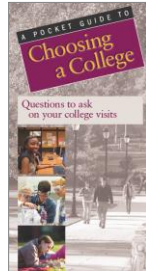


The Student Experience in Brief: Xavier



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

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



The following responses were provided by 367 randomly selected Xavier students on the 2010 NSSE survey.

Academic Challenge

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

90% of FY students feel that this institution places substantial emphasis on academics.¹

Do faculty hold students to high standards?

72% of FY students frequently work harder than they thought they could to meet faculty expectations.²

How much time do students spend on homework each week?

52% of FY students spend more than 15 hours per week preparing for class. 12% spend 5 hours or less.

What types of thinking do assignments require?

First-year students report substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 77%
- Analyzing basic elements of an idea or theory: 83%
- Synthesizing and organizing ideas: 77%
- Making judgments about value of information: 75%
- Applying theories or concepts: 79%

How much writing is expected?

6% of FY students write more than 10 papers between 5 and 19 pages and 20% have written a paper more than 20 pages in length.

How much reading is expected during the school year?

39% of FY students read more than 10 assigned books and packs of course readings. 24% read fewer than 5.

Do exams require students to do their best work?

54% of FY students report that their exams strongly challenge them to do their best work.³

Active Learning

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

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

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

50% of FY students frequently work with other students on projects in class, 53% work with peers on assignments outside of class.

How often do students make class presentations?

49% of FY students report that they make frequent presentations in class.

How many students participate in community-based projects in regular courses?

40% of FY students frequently participate in service-learning or community-based projects during a given year. 16% never took part in such activities.

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

By their senior year, 46% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

30% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

Are faculty members accessible and supportive?

52% of FY students say their faculty are available, helpful and sympathetic.

How many students work on research projects with faculty?

By their senior year, 32% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?

61% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

Note: FY= First-Year student SR=Senior student

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

94% of seniors at least occasionally discuss career plans with faculty.⁴ 6% never talk with faculty members about career plans.

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

61% of FY students at least occasionally spend time with faculty members on activities other than coursework.



Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 26% of students participate in a learning community. By their senior year, 19% of students have taken an independent study class.

How often do students interact with peers with different social, political, or religious views?

58% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

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

49% of FY students frequently have serious conversations with those of a different race.

How many students study in other countries?

By their senior year, 10% of students have studied abroad.

Do students participate in activities that enhance their spirituality?

49% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?

By the time they are seniors, 82% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?

57% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

Are students satisfied with their overall educational experience?

84% of FY students report a favorable image of this institution; 70% of seniors would choose this school again if they could start their college career over.

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

6% of FY students spend more than 15 hours a week participating in co-curricular activities. 41% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?

30% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?

85% of FY students feel that this institution has a substantial commitment to their academic success. 53% feel well-supported by the institution regarding their social needs.

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

Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2010



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IPEDS=160904

	Xavier		Southeast Private		Carnegie Class		NSSE 2010	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	29%		39%		38%		32%	
By class	30%	26%	36%	42%	36%	40%	30%	33%
NSSE sample size ^b	956	313	44,887	34,767	17,788	18,069	558,680	585,001
Sampling Error^c								
Overall	4.3%		0.4%		0.7%		0.1%	
By class	4.9%	9.3%	0.6%	0.6%	1.0%	0.9%	0.2%	0.2%
Number of respondents ^b	285	82	16,246	14,715	6,417	7,143	165,661	195,439
Total population	956	313	45,982	34,887	19,194	18,428	587,362	615,893
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	0%	0%	1%	2%	1%	2%	1%	1%
Web	100%	100%	99%	98%	99%	98%	99%	99%
<i>Enrollment Status^e</i>								
Full-time	99%	94%	96%	89%	98%	84%	95%	83%
Less than full-time	1%	6%	4%	11%	2%	16%	5%	17%
<i>Gender^e</i>								
Female	79%	73%	70%	72%	69%	70%	64%	64%
Male	21%	27%	30%	28%	31%	30%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	1%	1%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	9%	6%	4%	3%	3%	3%	7%	5%
Black/African American	79%	75%	18%	17%	13%	11%	9%	8%
White (non-Hispanic)	1%	3%	62%	65%	69%	72%	66%	68%
Mexican/Mexican American	0%	1%	1%	1%	1%	1%	3%	3%
Puerto Rican	0%	0%	1%	1%	1%	0%	1%	1%
Other Hispanic or Latino	0%	0%	4%	4%	2%	2%	3%	3%
Multiracial	5%	4%	3%	2%	3%	2%	3%	3%
Other	2%	3%	2%	1%	2%	1%	1%	1%
I prefer not to respond	3%	8%	5%	6%	5%	6%	5%	6%
<i>International Student</i>	1%	4%	6%	5%	4%	4%	6%	5%
<i>Place of Residence</i>								
On-campus ^f	63%	25%	75%	32%	76%	23%	67%	16%
<i>Transfer Status</i>								
Transfer students	6%	23%	10%	40%	7%	43%	9%	43%
<i>Age</i>								
Non-traditional (24 or older)	2%	23%	9%	34%	4%	33%	7%	36%
Traditional (less than 24)	98%	78%	91%	66%	96%	67%	93%	64%

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

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

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

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

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

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



Xavier University of Louisiana

Mean Comparisons

August 2010

Interpreting the Mean Comparisons Report

Sample

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

Variables

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

Benchmark

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

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

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

regarding weighting can be found on the NSSE Web site.

nsse.iub.edu/links/institutional_reporting

Class

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

Statistical Significance

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

Effect Size

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



**NSSE 2010 Mean Comparisons
NSSEville State University**

NSSEville State compared with:

Variable	Bench- mark	Class	NSSEville State			Mid East Public			Carnegie Class			NSSE 2010			
			Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>															
1. Academic and Intellectual Experiences															
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	3.05	***	.23	2.85	***	.23	2.88	**	.20	2.84	***	.25
			SR	3.37	***	.31	3.11	***	.31	3.17	**	.24	3.11	***	.31
b. Made a class presentation	CLPRESEN	ACL	FY	2.53	***	.35	2.25	***	.35	2.34	***	.24	2.27	***	.32
			SR	3.15	***	.45	2.77	***	.45	2.84	***	.34	2.78	***	.42
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	SFI	FY	2.56		-.12	2.68		-.12	2.76	**	-.20	2.69	*	-.13
			SR	2.48		.08	2.40		.08	2.54		-.07	2.49		-.01
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	SFI	FY	3.25	**	.19	3.10	**	.19	3.13	*	.16	3.10	**	.19
			SR	3.57	***	.36	3.30	***	.36	3.36	***	.29	3.33	***	.32
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	SCE	FY	2.88		.00	2.88		.00	2.84		.05	2.80		.09
			SR	2.99		.11	2.89		.11	2.89		.11	2.83	*	.17
f. Come to class without completing readings or assignments	CLUNPREP	SCE	FY	1.87		-.13	1.97		-.13	1.99	*	-.15	2.03	**	-.20
			SR	1.95		-.22	2.12	**	-.22	2.06		-.15	2.13	**	-.23

