE 2003* institutions, but more than at *HBCU* institutions. Xavier SR-YR respondents indicate an amount similar to benchmark institutions.

Time Usage. (Refer to grid on page 16)

A higher proportion of Xavier 1ST-YR and SR-YR respondents than at all benchmark institutions reported that they spent more time *preparing for class (studying, reading, writing, rehearsing, and other activities related to academic program)*.

Institutional Environment. (Refer to grid on page 16)

A higher proportion of Xavier 1ST-YR and SR-YR respondents than at all benchmark institutions felt that their institution emphasizes that students *spend significant amounts of time studying and on academic work*.

ACTIVE AND COLLABORATIVE LEARNING

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. And when students collaborate with others to solve problems or master difficult material, they acquire valuable skills that prepare them to deal with the messy, unscripted problems they will encounter daily, during and after college.

Active and Collaborative Learning questions include the following areas:

- ▶ Asking questions in class or contributing to class discussions
- ▶ Making class presentations
- ▶ Working with classmates outside of class to prepare class assignments
- ▶ Working with other students on projects during class
- ▶ Tutoring or teaching other students
- ▶ Participating in community-based projects as part of regular courses
- ▶ Discussing ideas from readings or classes with others.

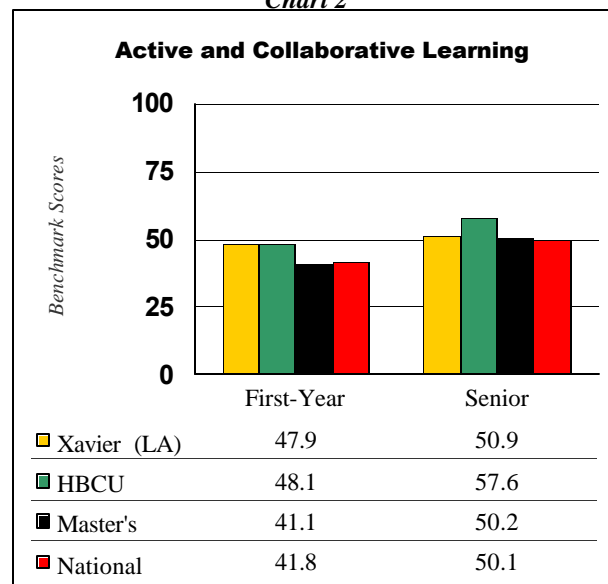
As can be seen in *Chart 2* above⁶, among 1ST-YR respondents, Xavier scored a bit higher on this benchmark compared to *Masters* and *NSSE 2003* institutions, and about even with the *HBCU* consortium. Among SR-YR respondents, Xavier University scored about even with *Masters* and *NSSE 2003* institutions, but lower than the *HBCU* consortium.

Academic and Intellectual Experiences. (Refer to grid on page 17)

Xavier 1ST-YR respondents *asked questions in class or contributed to class discussions* with similar frequency as at benchmark institutions, but Xavier SR-YR respondents indicated less of this activity than at benchmark institutions.

More 1ST-YR Xavier respondents than at *Masters* and *NSSE 2003* institutions indicated that they *made a class presentation*. SR-YR Xavier respondents reported less frequency than at benchmark institutions.

Chart 2



⁶ The benchmarks are made up of groups of items on the survey that have been normalized into 100-point scales.

Xavier 1ST-YR respondents indicated that they *worked with other students on projects during class* with frequency similar to benchmark institutions. SR-YR Xavier respondents reported lower frequency than **HBCU** SR-YR respondents, but similar frequency to **Masters** and **NSSE 2003** institutions.

Xavier 1ST-YR respondents indicated that they *worked with classmates outside of class to prepare class assignments* more frequently than respondents at **Masters** and **NSSE 2003** institutions. SR-YR frequency at Xavier was similar to benchmark institutions.

More Xavier respondents (both 1ST-YR and SR-YR) indicated that they *tutored or taught other students (paid or voluntary)* than respondents at **Masters** and **NSSE 2003** institutions; response was similar to the **HBCU** consortium.

Xavier respondents (both 1ST-YR and SR-YR) indicated that they *participated in a community-based project as part of a regular course* less frequently than respondents within the **HBCU** consortium; response was similar to **Masters** and **NSSE 2003** institutions.

Xavier respondents (both 1ST-YR and SR-YR) indicated that they *discussed ideas from their readings or classes with others outside of class (students, family members, coworkers, etc.)* with similar frequency to benchmark institutions.

STUDENT-FACULTY INTERACTION

In general, the more contact students have with their teachers the better. Working with a professor on a research project or serving with faculty members on a college committee or community organization lets students see first-hand how experts identify and solve practical problems. Through such interactions teachers become role models, mentors, and guides for continuous, life-long learning.

Student-Faculty Interaction questions include the following areas:

- ▶ Discussing grades or assignments with an instructor
- ▶ Talking about career plans with a faculty member or advisor
- ▶ Discussing ideas from readings or classes with faculty members outside of class
- ▶ Working with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- ▶ Getting prompt feedback on academic performance
- ▶ Working with a faculty member on a research project

As can be seen in Chart 3 above⁷, among both 1ST-YR and SR-YR respondents, Xavier University scored lower than the **HBCU** consortium, but higher than **Masters** and **NSSE 2003** institutions.

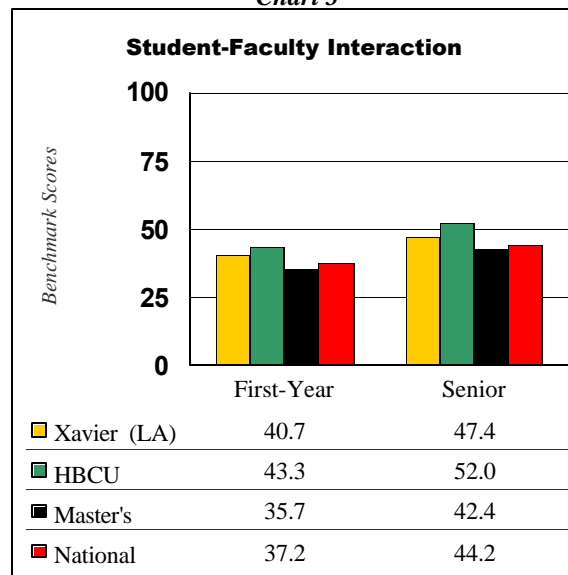
Academic and Intellectual Experiences. (Refer to grid on page 17)

Xavier 1ST-YR respondents indicated that they *discussed grades or assignments with an instructor* with greater frequency than at **Masters** and **NSSE 2003** institutions. Xavier SR-YR respondents indicated less frequency than within the **HBCU** consortium; response was similar to **Masters** and **NSSE 2003** institutions.

Xavier 1ST-YR respondents indicated that they *talked about career plans with a faculty member or advisor* with similar frequency to benchmark institutions; but **HBCU** SR-YR respondents report this activity more frequently than Xavier SR-YR respondents.

Xavier 1ST-YR respondents indicated that they *discussed ideas from readings or classes with faculty members outside of class* more frequently than **Masters** 1ST-YR respondents. Xavier SR-YR respondents reported lower frequency than **HBCU** SR-YR respondents, but similar frequency to **Masters** and **NSSE 2003** institutions.

Chart 3



⁷ The benchmarks are made up of groups of items on the survey that have been normalized into 100-point scales.

Xavier 1ST-YR respondents indicated that they *received prompt feedback from faculty on academic performance (written or oral)* with similar frequency to benchmark institutions, but Xavier SR-YR respondents reported less frequency than all benchmark institutions.

Xavier 1ST-YR and SR-YR respondents indicated that they *worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)* with similar frequency to *Masters* and *NSSE 2003* institutions, but lower frequency than *HBCU* respondents.

Enriching Educational Experiences. (Refer to grid on page 17)

Respondents at Xavier and at *HBCU* institutions (both 1ST-YR and SR-YR) indicated that they *worked on a research project with a faculty member outside of course or program requirements* more frequently than respondents at *Masters* and at *NSSE 2003* institutions.

ENRICHING EDUCATIONAL EXPERIENCES

Educationally effective colleges and universities offer a variety of learning opportunities inside and outside the classroom that complement the goals of the academic program. 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.

Questions that focus on *Enriching Educational Experiences* include the following areas:

- ▶ Talking with students with different religious beliefs, political opinions, or values
- ▶ Talking with students of a different race or ethnicity
- ▶ An institutional climate that encourages contact among students of different economic, social, and racial or ethnic backgrounds
- ▶ Using electronic technology to discuss or complete assignments
- ▶ Participation in activities such as internships or field experiences, community service or volunteer work, foreign language coursework, study abroad, independent study or self-designed major, co-curricular activities, a culminating senior experience.

As can be seen in *Chart 4* above⁸, among both 1ST-YR and SR-YR respondents, Xavier scored similarly on this benchmark to the *HBCU* consortium, but somewhat higher than *Masters* and *NSSE 2003* institutions.

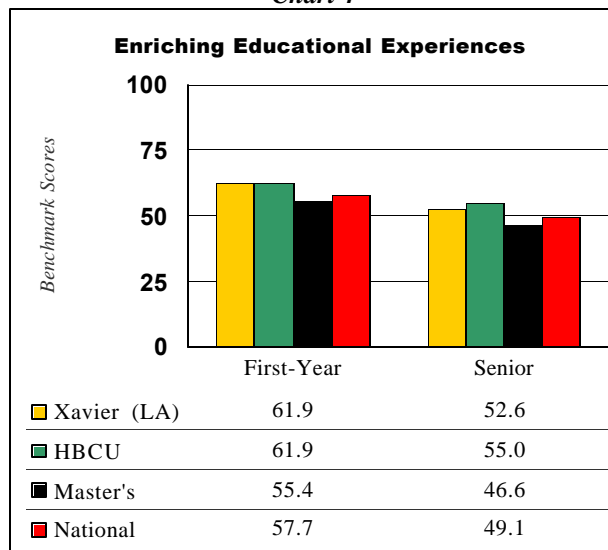
Academic and Intellectual Experiences. (Refer to grid on page 18)

1ST-YR Xavier respondents indicated that they *used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment* more frequently than 1ST-YR respondents at all benchmark institutions. SR-YR respondents at Xavier and at *HBCU* institutions reported a higher frequency than SR-YR respondents at *Masters* and *NSSE 2003* institutions.

A lower proportion of 1ST-YR respondents at Xavier than at *Masters* and *NSSE 2003* institutions indicated that they *had serious conversations with students of a different race or ethnicity than (their) own*. Almost two-thirds (62.7%) of Xavier 1ST-YR students replied “Never” or “Sometimes” to this question, similar to response of their peers within the *HBCU* consortium (59.1%), but more so than at *Masters* (51.9%) or *NSSE 2003* (48.8%) institutions. Xavier SR-YR respondents responded similarly to all benchmark institutions.

Xavier 1ST-YR and SR-YR respondents indicated that they *had serious conversations with students who are very different from (them) in terms of their religious beliefs, political opinions, or personal values* with similar frequency to respondents at benchmark institutions.

Chart 4



⁸ The benchmarks are made up of groups of items on the survey that have been normalized into 100-point scales.

Enriching Educational Experiences. (Refer to grid on page 18)

Xavier students compared favorably to other institutions surveyed on several indicators.

A higher proportion of both 1ST-YR and SR-YR Xavier respondents than students at benchmark institutions indicated that they had done or planned to do a *practicum, internship, field experience, co-op experience, or clinical assignment*. More than nine in ten (96%) of 1ST-YR students replied “Yes” to this question, compared with 85% within the HBCU consortium, 80% at *Masters*, and 81% at *NSSE 2003* institutions. Eight of ten Xavier SR-YR respondents (82%) replied “Yes” to this question, compared with 75 % within the *HBCU* consortium, and 72% at both *Masters* and *NSSE 2003* institutions.