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

NSSE 2010 Mean Comparisons Xavier University of Louisiana

				<i>Xavier compared with:</i>											
				Xavier			Southeast Private			Carnegie Class			NSSE 2010		
Variable	Bench- mark	Class	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>															
1. Academic and Intellectual Experiences															
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	3.07		-.02	2.99		.10	2.85	***	.26		
				SR	3.10	3.39	***	-.38	3.30	*	-.25	3.12		-.03	
b.	Made a class presentation	CLPRESEN	ACL	FY	2.56		.10	2.42	**	.18	2.29	***	.33		
				SR	2.65	3.03	***	-.45	2.93	**	-.33	2.79		-.16	
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.83		.05	2.76		.07	2.70	*	.13		
				SR	2.53	2.61		-.08	2.56		-.03	2.51		.03	
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.15		*	3.19		-.06	3.11		.04		
				SR	3.20	3.50	**	-.45	3.42	*	-.31	3.35		-.21	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.94		.00	2.86		.09	2.80	**	.16		
				SR	2.93	3.05		-.14	2.96		-.03	2.85		.08	
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.98		.05	1.92		.08	1.99		-.02		
				SR	2.02	1.98		.05	1.98		.04	2.09		-.09	
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.56		*	2.49		.09	2.46	*	.12		
				SR	2.58	2.56		.02	2.60		-.03	2.56		.02	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.62		.03	2.53		.11	2.45	**	.19		
				SR	2.90	2.81		.10	2.72		.20	2.78		.14	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.80		.09	2.66	**	.17	2.65	**	.19		
				SR	3.03	3.04		-.01	2.96		.08	2.95		.09	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	2.11		***	1.69	***	.48	1.70	***	.48		
				SR	2.19	1.95	*	.24	1.89	**	.31	1.86	**	.34	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	2.41		***	1.70	***	.80	1.60	***	.96		
				SR	2.06	1.95		.11	1.91		.15	1.74	**	.35	

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

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

^c Mean difference divided by pooled SD

**NSSE 2010 Mean Comparisons
Xavier University of Louisiana**

				<i>Xavier compared with:</i>										
				Xavier		Southeast Private			Carnegie Class			NSSE 2010		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.85		.18	2.59	***	.25	2.64	***	.20	
				SR	2.90		.01	2.84		.06	2.88		.02	
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.25		-.08	3.28		-.03	3.21		.05	
				SR	3.45		-.17	3.50		-.08	3.45		-.01	
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.92		.09	2.77	**	.18	2.65	***	.30	
				SR	3.06		.04	2.94		.14	2.84	*	.25	
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.40		.03	2.32		.08	2.22	**	.19	
				SR	2.86	*	.23	2.57	**	.30	2.43	***	.45	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	2.18	*	.15	2.00	**	.20	1.89	***	.32	
				SR	2.23		-.06	2.22		.01	2.09		.15	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.80		-.07	2.81		-.01	2.70	*	.12	
				SR	2.79	*	-.27	2.97	*	-.22	2.83		-.05	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	3.05	***	.22	2.79	***	.31	2.73	***	.38	
				SR	3.14	*	.26	2.87	**	.33	2.78	***	.42	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.97		.11	1.76	***	.24	1.66	***	.35	
				SR	2.23		.16	1.99	*	.24	1.85	***	.39	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.86		-.03	2.78		.09	2.77		.11	
				SR	3.02		.01	2.93		.10	2.90		.14	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.62	*	-.15	2.65		-.03	2.61		.01	
				SR	2.75		-.04	2.67		.08	2.68		.07	
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.78		-.05	2.74		.04	2.69		.09	
				SR	3.00		.16	2.74	*	.27	2.72	**	.28	

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

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

^c Mean difference divided by pooled SD

**NSSE 2010 Mean Comparisons
Xavier University of Louisiana**

				<i>Xavier compared with:</i>											
				Xavier			Southeast Private			Carnegie Class			NSSE 2010		
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>		<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>		
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>															
2. Mental Activities															
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	3.13	2.94	***	.22	2.93	***	.23	2.95	***	.21		
			SR	3.10	2.78	**	.34	2.76	**	.36	2.80	**	.32		
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.26	3.23		.05	3.14	*	.16	3.15	*	.15		
			SR	3.49	3.39		.14	3.32	*	.23	3.29	*	.26		
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESEZ	LAC	3.09	3.05		.05	2.96	*	.16	2.94	**	.18		
			SR	3.21	3.23		-.03	3.16		.06	3.10		.13		
d.	Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	3.09	3.05		.05	2.99		.13	2.94	**	.17		
			SR	3.07	3.17		-.12	3.11		-.04	3.05		.03		
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	3.24	3.15		.11	3.09	**	.18	3.08	**	.18		
			SR	3.44	3.33		.14	3.30	*	.19	3.26	**	.23		
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>															
3. Reading and Writing															
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.33	3.42		-.09	3.40		-.07	3.27		.06		
			SR	3.37	3.40		-.03	3.29		.07	3.21		.16		
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.02	2.09		-.07	2.08		-.07	2.07		-.05		
			SR	2.00	2.23	*	-.24	2.22	*	-.23	2.20		-.20		
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	1.33	1.36		-.04	1.34		-.01	1.32		.01		
			SR	1.31	1.75	***	-.52	1.70	***	-.47	1.65	***	-.42		
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	2.19	2.37	***	-.22	2.35	**	-.19	2.27		-.10		
			SR	2.51	2.73	*	-.24	2.64		-.15	2.55		-.05		
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	2.87	3.17	***	-.28	3.26	***	-.37	3.03	**	-.15		
			SR	2.95	3.07		-.10	3.08		-.11	3.00		-.04		

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

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

^c Mean difference divided by pooled SD

NSSE 2010 Mean Comparisons Xavier University of Louisiana

			<i>Xavier compared with:</i>											
			Xavier		Southeast Private		Carnegie Class		NSSE 2010					
Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>														
4. Problem Sets														
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	3.00	2.73	***	.24	2.67	***	.30	2.74	***	.23	
				SR	2.80	2.62		.15	2.63		.14	2.67		.11
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.86	2.74		.10	2.79		.06	2.79		.06	
				SR	2.59	2.35		.21	2.39		.17	2.40		.16
5. Examinations														
<i>1=Very little to 7=Very much</i>														
	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	FY	5.70	5.54	*	.14	5.40	***	.26	5.48	**	.19	
			SR	6.06	5.66	***	.34	5.47	***	.47	5.51	***	.44	
6. Additional Collegiate Experiences														
<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
a.	Attended an art exhibit, play, dance, music, theater or other performance	ATDART07	FY	2.00	2.38	***	-.39	2.33	***	-.35	2.17	**	-.18	
				SR	2.19	2.23		-.04	2.11		.09	2.03		.18
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.63	2.89	***	-.25	2.85	**	-.21	2.82	**	-.18	
				SR	2.68	2.77		-.08	2.70		-.02	2.72		-.04
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	2.61	2.35	***	.23	2.13	***	.44	2.09	***	.46	
				SR	2.69	2.42	*	.23	2.17	***	.46	2.16	***	.47
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.79	2.78		.01	2.65	*	.16	2.63	**	.18	
				SR	2.83	2.87		-.05	2.77		.07	2.73		.12
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	3.02	2.94		.10	2.82	***	.23	2.81	***	.24	
				SR	3.08	3.00		.10	2.91		.19	2.88	*	.22
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	3.04	3.00		.05	2.91	*	.16	2.89	**	.18	
				SR	3.10	3.04		.07	2.97		.16	2.93		.21
7. Enriching Educational Experiences														
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>														
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.08	.08		-.03	.07		.01	.07		.02
					SR	.46	.59	*	-.27	.56		-.20	.50	