A higher proportion of both 1ST-YR and SR-YR Xavier respondents than students at benchmark institutions indicated that they had done or planned to do *community service or volunteer work*. More than nine in ten (94%) of 1ST-YR students replied “Yes” to this question, compared with 82% within the *HBCU* consortium, 74% at *Masters*, and 75% at *NSSE 2003* institutions. Among Xavier’s SR-YR respondents, more than eight in ten (85%) replied “Yes” to this question, compared with 78% within the *HBCU* consortium, 63% at *Masters*, and 66% at *NSSE 2003* institutions.

A higher proportion of both 1ST-YR and SR-YR Xavier respondents than students at benchmark institutions indicated that had done or planned to do *foreign language coursework*. More than seven in ten (71%) of 1ST-YR students replied “Yes” to this question, compared with 52% within the *HBCU* consortium, 43% at *Masters*, and 48% at *NSSE 2003* institutions. Among Xavier’s SR-YR respondents, almost six in ten (57%) replied “Yes” to this question, compared with 46% within the *HBCU* consortium, 35% at *Masters*, and 41% at *NSSE 2003* institutions.

A similar proportion of Xavier 1ST-YR respondents (32%) as *Masters* (33%) and *NSSE 2003* (38%) institutions indicated that they *studied abroad* or planned to do so; this was lower than their peers within the *HBCU* consortium (42%). Among Xavier’s SR-YR respondents, 11% replied “Yes” to this question, compared with 18% within the *HBCU* consortium and at *NSSE 2003* institutions, and 14% at *Masters*.

A lower proportion of Xavier SR-YR respondents than students at benchmark institutions indicated that they had done or planned to do *independent study or a self-designed major*. Less than one-fifth (15%) of Xavier’s SR-YR respondents replied “Yes” to this question, compared with 35% within the *HBCU* consortium, 27% at *Masters*, and 29% at *NSSE 2003* institutions. Xavier 1ST-YR response (15%) was similar to *Masters* (17%) and *NSSE 2003* (18%) institutions, but lower than the *HBCU* consortium (36%).

A higher proportion of both 1ST-YR and SR-YR Xavier respondents than students at benchmark institutions indicated that they had done or planned to do a *culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)*. Seven in ten (70%) of 1ST-YR students replied “Yes” to this question, compared with 57% within the *HBCU* consortium, 39% at *Masters*, and 43% at *NSSE 2003* institutions. Among Xavier’s SR-YR respondents, 73% replied “Yes” to this question, compared with 65% within the *HBCU* consortium, 55% at *Masters*, and 59% at *NSSE 2003* institutions.

Time Usage. (Refer to grid on page 18)

1ST-YR respondents at Xavier reported spending less time *participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)* than 1ST-YR respondents at benchmark institutions. More than nine in ten (93.2%) of Xavier’s 1ST-YR students responded that they spent either “None” or “1–10 hours” at this type of activity, compared with 85.2% within the *HBCU* consortium, 85.9% at *Masters*, and 83.4% at *NSSE 2003* institutions. More than nine in ten (94.0%) of Xavier SR-YR students responded same, compared with 81.8% within the *HBCU* consortium, 87.8% at *Masters*, and 85.4% at *NSSE 2003* institutions.

Institutional Environment. (Refer to grid on page 18)

1ST-YR respondents reported that Xavier *encourages contact among students from different economic, social, and racial or ethnic backgrounds* similarly to benchmark institutions. Among SR-YR respondents, Xavier ranked similarly to *Masters* and *NSSE 2003* institutions, but lower than *HBCU* institutions.

SUPPORTIVE CAMPUS ENVIRONMENT

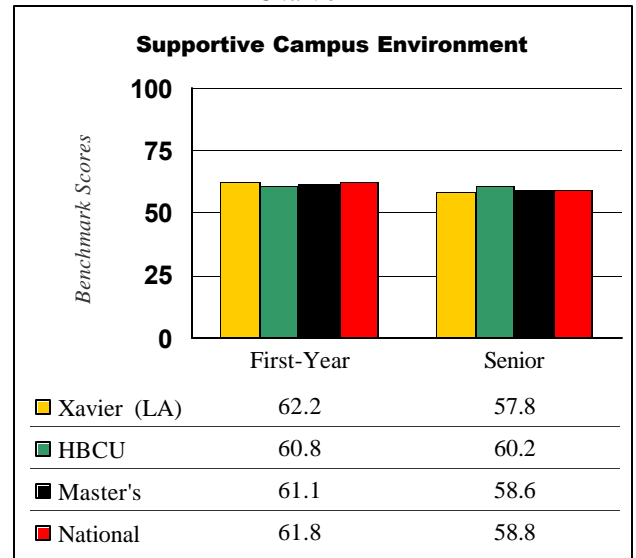
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Supportive Campus Environment questions include the following areas:

- ▶ Helps students succeed academically
- ▶ Helps students cope with non-academic responsibilities (work, family, etc.)
- ▶ Helps students thrive socially
- ▶ Promotes supportive relations between students and their peers, faculty members, and administrative personnel and offices

As can be seen in *Chart 5* at right⁹, among 1ST-YR respondents, Xavier University scored similarly to benchmark institutions; among SR-YR respondents, Xavier scored lower than the *HBCU* consortium, but scored similarly to *Masters* and *NSSE 2003* institutions.

Chart 5



Quality of Relationships. (Refer to grid on page 19)

For these indicators, a 1-to-7 Likert scale was used, 7 being most favorable.

A lower proportion of Xavier 1ST-YR respondents than students at benchmark institutions gave a strong positive (6 or 7) rating to *relationships with other students*. Just over half (54.3%) of Xavier 1ST-YR students gave this rating, compared with 61.5% within the *HBCU* consortium, 63.7% at *Masters*, and 65.5% at *NSSE 2003*. Almost three-fifths (57.1%) of Xavier SR-YR respondents responded same, compared with 67.0% within the *HBCU* consortium, 67.3% at *Masters*, and 67.2% at *NSSE 2003* institutions.