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

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

^c Mean difference divided by pooled SD

NSSE 2010 Mean Comparisons Xavier University of Louisiana

				<i>Xavier compared with:</i>											
				Xavier		Southeast Private		Carnegie Class			NSSE 2010				
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.62		.22	.52	***	.42	***	.42	.40	***	.46
				SR	.82		.26	.71	**	.64	***	.39	***	.60	***
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.26		.23	.18	**	.17	**	.24	.16	***	.27
				SR	.33		.00	.32		.31		.04		.27	
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.10		.14	.07		.06	*	.18	.05	*	.20
				SR	.32		.18	.24		.21		.25		.19	
e.	Foreign language coursework	FORLNG04	EEE	FY	.21		-.09	.25		.19		.05	.21		.01
				SR	.79		.58	.50	***	.42	***	.76	***	.41	***
f.	Study abroad	STDABR04	EEE	FY	.02		-.09	.04		.03		-.06	.03		-.07
				SR	.10		-.29	.22	***	.18	*	-.19		.14	
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.08		.14	.05		.04	*	.21	.04	*	.19
				SR	.19		-.11	.24		.22		-.06		.17	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.03		.06	.02		.02		.08	.02		.07
				SR	.61		.33	.44	**	.39	***	.43	***	.33	***

Select the circle that best represents the quality of your relationships with people at your institution.

1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic

1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible

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

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

^c Mean difference divided by pooled SD

NSSE 2010 Mean Comparisons Xavier University of Louisiana

Xavier compared with:

Variable	Bench- mark	Class	Xavier				Southeast Private			Carnegie Class			NSSE 2010		
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c

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

9. Time Usage

a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.71	4.26	***	.27	4.18	***	.32	4.21	***	.31
				SR	4.52	4.37		.09	4.26		.15	4.29		.13
b.	Working for pay on campus	WORKON01		FY	1.63	1.78		-.11	1.53		.08	1.52		.09
				SR	2.03	1.93		.06	1.82		.14	1.84		.12
c.	Working for pay off campus	WORKOF01		FY	1.89	2.07		-.08	2.12		-.11	2.26	**	-.17
				SR	3.07	3.46		-.14	3.70	*	-.22	3.62		-.19
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.17	2.54	***	-.22	2.40	*	-.14	2.29		-.08
				SR	2.46	2.41		.03	2.22		.14	2.13		.21
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.45	3.64		-.11	3.79	**	-.20	3.78	**	-.20
				SR	3.07	3.42	*	-.23	3.47	**	-.26	3.53	**	-.29
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.91	1.87		.02	1.80		.07	1.89		.01
				SR	2.26	2.54		-.11	2.54		-.12	2.50		-.10
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.88	2.20	***	.55	2.22	***	.53	2.31	***	.50
				SR	2.56	2.25	*	.27	2.33		.20	2.37		.17

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

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

10. Institutional Environment

a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.50	3.21	***	.37	3.15	***	.46	3.16	***	.44
				SR	3.55	3.26	***	.38	3.15	***	.52	3.16	***	.50
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.35	3.21	**	.18	3.16	***	.23	3.10	***	.30
				SR	3.16	3.16		.00	3.08		.09	2.98		.21
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.86	2.84		.02	2.77		.09	2.74	*	.13
				SR	2.58	2.71		-.12	2.67		-.09	2.57		.01

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

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

^c Mean difference divided by pooled SD

NSSE 2010 Mean Comparisons Xavier University of Louisiana

				<i>Xavier compared with:</i>											
				Xavier			Southeast Private			Carnegie Class			NSSE 2010		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.52		.09	2.39	*	.14	2.30	***	.23		
SR				2.06		-.13	2.16		-.10	2.04		.03			
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.62		.00	2.60		.02	2.54		.09		
SR				2.09	**	-.32	2.36	*	-.28	2.28		-.20			
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.94		-.09	2.99		-.05	2.87		.08		
SR				2.62		-.18	2.69		-.07	2.66		-.04			
g.	Using computers in academic work	ENVCOMPT		FY	3.40		.10	3.27	*	.16	3.33		.08		
SR				3.49		.06	3.40		.11	3.47		.03			

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

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

11. Educational and Personal Growth

a.	Acquiring a broad general education	GNGENLED		FY	3.28		.02	3.17	*	.13	3.19		.11
SR				3.49		.12	3.33		.21	3.27	*	.27	
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	3.01		.08	2.85	**	.17	2.84	**	.18
SR				3.14		-.01	3.09		.05	3.08		.06	
c.	Writing clearly and effectively	GNWRITE		FY	3.29		.12	3.10	***	.22	3.04	***	.28
SR				3.30		-.01	3.22		.09	3.13		.20	
d.	Speaking clearly and effectively	GNSPEAK		FY	3.20	**	.20	2.94	***	.29	2.89	***	.34
SR				3.14		-.06	3.13		.02	3.02		.13	
e.	Thinking critically and analytically	GNANALY		FY	3.45	*	.15	3.25	***	.27	3.25	***	.27
SR				3.56		.09	3.41		.19	3.38	*	.24	
f.	Analyzing quantitative problems	GNQUANT		FY	3.35	***	.37	2.95	***	.47	2.99	***	.42
SR				3.36		.24	3.09	**	.31	3.11	*	.28	
g.	Using computing and information technology	GNCMPTS		FY	3.18	*	.13	2.98	***	.23	3.05	*	.15
SR				3.30		.13	3.16		.17	3.22		.09	
h.	Working effectively with others	GNOTHERS		FY	3.18		.05	3.06		.13	3.03	*	.17
SR				3.15		-.19	3.24		-.10	3.19		-.05	

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

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

^c Mean difference divided by pooled SD

NSSE 2010 Mean Comparisons Xavier University of Louisiana

				<i>Xavier compared with:</i>											
				Xavier			Southeast Private			Carnegie Class			NSSE 2010		
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.32	1.95	***	.36	1.96	***	.35	1.94	***	.37		
			SR	2.91	2.20	***	.65	2.18	***	.70	2.12	***	.75		
j.	Learning effectively on your own	GNINQ	FY	3.08	3.01		.08	2.95	*	.16	2.95	*	.15		
			SR	3.22	3.17		.05	3.11		.12	3.07		.17		
k.	Understanding yourself	GNSELF	FY	3.02	2.97		.06	2.90		.12	2.84	**	.19		
			SR	2.84	3.04		-.21	2.97		-.13	2.86		-.02		
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.90	2.80		.11	2.74	**	.17	2.69	***	.22		
			SR	2.53	2.81	*	-.28	2.73		-.20	2.69		-.16		
m.	Solving complex real-world problems	GNPROBSV	FY	2.94	2.80	*	.15	2.73	***	.23	2.72	***	.24		
			SR	2.69	2.91		-.23	2.86		-.18	2.83		-.14		
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.98	2.91		.08	2.81	**	.18	2.73	***	.25		
			SR	2.93	2.98		-.05	2.89		.04	2.77		.16		
o.	Contributing to the welfare of your community	GNCOMMUN	FY	3.03	2.74	***	.29	2.58	***	.45	2.50	***	.54		
			SR	3.12	2.80	**	.33	2.67	***	.45	2.52	***	.59		
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.91	2.49	***	.37	2.37	***	.49	2.18	***	.66		
			SR	2.69	2.39	*	.26	2.26	***	.38	2.00	***	.62		
12. Academic Advising				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>											
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	3.17	3.13		.05	3.10		.09	3.07		.12		
			SR	3.07	3.13		-.07	3.03		.04	2.94		.14		
13. Satisfaction				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>											
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.22	3.27		-.07	3.19		.04	3.23		-.01		
			SR	3.16	3.35	*	-.26	3.26		-.13	3.24		-.11		
14.				<i>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?	SAMECOLL	FY	2.96	3.20	***	-.27	3.11	*	-.17	3.24	***	-.33		
			SR	2.96	3.24	**	-.32	3.15		-.22	3.22	**	-.31		

IPEDS: 160904

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

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

^c Mean difference divided by pooled SD



Xavier University of Louisiana

Frequency Distributions

August 2010

Interpreting the Frequency Distributions Report

Variables

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

Benchmark

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

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational

Experiences

SCE=Supportive Campus

Environment

Variable Names

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

Weighting

Weights adjusting for gender and enrollment status (and by institutional size for comparison groups) are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* Additional details about weighting can be found on the NSSE Web site. nsse.iub.edu/links/institutional_reporting

Sample

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

Class

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

NSSE 2010 Engagement Item Frequency Distributions *
NSSEville State University

Variable	Response Option	First-Year Students				Seniors											
		NSSEville State	Mid East Public	Carnegie Class	NSSE 2010	NSSEville State	Mid East Public	Carnegie Class	NSSE 2010								
		Count	%	Count	%	Count	%	Count	%								
a. Asked questions in class or contributed to class discussions	Never	15	2%	211	2%	1,248	3%	4,922	3%	9	1%	124	1%	901	2%	3,538	2%
	Sometimes	300	32%	2,905	34%	14,781	35%	57,335	35%	203	19%	2,088	22%	12,633	23%	46,587	24%
	Often	333	37%	2,967	35%	15,134	36%	57,083	35%	321	32%	3,048	33%	17,608	33%	60,869	32%
	Very often	263	29%	2,079	29%	11,163	26%	44,027	27%	487	49%	4,058	44%	23,086	42%	81,914	41%
	Total	911	100%	8,162	100%	42,326	100%	163,367	100%	1,020	100%	9,318	100%	54,228	100%	192,908	100%
b. Made a class presentation	Never	80	9%	775	9%	5,215	13%	21,742	14%	24	2%	277	3%	2,779	5%	10,865	6%
	Sometimes	541	59%	4,202	50%	21,727	50%	85,258	51%	310	30%	2,761	30%	16,041	30%	62,084	33%
	Often	240	27%	2,406	30%	11,642	28%	42,552	26%	438	43%	3,688	39%	20,570	37%	71,247	36%
	Very often	47	5%	802	11%	3,780	9%	13,872	9%	255	24%	2,638	28%	15,083	27%	49,267	25%
	Total	908	100%	8,185	100%	42,364	100%	163,424	100%	1,027	100%	9,364	100%	54,473	100%	193,463	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	Never	137	15%	960	11%	4,445	11%	20,566	13%	199	20%	1,624	16%	7,821	14%	30,644	16%
	Sometimes	346	39%	2,658	32%	12,162	29%	49,181	30%	384	38%	3,644	38%	19,675	36%	72,374	37%
	Often	282	31%	2,709	33%	14,262	34%	52,973	33%	268	26%	2,451	27%	15,467	29%	52,575	28%
	Very often	145	15%	1,803	25%	11,341	27%	40,180	25%	176	17%	1,628	18%	11,403	21%	37,522	20%
	Total	910	100%	8,130	100%	42,210	100%	162,900	100%	1,027	100%	9,347	100%	54,366	100%	193,115	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	Never	12	1%	133	2%	805	2%	3,275	2%	4	0%	88	1%	584	1%	2,004	1%
	Sometimes	189	21%	1,558	19%	7,790	19%	30,757	19%	79	8%	1,045	12%	5,944	11%	22,154	12%
	Often	438	48%	3,796	46%	18,693	44%	71,661	43%	388	38%	3,565	38%	20,389	38%	71,169	37%
	Very often	272	29%	2,696	33%	15,110	35%	57,856	35%	551	54%	4,669	49%	27,625	50%	98,358	50%
	Total	911	100%	8,183	100%	42,398	100%	163,549	100%	1,022	100%	9,367	100%	54,542	100%	193,685	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	Never	66	7%	516	6%	2,614	7%	10,590	7%	52	3%	542	6%	3,288	7%	12,973	7%
	Sometimes	319	35%	2,548	30%	12,747	30%	50,123	31%	306	30%	2,780	29%	15,326	28%	56,316	29%
	Often	359	40%	3,248	39%	16,448	38%	62,783	38%	360	34%	3,253	35%	18,995	35%	66,376	34%
	Very often	160	17%	1,865	25%	10,544	25%	39,804	24%	308	30%	2,780	30%	16,844	30%	57,710	29%
	Total	904	100%	8,177	100%	42,353	100%	163,300	100%	1,026	100%	9,355	100%	54,453	100%	193,375	100%

Response Options

Response options are listed as they appear on the instrument.

Column Percentage (%)

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

NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	2	1%	230	2%	112	2%	4,935	3%	0	0%	128	1%	74	1%	3,547	2%
		Sometimes	77	27%	4,231	26%	1,927	30%	57,558	35%	24	30%	2,194	15%	1,232	18%	46,766	25%
		Often	104	38%	5,615	35%	2,321	36%	57,312	35%	25	31%	4,141	28%	2,143	31%	61,165	32%
		Very often	99	35%	6,037	38%	1,985	33%	44,191	27%	32	39%	8,149	56%	3,587	50%	82,369	41%
	Total		282	100%	16,113	100%	6,345	100%	163,996	100%	81	100%	14,612	100%	7,036	100%	193,847	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	15	5%	1,300	9%	537	9%	21,807	14%	3	4%	408	3%	285	4%	10,886	6%
		Sometimes	132	46%	7,778	47%	3,224	50%	85,667	51%	35	43%	3,609	25%	1,806	27%	62,359	33%
		Often	102	36%	5,135	32%	1,960	30%	42,690	26%	32	39%	5,628	38%	2,903	41%	71,653	36%
		Very often	34	13%	1,894	12%	624	11%	13,885	9%	12	15%	4,984	34%	2,065	28%	49,510	25%
	Total		283	100%	16,107	100%	6,345	100%	164,049	100%	82	100%	14,629	100%	7,059	100%	194,408	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	29	10%	1,712	10%	693	10%	20,674	13%	10	12%	1,994	14%	1,050	15%	30,833	16%
		Sometimes	69	24%	4,743	29%	2,033	30%	49,458	30%	35	43%	5,179	35%	2,572	35%	72,723	37%
		Often	112	40%	5,073	32%	2,012	32%	53,143	33%	19	24%	4,037	28%	1,977	28%	52,824	28%
		Very often	73	26%	4,546	28%	1,590	27%	40,252	25%	17	21%	3,402	24%	1,460	21%	37,681	20%
	Total		283	100%	16,074	100%	6,328	100%	163,527	100%	81	100%	14,612	100%	7,059	100%	194,061	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	3	1%	191	1%	83	1%	3,284	2%	4	5%	74	1%	51	1%	2,004	1%
		Sometimes	55	19%	2,300	15%	1,020	17%	30,891	19%	12	15%	1,145	8%	642	10%	22,221	12%
		Often	120	43%	6,791	42%	2,772	43%	71,979	43%	30	36%	4,809	33%	2,543	36%	71,527	37%
		Very often	101	36%	6,833	42%	2,466	39%	58,027	35%	36	44%	8,613	59%	3,846	53%	98,873	50%
	Total		279	100%	16,115	100%	6,341	100%	164,181	100%	82	100%	14,641	100%	7,082	100%	194,625	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	14	5%	719	5%	339	6%	10,642	7%	4	5%	478	4%	285	5%	13,021	7%
		Sometimes	78	27%	4,174	26%	1,888	29%	50,364	31%	21	26%	3,586	25%	1,886	27%	56,601	29%
		Often	103	37%	6,306	39%	2,512	39%	63,039	38%	34	42%	5,194	35%	2,631	37%	66,702	34%
		Very often	86	31%	4,913	30%	1,610	26%	39,878	24%	23	28%	5,385	37%	2,261	32%	57,995	29%
	Total		281	100%	16,112	100%	6,349	100%	163,923	100%	82	100%	14,643	100%	7,063	100%	194,319	100%
1f. Come to class without completing readings or assignments	CLUNPREP	Never	66	23%	4,349	28%	1,772	29%	41,279	25%	14	17%	3,601	25%	1,846	26%	40,983	21%
		Sometimes	169	59%	9,244	56%	3,588	56%	93,458	56%	54	66%	8,627	58%	3,966	56%	110,820	56%
		Often	38	13%	1,731	11%	679	11%	20,610	13%	13	16%	1,641	11%	847	12%	28,882	15%
		Very often	10	4%	783	5%	311	5%	8,759	6%	1	1%	789	6%	421	6%	13,864	7%
	Total		283	100%	16,107	100%	6,350	100%	164,106	100%	82	100%	14,658	100%	7,080	100%	194,549	100%
1g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	29	10%	2,018	13%	654	10%	19,979	12%	7	8%	1,589	11%	645	9%	21,547	11%
		Sometimes	115	40%	6,888	42%	2,837	43%	70,471	42%	38	47%	5,906	40%	2,820	39%	78,117	40%
		Often	98	35%	5,133	32%	2,163	34%	53,915	33%	18	22%	4,499	31%	2,366	34%	60,898	31%
		Very often	41	15%	2,079	13%	697	12%	19,757	13%	18	22%	2,664	18%	1,238	18%	34,021	18%
	Total		283	100%	16,118	100%	6,351	100%	164,122	100%	81	100%	14,658	100%	7,069	100%	194,583	100%