With regard to *relationships with faculty members*, half (50.3%) of Xavier 1ST-YR students gave a strong positive (6 or 7), somewhat more than peers within the *HBCU* consortium (47.7%), but less than peers at *Masters* (57.1%) or *NSSE 2003* (58.0%) institutions. Just over half (54.1%) of Xavier SR-YR respondents responded same, compared with 57.5% within the *HBCU* consortium, 65.4% at *Masters*, and 65.2% at *NSSE 2003* institutions.

Relationships with administrative personnel and offices was the indicator with the lowest mean score for both 1ST-YR and SR-YR Xavier respondents. However, it was also the lowest ranked group across all benchmark institutions. Among 1ST-YR respondents, the percentage of students who gave this group a strong negative (1 or 2) rating at Xavier (13.1%) was more than double the same response at *Masters* (6.1%) and at *NSSE 2003* (6.2%) institutions, but only slightly greater than within the *HBCU* consortium (11.7%). Among SR-YR respondents, almost one-fifth (18.9%) gave this group a strong negative rating, again almost double the same response at *Masters* (10.5%) and at *NSSE 2003* (11.0%) institutions, and somewhat more than in the *HBCU* consortium (14.5%). The indicator, *relationships with administrative personnel and offices*, also had the lowest score in 2001 at Xavier, but improvement is noted since then. Percentage of 1ST-YR respondents who gave this group a strong positive (6 or 7) rating rose from 16.7% in 2001 to 27.4% in 2003. However, senior respondents giving this group a strong positive rating declined from 38.4% in 2001 to 24.9% in 2003.

Institutional Environment. (Refer to grid on page 19)

A higher proportion of 1ST-YR and SR-YR respondents at Xavier than respondents at benchmark institutions stated that their school *provides the support they need to help them succeed academically*.

Xavier 1ST-YR respondents stated that their school *helps them cope with their non-academic responsibilities (work, family, etc.)* in similar proportions to the *HBCU* consortium, but greater than at *Masters* and *NSSE 2003* institutions. Among SR-YR respondents, Xavier ranked similarly to *Masters* and *NSSE 2003* institutions, but lower than the *HBCU* consortium.

⁹ The benchmarks are made up of groups of items on the survey that have been normalized into 100-point scales.

Xavier 1ST-YR respondents responded that their school *provides the support they need to thrive socially* in similarly to all benchmark institutions. Among SR-YR respondents, Xavier ranked roughly the same as at *Masters* and *NSSE 2003* institutions, but lower than the *HBCU* consortium.

OTHER VARIABLES OF INTEREST

Some variables did not fall within specific benchmark activity groups, but response at Xavier differed significantly from benchmark institutions.

Mental Activities. (Refer to grid on page 20)

Xavier 1ST-YR respondents indicated that they *memorize facts, ideas, or methods from their courses and readings so they can repeat them in pretty much the same form* more than their peers at benchmark institutions. Among SR-YR respondents, Xavier response was higher than at *Masters* and *NSSE 2003* institutions.

Institutional Environment. (Refer to grid on page 20)

Xavier 1ST-YR respondents indicated that they *use computers in academic work* more than their peers at all benchmark institutions. SR-YR respondents at Xavier indicated similar frequency to all benchmark institutions.

Educational and Personal Growth. (Refer to grid on page 20)

Xavier 1ST-YR respondents indicated that they *analyze quantitative problems* more frequently than their peers at all benchmark institutions. SR-YR respondents at Xavier indicated higher frequency than *Masters* and *NSSE 2003* institutions.

Xavier 1ST-YR respondents indicated that they *use computing and information technology* more than peers at *Masters* and *NSSE 2003* institutions. SR-YR respondents at Xavier indicated similar frequency to all benchmark institutions.

Xavier 1ST-YR respondents indicated that they *vote in local, state, or national elections* more than peers at *Masters* and *NSSE 2003* institutions. SR-YR respondents at Xavier indicated higher frequency than *Masters* and *NSSE 2003* institutions, but lower frequency than the *HBCU* consortium.

Xavier 1ST-YR and SR-YR respondents indicated that they *contribute to the welfare of their community* more than peers at *Masters* and *NSSE 2003* institutions.

Academic Advising. (Refer to grid on page 20)

Xavier's 1ST-YR and SR-YR respondents rated *quality of academic advising received* similarly to respondents at all benchmark institutions.

Satisfaction. (Refer to grid on page 20)

Xavier 1ST-YR respondents evaluated their *entire educational experience at this institution* less highly than peers at *Masters* and *NSSE 2003* institutions. SR-YR respondents rated Xavier less highly than peers at *NSSE 2003* institutions.

Xavier 1ST-YR respondents indicated with less certainty than peers at *Masters* and *NSSE 2003* institutions that *if they could start over again, they would go to the same institution they are now attending*. Xavier SR-YR respondents indicated same with less certainty than at *NSSE 2003* institutions.

HBCU CONSORTIUM QUESTIONS

The *Building Engagement and Attainment of Minority Students* (BEAMS) project, in which Xavier University is participating, is a five-year initiative fostering ways in which Historically Black, Hispanic-serving, and Tribal Colleges and Universities can use NSSE data for institutional improvement.

In 2003, as part of the BEAMS project, Xavier University, along with twelve other HBCUs, participated in an additional series of HBCU-related questions (see grid below):

	First Year		Senior Year	
	Xavier	HBCU	Xavier	HBCU
<i>Green:</i> Xavier mean <i>higher</i> than benchmark mean (statistically significant difference)				
<i>Red:</i> Xavier mean <i>lower</i> than benchmark mean (statistically significant difference)				
How much have your academic experiences at your institution positively affected your desire to complete college?	4.09	4.03	4.03	4.15
Did freshman seminar courses help you to adjust to life as a college student?	1.88	2.23	1.76	2.15
What impact have student academic support services (e.g., tutoring, counseling, writing labs, math labs, etc.) had on your academic success?	3.36	3.15	3.03	3.04
How often are you encouraged to think using a position that differs from your own?	3.38	3.24	3.19	3.42
How often are you encouraged to express an opinion and provide arguments based on facts for a stated position?	3.61	3.52	3.35	3.68
How well did your high school experience prepare you for college-level academic work?	3.77	3.66	3.84	3.57
To what extent do you feel your professors express a genuine interest in your personal welfare?	2.81	2.88	3.10	3.13
To what extent do you feel your professors express a genuine interest in your academic success?	3.16	3.16	3.42	3.41
How much has attending an HBCU affected your desire to attend graduate/professional school?	3.55	3.55	3.38	3.62
On a scale of 1 to 5, with 1 being “not at all confident” and 5 being “very confident,” how confident are you that you will find a job in your field of study within the first year after graduation?	4.00	4.13	4.25	3.93
How much has attending an HBCU increased your desire to give back to the African American community?	3.72	3.91	3.59	4.00
How satisfied are you with the intellectual environment at your campus?	3.15	2.95	3.13	2.97
How does working off-campus affect your academic performance?	1.92	2.06	2.01	2.09
How likely is it that your external commitments (e.g., family, work) will delay you in completing your undergraduate education?	2.16	2.34	1.94	2.06
From the first time you enrolled at this institution, did you sit out of school for one or more semesters?	1.09	1.17	1.22	1.69
How satisfied are you with the physical conditions of your campus (i.e., buildings, landscape, etc.)?	2.44	2.58	2.74	2.71

Positive Results. For the question, *How much have your academic experiences at your institution positively affected your desire to complete college?*, almost three-quarters (74.1%) of Xavier 1ST-YR students and 70.1% of SR-YR students responded “Quite a bit” or “Very much.” Among the **HBCU** consortium, the response was similar for 1ST-YR students, and somewhat higher for SR-YR respondents at 77.4%.

For the question, *How well did your high school experience prepare you for college-level academic work?*, over three-fifths (61.9%) of Xavier 1ST-YR students and two-thirds (66.2%) of SR-YR students responded “Quite a bit” or “Very much.” Among the **HBCU** consortium, the response was similar for 1ST-YR students, and 54.2% for SR-YR respondents.

For the question, *How much has attending an HBCU affected your desire to attend graduate/ professional school?*, over half of both Xavier 1ST-YR students (55.8%) and SR-YR students (51.9%) responded “Quite a bit” or “Very much.” Among the **HBCU** consortium, the response was similar for 1ST-YR students, and somewhat higher (60.2%) for SR-YR respondents.

For the question, *How confident are you that you will find a job in your field of study within the first year after graduation?* (based on a 1-to-5 Likert scale, with 5 expressing most confidence), almost seven in ten 1ST-YR Xavier students (69.3%, compared with 73.2% among the **HBCU** consortium) and over three-quarters of SR-YR respondents (75.8%, compared with 66.6% among the **HBCU** consortium) responded in the high (4 or 5) confidence range.

For the question, *How much has attending an HBCU increased your desire to give back to the African American community?*, over three-fifths Xavier 1ST-YR students (61.8%), and over half (56.7%) of SR-YR students responded “Quite a bit” or “Very much.” Among the **HBCU** consortium, the response was somewhat higher, at 67.6% for 1ST-YR students and 71.2% for SR-YR respondents.

For the question, *How satisfied are you with the intellectual environment at your campus?*, Xavier stood out among **HBCU** consortium institutions: almost nine in ten (86.1%) of Xavier 1ST-YR students and 83.9% of SR-YR students responded “Somewhat” or “Very satisfied.” Among the **HBCU** consortium, same response was 78.3% for 1ST-YR students, and 79.8% for SR-YR respondents.

For the question, *How likely is it that your external commitments (e.g., family, work) will delay you in completing your undergraduate education?*, over half of both 1ST-YR (59.8%) and SR-YR (56.2%) students surveyed responded “Somewhat unlikely” or “Very unlikely.” Response was similar among the **HBCU** consortium.

For the question, *From the first time you enrolled at this institution, did you sit out of school for one or more semesters?*, over ninety percent of both Xavier’s 1ST-YR (95.7%) and SR-YR (91.2%) students surveyed responded “No, not at all.” Same response among the **HBCU** consortium was somewhat lower for 1ST-YR students (92.3%), and much lower for SR-YR students (70.3%).

For the question, *To what extent do you feel your professors express a genuine interest in your academic success?*, over two-fifths of Xavier 1ST-YR students (43.7%, compared with 43.3% at **HBCU** consortium institutions) and over half (56.3%, compared with 57.7% among the **HBCU** consortium) of SR-YR students surveyed responded “They are very concerned.”

Negative Results. For the question, *Did freshman seminar courses help you to adjust to life as a college student?*, the majority of students surveyed responded that the effect was minimal; 76.8% of Xavier 1ST-YR students (compared with 60.9% at **HBCU** consortium institutions) and 80.1% of Xavier SR-YR respondents (compared with 67.3% among the **HBCU** consortium) responded “Very little” or “Some.”

For the question, *How often are you encouraged to think using a position that differs from your own?*, over half of students surveyed responded “Very little” or “Some;” 56.5% of Xavier 1ST-YR students (compared with 55.1% at **HBCU** consortium institutions) and 59.9% of Xavier SR-YR respondents (compared with 52.1% among the **HBCU** consortium) gave this response.

For the question, *To what extent do you feel your professors express a genuine interest in your personal welfare?*, over half of 1ST-YR students (54.4%, compared with 55.3% among the **HBCU** consortium) and almost half (48.9%, compared with 44.7% at **HBCU** consortium institutions) of SR-YR students surveyed responded “They don’t care at all” or “They are indifferent.”

For the question, *What impact have student academic support services (e.g., tutoring, counseling, writing labs, math labs, etc.) had on your academic success?*, the majority of Xavier 1ST-YR students who expressed an opinion (48.4%, compared with 41.1% among the **HBCU** consortium) responded “Very little” or “Some.” The majority of Xavier’s SR-YR students who expressed an opinion (52.2%, compared with 41.6% at **HBCU** consortium institutions) responded same.

Mixed Results. For the question, *How often are you encouraged to express an opinion and provide arguments based on facts for a stated position?*, over half (53.9%, compared with 51.1% among the **HBCU** consortium) of Xavier 1ST-YR students responded “Quite a bit” or “Very much.” Over two-fifths (42.9%) of Xavier SR-YR students responded same, lower than the 59.4% of SR-YR students who responded same at **HBCU** consortium institutions.