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NSSE 2010 Engagement Item Frequency Distributions ^a
Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast Private		Carnegie Class		NSSE 2010		Xavier		Southeast Private		Carnegie Class		NSSE 2010	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	21	7%	1,385	10%	633	12%	20,309	14%	3	4%	937	7%	601	9%	14,896	8%
		Sometimes	114	40%	6,257	38%	2,584	39%	67,931	41%	26	32%	4,704	32%	2,369	34%	61,922	32%
		Often	100	35%	5,739	35%	2,207	34%	53,110	31%	29	35%	5,197	35%	2,464	34%	67,127	34%
		Very often	47	17%	2,787	17%	943	15%	23,287	14%	24	29%	3,850	26%	1,664	23%	51,155	26%
	Total		282	100%	16,168	100%	6,367	100%	164,637	100%	82	100%	14,688	100%	7,098	100%	195,100	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS (ACL)	Never	15	5%	831	6%	361	7%	9,466	7%	2	2%	397	3%	183	3%	5,744	3%
		Sometimes	81	31%	5,423	35%	2,247	37%	60,063	38%	22	27%	3,241	23%	1,777	26%	48,601	26%
		Often	108	42%	6,085	39%	2,478	40%	61,530	39%	30	37%	6,028	42%	2,948	42%	80,535	42%
		Very often	55	22%	3,076	20%	1,001	17%	25,563	16%	28	34%	4,624	32%	1,996	29%	54,086	28%
	Total		259	100%	15,415	100%	6,087	100%	156,622	100%	82	100%	14,290	100%	6,904	100%	188,966	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	85	32%	7,539	49%	3,193	52%	80,393	51%	22	26%	5,775	41%	3,124	44%	83,682	45%
		Sometimes	106	40%	5,305	34%	1,950	32%	51,868	33%	36	44%	5,038	35%	2,253	33%	64,724	34%
		Often	37	14%	1,757	12%	675	11%	17,254	11%	11	14%	1,878	13%	859	13%	23,163	12%
		Very often	36	14%	872	6%	290	5%	7,603	5%	13	16%	1,637	11%	691	10%	18,003	9%
	Total		264	100%	15,473	100%	6,108	100%	157,118	100%	82	100%	14,328	100%	6,927	100%	189,572	100%
1k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	45	16%	7,375	48%	3,040	52%	90,072	59%	27	33%	5,657	40%	2,786	42%	93,623	51%
		Sometimes	113	43%	4,938	31%	1,906	30%	42,569	26%	33	41%	5,097	35%	2,487	35%	59,372	30%
		Often	62	23%	2,054	14%	793	12%	16,526	10%	11	14%	2,136	15%	1,014	14%	22,586	11%
		Very often	44	17%	1,033	7%	348	5%	7,027	4%	10	12%	1,376	10%	624	9%	13,297	7%
	Total		264	100%	15,400	100%	6,087	100%	156,194	100%	81	100%	14,266	100%	6,911	100%	188,878	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	26	10%	2,592	16%	1,074	17%	24,461	16%	8	10%	1,594	11%	748	11%	19,479	10%
		Sometimes	68	27%	4,401	28%	1,842	30%	47,923	30%	21	26%	3,794	26%	1,925	27%	51,604	27%
		Often	84	32%	4,286	28%	1,774	28%	44,564	28%	23	29%	3,805	27%	1,872	27%	52,220	28%
		Very often	85	32%	4,217	28%	1,417	24%	40,184	26%	29	35%	5,155	37%	2,393	34%	66,493	35%
	Total		263	100%	15,496	100%	6,107	100%	157,132	100%	81	100%	14,348	100%	6,938	100%	189,796	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	4	1%	104	1%	44	1%	1,640	1%	1	1%	33	0%	24	1%	753	0%
		Sometimes	48	18%	2,168	16%	896	16%	27,985	20%	10	12%	1,142	9%	599	10%	19,957	12%
		Often	87	34%	5,239	34%	2,165	36%	55,982	36%	22	27%	3,729	26%	1,951	29%	55,106	30%
		Very often	124	46%	7,961	49%	2,992	46%	71,375	43%	49	59%	9,418	65%	4,352	61%	113,670	58%
	Total		263	100%	15,472	100%	6,097	100%	156,982	100%	82	100%	14,322	100%	6,926	100%	189,486	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	14	5%	680	4%	327	6%	11,176	7%	1	1%	336	3%	248	4%	7,682	4%
		Sometimes	76	29%	5,248	34%	2,248	35%	62,532	40%	26	32%	3,911	28%	2,047	30%	64,687	35%
		Often	94	36%	5,458	35%	2,147	35%	51,543	33%	22	27%	5,042	35%	2,463	36%	63,985	34%
		Very often	81	31%	4,064	27%	1,379	24%	31,628	20%	33	40%	5,039	35%	2,166	31%	53,244	27%
	Total		265	100%	15,450	100%	6,101	100%	156,879	100%	82	100%	14,328	100%	6,924	100%	189,598	100%

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NSSE 2010 Engagement Item Frequency Distributions ^a