For the question, *How satisfied are you with the physical conditions of your campus (i.e., buildings, landscape, etc.)?*, almost half (49.4%, compared with 58.0% among the **HBCU** consortium) of Xavier 1ST-YR students responded “Somewhat” or “Very satisfied.” Almost two-thirds (65.3%) of Xavier SR-YR students responded same, compared with 63.1% at **HBCU** consortium institutions.

Pedagogic style.		First Year		Senior Year	
		Xavier	HBCU	Xavier	HBCU
Based on your experience, how would you describe the primary mode of classroom instruction at your institution?	Primarily lecture with little or no dialogue	7.5%	8.5%	15.2%	4.2%
	Mostly lectures with a limited amount of dialogue	36.1%	26.0%	43.5%	28.2%
	Some lecture and some dialogue between students	49.0%	52.2%	37.4%	55.4%
	Mostly dialogue between students with a limited number of lectures	5.7%	10.6%	3.0%	8.8%
	Primarily dialogue between students with few or no lectures	1.8%	2.7%	0.9%	3.4%

The predominant pedagogic style most often reported by 1ST-YR students at both Xavier (49%) and among the **HBCU** consortium (52.2%) was *some lecture and some dialogue between students*; the second-most reported style at both Xavier (36.1%) and within the **HBCU** consortium (26%) was *mostly lectures with a limited amount of dialogue*.

The predominant pedagogic style most often reported by Xavier SR-YR respondents was *mostly lectures with a limited amount of dialogue* (43.5%, compared to 28.2% within the **HBCU** consortium), followed by *some lecture and some dialogue between students* (37.4%, compared to 55.4% among the **HBCU** consortium).

Faculty advice.		First Year		Senior Year	
		Xavier	HBCU	Xavier	HBCU
To what extent did faculty advise you about opportunities in your major field of study?	I received only graduate/professional school advice	15.0%	10.6%	11.7%	11.2%
	I received only career advice	11.1%	17.8%	7.8%	13.3%
	I received both graduate/professional school and career advice	45.1%	37.5%	61.9%	55.1%
	I did not receive any advice	28.8%	34.1%	18.6%	20.4%

The majority of students at both Xavier and among the **HBCU** consortium reported receiving both graduate/professional school and career advice from faculty.

Financial resources.		First Year		Senior Year	
		Xavier	HBCU	Xavier	HBCU
How much of your college expenses are provided by your family (e.g., parents)?	“None at all” or “Very little”	28.5%	35.2%	45.4%	56.6%
	Some	19.5%	18.2%	19.0%	13.7%
	“Quite a bit” or “Very Much”	50.5%	43.2%	35.6%	25.1%
	Not applicable	1.5%	3.4%	0.0%	4.6%

The majority of 1ST-YR students at both Xavier (50.5%) and among the **HBCU** consortium (43.2%) reported receiving “Quite a bit” or “Very much” of their college expenses from family. Among SR-YR respondents, the majority of at both Xavier (45.4%) and at **HBCU** consortium institutes (56.6%) reported receiving “None at all” or “Very little.”

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) 2003 College Student Report

	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
Number of Respondents	358	513	18,944	46,066	235	653	20,569	47,327
Number of Institutions		13	183	437		13	183	437
Response Rate	29.5%	18.3%	39.7%	42.0%	32.3%	27.9%	43.5%	44.6%

Percent Of Respondents Who Are:	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
Female	85.6%	76.0%	69.8%	66.4%	81.9%	74.1%	70.2%	65.8%
Male	14.4%	24.0%	30.2%	33.6%	18.1%	25.9%	29.8%	34.2%
African American	86.6%	88.7%	8.1%	8.1%	78.3%	86.4%	8.4%	8.1%

Survey Completion Mode:	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
Paper Response	53.9%	62.6%	51.5%	42.3%	74.0%	73.1%	64.8%	55.2%
Web Response	46.1%	37.4%	48.5%	57.7%	26.0%	26.9%	35.2%	44.8%

Age:	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
19 or younger	69.4%	57.6%	56.5%	58.8%	0.0%	0.0%	0.1%	0.2%
20–23	28.6%	33.7%	36.3%	35.9%	68.7%	44.9%	51.2%	59.3%
24–29	0.6%	3.6%	2.5%	1.9%	23.5%	31.6%	25.5%	22.4%
Over 29	1.4%	5.2%	4.6%	3.4%	7.8%	23.4%	23.2%	18.2%

Began college here or elsewhere:	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
Here	95.7%	89.5%	91.0%	92.4%	68.0%	60.8%	54.2%	61.7%
Elsewhere	4.3%	10.5%	9.0%	7.6%	32.0%	39.2%	45.8%	38.3%

Majority of Grades Received at Institution (self-reported)

	First Year				Senior Year			
	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
A, A–, or B+	39.1%	47.0%	57.0%	58.9%	45.6%	50.2%	66.6%	66.8%
B, B–, or C+	48.5%	45.0%	38.0%	36.5%	51.3%	46.9%	32.0%	31.7%
C or lower	12.4%	8.0%	4.9%	4.6%	3.1%	2.9%	1.4%	1.5%

	First Year				Senior Year			
Evaluate educational experience at institution as “Good” or “Excellent”	81.2%	78.8%	86.8%	87.6%	81.8%	81.5%	86.6%	87.0%

	First Year				Senior Year			
If student could start over, would “probably” or “definitely” go to same institution now attending	72.3%	71.8%	83.0%	83.9%	74.5%	70.9%	80.9%	81.0%



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

LEVEL OF ACADEMIC CHALLENGE

Academic and Intellectual Experiences

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>Worked harder than you thought you could to meet an instructor's standards or expectations</i>	2.80	2.80	2.61	2.61	2.74	3.02	2.72	2.71
---	------	------	-------------	-------------	------	-------------	------	------

Mental Activities

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>Analyzing the basic elements of an idea, experience or theory</i>	3.25	3.03	3.09	3.15	3.36	3.25	3.25	3.28
<i>Synthesizing and organizing ideas, information, or experiences</i>	3.01	2.92	2.82	2.88	3.09	3.07	3.04	3.07
<i>Making judgments about the value of information, arguments, or methods</i>	3.00	2.99	2.80	2.83	3.02	3.18	2.95	2.95
<i>Applying theories or concepts to practical problems or in new situations</i>	3.17	3.01	2.96	3.01	3.31	3.23	3.18	3.20

Reading and Writing

During the current school year, about how much reading and writing have you done?

(1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20)

Number of written papers or reports of 20 pages or more

	MEAN	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
None	1.28	1.48	1.26	1.24	1.36	1.99	1.65	1.66	
Between 1-4	83.5%	72.8%	82.2%	83.0%	73.7%	40.5%	49.1%	47.3%	
Between 5-10	9.7%	14.8%	12.9%	12.7%	20.3%	36.5%	41.3%	43.3%	
More than 10	3.7%	6.6%	2.6%	2.3%	3.4%	11.7%	6.2%	6.3%	
	3.1%	5.8%	2.3%	2.0%	2.6%	11.3%	3.4%	3.1%	

Number of written papers or reports between 5 and 19 pages

	MEAN	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
None	2.41	2.35	2.41	2.44	2.27	2.69	2.64	2.66	
Between 1-4	11.5%	16.5%	12.5%	11.4%	18.5%	8.8%	8.7%	8.3%	
Between 5-10	51.1%	48.9%	48.9%	47.9%	48.9%	41.5%	41.9%	40.8%	
More than 10	26.4%	21.7%	26.7%	28.1%	22.3%	29.4%	31.1%	32.1%	
	10.9%	13.0%	11.9%	12.6%	10.3%	20.3%	18.3%	18.7%	

Number of written papers or reports of fewer than 5 pages

	MEAN	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
None	3.14	3.07	3.31	3.30	2.51	2.85	3.09	3.11	
Between 1-4	4.8%	5.3%	3.0%	2.6%	11.2%	11.1%	7.2%	6.6%	
Between 5-10	26.5%	30.8%	22.6%	22.8%	52.2%	36.5%	29.9%	29.3%	
More than 10	32.5%	29.2%	32.0%	32.5%	18.1%	23.5%	25.9%	26.8%	
	36.2%	34.6%	42.5%	42.1%	18.5%	28.8%	37.0%	37.3%	



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

LEVEL OF ACADEMIC CHALLENGE (continued)

Reading and Writing (continued)

During the current school year, about how much reading and writing have you done?

(1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20)

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

MEAN	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
	3.40	3.15	3.42	3.49	3.38	3.29	3.26	3.34
None	1.1%	2.0%	1.0%	0.8%	1.7%	1.6%	1.6%	1.5%
Between 1-10	55.1%	64.7%	53.5%	50.1%	56.9%	59.3%	59.3%	56.1%
More than 10	43.7%	33.4%	45.6%	49.1%	41.4%	39.1%	39.1%	42.4%

Time Usage

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)

Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)

MEAN	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
	4.42	3.42	3.91	4.11	4.47	3.58	3.94	4.12
0 hours/week	0.0%	1.6%	0.4%	0.4%	0.0%	1.4%	0.4%	0.4%
Between 1-10 hours/week	37.8%	61.4%	48.6%	43.2%	34.9%	56.4%	49.3%	44.8%
Between 11-20 hours/week	33.8%	24.6%	33.5%	35.4%	38.9%	28.3%	31.4%	32.7%
More than 20 hours/week	28.4%	12.4%	17.5%	21.0%	26.2%	13.8%	18.9%	22.1%

Institutional Environment

To what extent does your institution emphasize each of the following?

(1=very little, 2=some, 3=quite a bit, 4=very much)

Spending significant amounts of time studying and on academic work	3.61	3.20	3.12	3.18	3.54	3.25	3.11	3.15
--	------	-------------	-------------	-------------	------	-------------	-------------	-------------



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

ACTIVE AND COLLABORATIVE LEARNING

Academic and Intellectual Experiences

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>Asked questions in class or contributed to class discussions</i>	2.86	2.90	2.81	2.84	2.86	3.27	3.13	3.12
<i>Made a class presentation</i>	2.70	2.58	2.27	2.24	2.59	3.16	2.90	2.84
<i>Worked with other students on projects during class</i>	2.42	2.47	2.39	2.34	2.51	2.77	2.55	2.46
<i>Worked with classmates outside of class to prepare class assignments</i>	2.60	2.57	2.32	2.40	2.83	2.96	2.71	2.73
<i>Tutored or taught other students (paid or voluntary)</i>	2.05	1.94	1.63	1.68	2.18	2.12	1.81	1.87
<i>Participated in a community-based project as part of a regular course</i>	1.51	1.67	1.47	1.46	1.63	2.03	1.64	1.63
<i>Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)</i>	2.79	2.75	2.71	2.77	2.97	2.95	2.84	2.88



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

STUDENT-FACULTY INTERACTION

Academic and Intellectual Experiences

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>Discussed grades or assignments with an instructor</i>	2.86	2.88	2.58	2.62	2.95	3.11	2.81	2.83
<i>Talked about career plans with a faculty member or advisor</i>	2.22	2.33	2.14	2.15	2.49	2.75	2.44	2.48
<i>Discussed ideas from your readings or classes with faculty members outside of class</i>	1.89	2.01	1.76	1.81	2.06	2.43	2.06	2.10
<i>Received prompt feedback from faculty on your academic performance (written or oral)</i>	2.55	2.52	2.58	2.63	2.65	2.84	2.82	2.83
<i>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</i>	1.54	1.77	1.53	1.56	1.91	2.18	1.79	1.85

Enriching Educational Experiences

Which of the following have you done or do you plan to do before you graduate from your institution?