Xavier University of Louisiana

			First-Year Students								Seniors												
			Xavier		Southeast		Private		Carnegie Class		NSSE 2010		Xavier		Southeast		Private		Carnegie Class		NSSE 2010		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	51	19%	2,684	18%	1,126	19%	33,050	22%	5	6%	1,738	13%	866	13%	30,121	17%				
Sometimes			99	39%	6,744	43%	2,684	43%	71,285	45%	28	35%	4,974	35%	2,607	38%	76,083	40%					
Often			70	26%	3,845	25%	1,531	26%	35,608	22%	22	27%	4,106	28%	1,954	28%	49,409	25%					
Very often			42	16%	2,189	15%	768	13%	17,020	11%	26	32%	3,517	24%	1,513	21%	33,943	17%					
Total		262	100%	15,462	100%	6,109	100%	156,963	100%	81	100%	14,335	100%	6,940	100%	189,556	100%						
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	80	30%	5,066	32%	2,195	34%	62,487	40%	17	21%	3,065	22%	1,653	24%	54,567	30%				
Sometimes			94	35%	6,287	40%	2,467	40%	60,594	38%	36	44%	6,106	42%	3,046	43%	81,376	42%					
Often			59	22%	2,715	18%	976	17%	23,383	15%	21	26%	3,105	22%	1,411	21%	34,377	18%					
Very often			32	13%	1,406	10%	477	9%	10,725	7%	7	9%	2,068	14%	840	12%	19,462	10%					
Total		265	100%	15,474	100%	6,115	100%	157,189	100%	81	100%	14,344	100%	6,950	100%	189,782	100%						
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	20	7%	605	5%	262	5%	9,597	7%	3	4%	380	3%	196	3%	7,674	5%				
Sometimes			82	31%	4,307	29%	1,827	30%	52,290	34%	29	36%	3,170	23%	1,525	23%	53,276	29%					
Often			88	35%	6,613	43%	2,663	44%	63,695	40%	31	38%	6,483	45%	3,239	46%	84,382	44%					
Very often			68	26%	3,691	24%	1,229	21%	28,776	18%	18	22%	4,187	29%	1,922	27%	42,437	22%					
Total		258	100%	15,216	100%	5,981	100%	154,358	100%	81	100%	14,220	100%	6,882	100%	187,769	100%						
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	8	3%	757	5%	288	5%	9,106	6%	2	2%	532	4%	266	4%	9,908	6%				
Sometimes			65	25%	4,456	29%	1,985	32%	52,468	34%	14	17%	3,905	28%	2,018	29%	60,411	33%					
Often			95	37%	6,133	40%	2,473	42%	61,774	39%	36	44%	5,599	39%	2,880	42%	74,301	39%					
Very often			89	35%	3,854	25%	1,232	21%	30,898	20%	30	36%	4,186	29%	1,722	25%	43,111	22%					
Total		257	100%	15,200	100%	5,978	100%	154,246	100%	82	100%	14,222	100%	6,886	100%	187,731	100%						
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	105	39%	6,616	44%	2,867	49%	83,542	55%	24	29%	5,143	37%	2,707	40%	83,979	47%				
Sometimes			87	35%	5,135	33%	1,939	32%	44,532	28%	28	34%	4,640	32%	2,172	31%	58,723	30%					
Often			38	15%	2,302	15%	832	13%	18,079	12%	18	22%	2,516	18%	1,216	18%	27,502	14%					
Very often			26	11%	1,107	8%	321	6%	7,675	5%	12	15%	1,892	13%	767	11%	17,129	9%					
Total		256	100%	15,160	100%	5,959	100%	153,828	100%	82	100%	14,191	100%	6,862	100%	187,333	100%						
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	14	5%	690	5%	288	6%	8,954	6%	0	0%	371	3%	216	3%	6,965	4%				
Sometimes			84	32%	4,578	30%	2,086	35%	52,637	34%	26	32%	3,701	26%	2,004	30%	56,280	30%					
Often			89	34%	5,522	36%	2,183	36%	55,512	36%	28	34%	5,307	37%	2,628	37%	69,835	37%					
Very often			73	29%	4,406	29%	1,419	24%	37,097	24%	28	34%	4,831	34%	2,038	30%	54,617	29%					
Total		260	100%	15,196	100%	5,976	100%	154,200	100%	82	100%	14,210	100%	6,886	100%	187,697	100%						
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	44	16%	1,756	12%	884	14%	23,684	16%	7	8%	1,496	11%	860	13%	23,866	13%				
Sometimes			91	35%	4,548	30%	2,007	33%	50,421	32%	31	38%	4,345	30%	2,394	33%	63,074	33%					
Often			50	20%	4,241	28%	1,638	27%	41,625	27%	19	23%	4,017	28%	1,935	28%	51,697	28%					
Very often			71	29%	4,687	30%	1,462	26%	38,815	25%	25	30%	4,383	31%	1,701	26%	49,342	27%					
Total		256	100%	15,232	100%	5,991	100%	154,545	100%	82	100%	14,241	100%	6,890	100%	187,979	100%						

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NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	30	11%	1,319	9%	595	10%	18,355	13%	3	4%	1,117	8%	626	10%	19,376	11%
		Sometimes	83	31%	4,540	30%	1,958	32%	50,057	32%	22	27%	4,281	30%	2,311	33%	62,955	33%
		Often	65	26%	4,442	29%	1,836	31%	44,639	29%	28	34%	4,393	31%	2,128	30%	55,289	29%
		Very often	82	32%	4,933	32%	1,598	27%	41,440	26%	28	35%	4,455	31%	1,837	27%	50,346	27%
		Total	260	100%	15,234	100%	5,987	100%	154,491	100%	81	100%	14,246	100%	6,902	100%	187,966	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	10	4%	837	5%	298	6%	7,470	5%	1	1%	1,281	9%	677	10%	15,875	8%
		Some	52	19%	3,743	25%	1,455	25%	37,306	24%	21	26%	4,224	30%	2,004	29%	54,493	29%
		Quite a bit	94	37%	6,086	41%	2,431	41%	63,291	41%	28	34%	5,132	36%	2,506	37%	68,944	37%
		Very much	102	40%	4,471	29%	1,758	29%	45,351	29%	31	38%	3,540	25%	1,667	24%	47,643	26%
		Total	258	100%	15,137	100%	5,942	100%	153,418	100%	81	100%	14,177	100%	6,854	100%	186,955	100%
2b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	4	1%	242	2%	114	2%	2,911	2%	2	3%	129	1%	71	1%	2,460	1%
		Some	40	15%	2,218	15%	1,013	18%	25,871	18%	5	6%	1,412	10%	775	12%	23,039	13%
		Quite a bit	100	39%	6,122	41%	2,586	44%	66,324	43%	25	32%	5,395	38%	2,774	40%	75,701	41%
		Very much	112	44%	6,498	42%	2,202	36%	57,695	37%	48	60%	7,202	51%	3,219	47%	85,211	45%
		Total	256	100%	15,080	100%	5,915	100%	152,801	100%	80	100%	14,138	100%	6,839	100%	186,411	100%
2c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	8	3%	450	3%	213	4%	5,752	4%	2	3%	311	2%	156	3%	5,548	3%
		Some	50	20%	3,295	23%	1,461	25%	38,538	26%	16	20%	2,183	16%	1,201	18%	36,353	20%
		Quite a bit	109	43%	6,070	40%	2,522	44%	63,961	42%	25	31%	5,410	38%	2,726	39%	74,435	40%
		Very much	88	34%	5,237	34%	1,721	28%	44,345	28%	37	46%	6,213	44%	2,744	40%	69,905	37%
		Total	255	100%	15,052	100%	5,917	100%	152,596	100%	80	100%	14,117	100%	6,827	100%	186,241	100%
2d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	11	4%	578	4%	231	4%	7,005	5%	4	5%	419	3%	221	4%	7,897	5%
		Some	52	20%	3,178	21%	1,365	23%	37,563	25%	15	18%	2,459	17%	1,253	19%	38,767	21%
		Quite a bit	94	37%	6,113	41%	2,553	43%	63,967	41%	33	41%	5,438	39%	2,783	40%	73,427	39%
		Very much	99	38%	5,237	34%	1,787	30%	44,419	29%	29	35%	5,822	41%	2,590	37%	66,404	35%
		Total	256	100%	15,106	100%	5,936	100%	152,954	100%	81	100%	14,138	100%	6,847	100%	186,495	100%
2e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	6	3%	407	3%	191	3%	4,942	4%	0	0%	262	2%	110	2%	4,554	3%
		Some	47	18%	2,850	19%	1,207	21%	31,325	21%	6	7%	1,785	13%	919	14%	27,686	15%
		Quite a bit	83	32%	5,734	38%	2,361	39%	60,292	39%	33	41%	4,928	35%	2,515	37%	66,598	36%
		Very much	120	47%	6,118	40%	2,180	36%	56,636	36%	42	52%	7,200	50%	3,309	47%	88,000	46%
		Total	256	100%	15,109	100%	5,939	100%	153,195	100%	81	100%	14,175	100%	6,853	100%	186,838	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	1	0%	135	1%	53	1%	1,752	1%	0	0%	153	1%	82	1%	2,811	2%
		1-4	58	24%	2,343	17%	887	18%	29,399	21%	18	22%	2,817	21%	1,484	23%	46,690	26%
		5-10	94	37%	5,550	38%	2,183	37%	60,783	40%	28	36%	4,991	35%	2,531	37%	68,442	37%
		11-20	55	21%	4,394	28%	1,822	29%	38,882	24%	19	24%	3,364	23%	1,576	22%	38,965	20%
		More than 20	47	18%	2,672	17%	984	16%	22,086	14%	14	18%	2,841	20%	1,173	17%	29,590	15%
		Total	255	100%	15,094	100%	5,929	100%	152,902	100%	79	100%	14,166	100%	6,846	100%	186,498	100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.

NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

Item	Variable	Response Options	First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	67	26%	3,570	24%	1,483	24%	39,118	26%	20	25%	2,663	19%	1,327	19%	38,871	21%
		1-4	138	55%	8,195	54%	3,242	54%	81,013	52%	47	61%	7,689	54%	3,661	54%	98,730	53%
		5-10	31	13%	2,154	14%	803	14%	21,288	14%	6	8%	2,357	17%	1,198	18%	30,453	16%
		11-20	10	4%	660	4%	228	4%	6,249	4%	1	1%	772	6%	348	5%	9,781	5%
		More than 20	7	3%	508	3%	189	3%	5,148	3%	4	5%	674	5%	302	4%	8,647	5%
		Total	253	100%	15,087	100%	5,945	100%	152,816	100%	78	100%	14,155	100%	6,836	100%	186,482	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	204	80%	11,990	77%	4,836	80%	122,913	79%	61	76%	6,085	43%	3,081	46%	92,472	50%
		1-4	29	12%	1,989	14%	724	12%	19,914	14%	15	19%	6,456	45%	3,077	43%	75,049	39%
		5-10	14	6%	582	5%	203	4%	5,580	4%	2	2%	1,015	7%	449	7%	12,243	7%
		11-20	3	1%	280	2%	89	2%	2,308	2%	2	2%	307	2%	118	2%	3,524	2%
		More than 20	4	1%	218	2%	71	2%	1,863	1%	0	0%	274	2%	115	2%	2,966	2%
		Total	254	100%	15,059	100%	5,923	100%	152,578	100%	80	100%	14,137	100%	6,840	100%	186,254	100%
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	39	14%	1,596	11%	686	13%	20,694	15%	4	5%	752	5%	430	7%	16,862	10%
		1-4	150	59%	7,683	51%	2,971	51%	80,202	52%	48	61%	5,647	40%	2,825	43%	81,363	44%
		5-10	52	21%	4,299	27%	1,685	27%	39,343	25%	15	19%	5,026	35%	2,394	34%	58,204	30%
		11-20	12	5%	1,208	8%	478	7%	9,977	6%	7	9%	1,957	14%	850	12%	21,455	11%
		More than 20	3	1%	266	2%	114	2%	2,331	2%	5	6%	762	5%	330	4%	8,352	4%
		Total	256	100%	15,052	100%	5,934	100%	152,547	100%	79	100%	14,144	100%	6,829	100%	186,236	100%
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	8	3%	336	3%	84	2%	4,179	3%	3	4%	812	6%	325	6%	10,644	6%
		1-4	93	36%	3,874	27%	1,354	25%	46,023	32%	28	36%	4,467	32%	2,089	31%	60,982	34%
		5-10	103	40%	5,255	34%	1,969	33%	52,904	34%	26	33%	3,922	27%	1,907	27%	52,670	28%
		11-20	34	13%	3,532	23%	1,570	25%	32,202	20%	14	18%	2,645	19%	1,377	19%	33,989	18%
		More than 20	19	8%	2,102	13%	958	15%	17,600	11%	8	10%	2,314	16%	1,142	16%	28,182	14%
		Total	257	100%	15,099	100%	5,935	100%	152,908	100%	79	100%	14,160	100%	6,840	100%	186,467	100%
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	28	11%	1,854	12%	754	13%	17,596	12%	9	11%	2,749	19%	1,299	19%	33,361	17%
		1-2	64	25%	5,058	34%	2,106	36%	52,436	35%	28	35%	4,315	31%	2,120	32%	58,385	32%
		3-4	90	36%	4,940	33%	1,922	31%	49,909	33%	25	32%	4,082	29%	1,980	29%	53,681	29%
		5-6	24	9%	1,707	11%	606	10%	16,686	11%	6	7%	1,451	10%	707	11%	18,490	10%
		More than 6	49	19%	1,502	10%	543	10%	15,882	11%	12	15%	1,493	11%	698	10%	21,665	12%
		Total	255	100%	15,061	100%	5,931	100%	152,509	100%	80	100%	14,090	100%	6,804	100%	185,582	100%
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	35	13%	2,085	14%	702	14%	19,073	13%	14	18%	3,850	27%	1,763	26%	48,078	26%
		1-2	98	38%	5,310	36%	2,030	33%	54,010	36%	29	36%	4,977	35%	2,459	36%	66,851	36%
		3-4	48	19%	4,010	26%	1,637	26%	40,240	26%	20	25%	2,954	21%	1,442	21%	38,275	20%
		5-6	25	10%	1,755	11%	771	13%	17,872	11%	9	11%	1,072	7%	517	7%	14,544	8%
		More than 6	51	20%	1,889	13%	781	14%	21,281	14%	8	10%	1,202	9%	619	10%	17,662	10%
		Total	257	100%	15,049	100%	5,921	100%	152,476	100%	80	100%	14,055	100%	6,800	100%	185,410	100%