(These items were recoded: 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)

<i>Worked on a research project with a faculty member outside of course or program requirements</i>	.40	.41	.26	.29	.43	.36	.23	.27
---	-----	-----	------------	------------	-----	-----	------------	------------



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

ENRICHING EDUCATIONAL EXPERIENCES

Academic and Intellectual Experiences

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)

Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	2.91	2.74	2.61	2.65	3.02	3.08	2.82	2.81
Had serious conversations with students of a different race or ethnicity than your own	2.25	2.36	2.54	2.61	2.46	2.55	2.54	2.60
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.67	2.63	2.67	2.77	2.60	2.67	2.61	2.69

Enriching Educational Experiences

Which of the following have you done or do you plan to do before you graduate from your institution?
 (These items were recoded: 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)

Practicum, internship, field experience, co-op experience or clinical assignment	.96	.85	.80	.81	.82	.75	.72	.72
Community service or volunteer work	.94	.82	.74	.75	.85	.78	.63	.66
Foreign language coursework	.71	.52	.43	.48	.57	.46	.35	.41
Study abroad	.32	.42	.33	.38	.11	.18	.14	.18
Independent study or self-designed major	.15	.36	.17	.18	.15	.35	.27	.29
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	.70	.57	.39	.43	.73	.65	.55	.59

Time Usage

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)

Participating in co-curricular activities
 (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)

MEAN	Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE
0 hours/week	1.87	2.15	2.13	2.28	1.92	2.34	2.01	2.17
Between 1-10 hours/week	38.9%	45.6%	42.1%	36.4%	35.7%	38.1%	48.8%	42.4%
Between 11-20 hours/week	54.3%	39.6%	43.8%	47.0%	58.3%	43.7%	39.0%	43.0%
More than 20 hours/week	6.0%	8.6%	10.0%	11.8%	3.0%	11.8%	7.9%	9.6%
	0.9%	6.2%	4.1%	4.7%	3.0%	6.4%	4.4%	5.0%

Institutional Environment

To what extent does your institution emphasize each of the following?
 (1=very little, 2=some, 3=quite a bit, 4=very much)

Encouraging contact among students from different economic, social, racial/ethnic backgrounds	2.57	2.56	2.56	2.59	2.29	2.56	2.38	2.39
---	------	------	------	------	------	------	------	------



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

SUPPORTIVE CAMPUS ENVIRONMENT

Quality of Relationships

Relationships with other students (1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging)

MEAN	5.49	5.69	5.70	5.74	5.58	5.87	5.81	5.80
1-2 (negative)	2.3%	2.6%	2.7%	2.7%	2.1%	2.2%	2.1%	2.3%
3-5 (neutral)	43.5%	35.9%	33.6%	31.8%	40.8%	30.8%	30.5%	30.4%
6-7 (positive)	54.3%	61.5%	63.7%	65.5%	57.1%	67.0%	67.3%	67.2%

Relationships with faculty members (1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic)

MEAN	5.36	5.27	5.54	5.56	5.53	5.52	5.73	5.72
1-2 (negative)	1.7%	4.0%	2.1%	2.0%	1.7%	4.4%	2.3%	2.3%
3-5 (neutral)	48.0%	48.3%	40.8%	39.9%	44.2%	38.0%	8.4%	32.5%
6-7 (positive)	50.3%	47.7%	57.1%	58.0%	54.1%	57.5%	65.4%	65.2%

Relationships with administrative personnel and offices (1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible)

MEAN	4.45	4.72	5.09	5.09	4.24	4.68	4.84	4.81
1-2 (negative)	13.1%	11.7%	6.1%	6.2%	18.9%	14.5%	10.5%	11.0%
3-5 (neutral)	59.5%	51.4%	49.4%	49.3%	56.2%	48.8%	50.2%	50.2%
6-7 (positive)	27.4%	36.9%	44.5%	44.5%	24.9%	36.8%	39.3%	38.8%

Institutional Environment

To what extent does your institution emphasize each of the following?

(1=very little, 2=some, 3=quite a bit, 4=very much)

<i>Providing the support you need to help you succeed academically</i>	3.34	3.04	3.05	3.09	3.16	2.95	2.93	2.95
<i>Helping you cope with your non-academic responsibilities (work, family, etc.)</i>	2.32	2.25	2.09	2.11	1.89	2.13	1.88	1.90
<i>Providing the support you need to thrive socially</i>	2.38	2.46	2.31	2.34	2.08	2.36	2.07	2.09



Green: Xavier mean **higher** than benchmark mean (statistically significant difference)
Red: Xavier mean **lower** than benchmark mean (statistically significant difference)

First Year				Senior Year			
Xavier	HBCU	Masters	NSSE	Xavier	HBCU	Masters	NSSE

OTHER VARIABLES OF INTEREST

Mental Activities

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>Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</i>	3.30	3.00	2.97	2.93	3.13	3.05	2.77	2.72
---	------	------	------	------	------	------	------	------

Institutional Environment

To what extent does your institution emphasize each of the following?
 (1=very little, 2=some, 3=quite a bit, 4=very much)

<i>Using computers in academic work</i>	3.50	3.32	3.29	3.34	3.38	3.40	3.41	3.44
---	------	------	------	------	------	------	------	------

Educational and Personal Growth

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)

<i>Analyzing quantitative problems</i>	3.02	2.84	2.65	2.68	3.17	3.07	2.88	2.89
<i>Using computing and information technology</i>	3.21	3.11	2.90	2.92	3.20	3.33	3.15	3.15
<i>Voting in local, state, or national elections</i>	2.45	2.49	1.85	1.84	2.29	2.70	1.85	1.85
<i>Contributing to the welfare of your community</i>	2.58	2.53	2.30	2.34	2.77	2.71	2.38	2.40

Academic Advising

(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?</i>	2.97	2.90	2.97	3.01	2.94	2.93	2.90	2.93
--	------	------	------	------	------	------	------	------

Satisfaction

(1=poor, 2=fair, 3=good, 4=excellent)

<i>How would you evaluate your entire educational experience at this institution?</i>	3.07	2.99	3.18	3.23	3.10	3.06	3.21	3.24
---	------	------	------	------	------	------	------	------

(1=definitely no, 2=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?</i>	2.96	2.95	3.18	3.22	3.01	2.92	3.15	3.17
---	------	------	------	------	------	------	------	------