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NSSE 2010 Engagement Item Frequency Distributions ^a Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	1 Very little	0	0%	96	1%	47	1%	878	1%	0	0%	78	1%	69	1%	1,801	1%
		2	1	1%	138	1%	53	1%	1,586	1%	0	0%	175	1%	115	2%	2,773	2%
		3	5	2%	417	3%	197	4%	4,764	3%	1	1%	381	3%	229	4%	6,393	4%
		4	29	11%	1,560	11%	712	12%	16,820	12%	5	6%	1,281	9%	771	11%	19,113	10%
		5	80	32%	4,293	28%	1,836	31%	45,060	29%	16	20%	3,587	25%	1,915	28%	51,049	27%
		6	56	22%	5,368	34%	2,127	34%	54,563	34%	25	31%	4,911	34%	2,249	32%	64,332	34%
		7 Very much	84	33%	3,244	22%	959	17%	29,386	19%	33	42%	3,742	26%	1,479	22%	40,952	22%
		Total	255	100%	15,116	100%	5,931	100%	153,057	100%	80	100%	14,155	100%	6,827	100%	186,413	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	78	30%	2,461	18%	939	18%	33,582	25%	22	28%	3,196	24%	1,811	28%	53,924	31%
		Sometimes	123	49%	6,319	42%	2,670	45%	68,300	45%	31	39%	6,136	44%	3,059	45%	83,254	45%
		Often	34	14%	3,620	24%	1,377	23%	30,630	19%	15	19%	2,760	19%	1,168	17%	28,509	15%
		Very often	19	8%	2,520	16%	880	14%	17,979	11%	11	14%	1,966	14%	761	11%	18,501	9%
		Total	254	100%	14,920	100%	5,866	100%	150,491	100%	79	100%	14,058	100%	6,799	100%	184,188	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	43	17%	1,511	11%	595	12%	16,856	12%	7	8%	1,725	13%	927	15%	23,357	13%
		Sometimes	82	32%	4,038	27%	1,578	27%	41,202	27%	34	42%	4,397	31%	2,101	31%	57,973	32%
		Often	58	23%	3,691	24%	1,440	24%	38,654	25%	17	21%	3,314	24%	1,595	23%	44,923	24%
		Very often	69	28%	5,670	38%	2,248	37%	54,355	35%	22	28%	4,621	33%	2,158	31%	58,335	31%
		Total	252	100%	14,910	100%	5,861	100%	151,067	100%	80	100%	14,057	100%	6,781	100%	184,588	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never	46	18%	4,444	29%	2,219	37%	60,106	41%	13	16%	3,814	27%	2,498	36%	68,648	38%
		Sometimes	81	33%	4,394	30%	1,763	30%	41,385	27%	24	30%	4,026	29%	2,031	29%	50,798	27%
		Often	49	19%	2,725	18%	934	16%	22,730	15%	17	22%	2,578	18%	1,009	15%	27,468	15%
		Very often	76	30%	3,344	23%	926	17%	26,703	17%	25	32%	3,621	26%	1,235	19%	37,505	20%
		Total	252	100%	14,907	100%	5,842	100%	150,924	100%	79	100%	14,039	100%	6,773	100%	184,419	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	22	8%	969	7%	509	9%	14,277	10%	4	5%	704	5%	448	7%	14,264	8%
		Sometimes	79	31%	4,798	32%	2,162	36%	55,676	36%	21	27%	4,161	29%	2,209	32%	61,911	33%
		Often	90	35%	5,596	37%	2,120	36%	52,322	35%	37	48%	5,373	39%	2,554	38%	66,927	36%
		Very often	65	26%	3,512	24%	1,062	19%	28,453	19%	16	20%	3,776	27%	1,575	23%	41,258	22%
		Total	256	100%	14,875	100%	5,853	100%	150,728	100%	78	100%	14,014	100%	6,786	100%	184,360	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	10	4%	527	4%	269	5%	8,061	6%	2	3%	407	3%	251	4%	8,200	5%
		Sometimes	59	23%	4,068	27%	1,850	31%	47,911	32%	18	22%	3,546	25%	1,874	28%	53,124	29%
		Often	105	41%	5,971	40%	2,360	40%	58,467	38%	32	40%	5,740	41%	2,775	40%	73,216	40%
		Very often	79	32%	4,335	29%	1,376	23%	36,578	24%	28	35%	4,329	31%	1,875	28%	49,987	27%
		Total	253	100%	14,901	100%	5,855	100%	151,017	100%	80	100%	14,022	100%	6,775	100%	184,527	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	8	3%	389	3%	189	3%	5,117	4%	0	0%	247	2%	165	3%	5,002	3%
		Sometimes	60	23%	3,762	25%	1,685	29%	44,266	30%	19	23%	3,445	25%	1,781	26%	52,504	29%
		Often	102	40%	5,963	40%	2,388	41%	60,975	40%	34	43%	5,720	41%	2,868	42%	74,985	40%
		Very often	83	34%	4,809	31%	1,606	27%	40,948	27%	27	34%	4,654	33%	1,984	29%	52,388	28%
		Total	253	100%	14,923	100%	5,868	100%	151,306	100%	80	100%	14,066	100%	6,798	100%	184,879	100%

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NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

	Variable	Response Options	First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	20	8%	1,652	12%	630	11%	18,844	13%	13	16%	939	7%	495	8%	14,868	9%
		Do not plan to do	3	1%	467	4%	189	4%	5,599	4%	9	11%	2,057	15%	971	15%	26,672	15%
		Plan to do	210	83%	11,398	76%	4,574	77%	114,358	75%	21	26%	2,633	20%	1,361	22%	45,311	26%
		Done	18	8%	1,231	8%	402	7%	10,431	7%	36	46%	8,356	59%	3,904	56%	96,396	50%
		Total	251	100%	14,748	100%	5,795	100%	149,232	100%	79	100%	13,985	100%	6,731	100%	183,247	100%
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	4	2%	1,115	8%	547	11%	16,750	13%	5	6%	931	7%	535	8%	16,206	10%
		Do not plan to do	1	0%	497	4%	229	5%	7,594	6%	3	4%	1,284	9%	782	13%	23,119	14%
		Plan to do	87	36%	5,431	37%	2,350	42%	61,980	42%	6	7%	1,801	13%	942	15%	28,629	17%
		Done	157	62%	7,659	52%	2,639	42%	62,375	40%	65	82%	9,898	71%	4,446	64%	114,530	60%
		Total	249	100%	14,702	100%	5,765	100%	148,699	100%	79	100%	13,914	100%	6,705	100%	182,484	100%
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	58	23%	4,777	32%	1,933	33%	48,799	32%	16	20%	2,009	15%	1,032	16%	27,416	16%
		Do not plan to do	22	9%	2,992	20%	1,179	20%	35,012	24%	27	34%	6,210	44%	2,976	44%	87,818	48%
		Plan to do	103	42%	4,378	31%	1,588	29%	39,814	27%	11	14%	1,185	9%	557	9%	16,571	10%
		Done	63	26%	2,521	18%	1,048	17%	24,749	16%	26	33%	4,491	32%	2,124	31%	50,353	27%
		Total	246	100%	14,668	100%	5,748	100%	148,374	100%	80	100%	13,895	100%	6,689	100%	182,158	100%
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	66	26%	5,369	35%	2,291	38%	56,956	38%	12	15%	2,157	16%	1,118	17%	32,036	18%
		Do not plan to do	26	10%	3,061	21%	1,250	22%	32,929	22%	23	29%	6,939	49%	3,370	49%	90,453	49%
		Plan to do	135	53%	5,405	37%	1,935	34%	51,576	34%	19	24%	1,529	11%	751	12%	24,055	14%
		Done	24	10%	895	7%	299	6%	7,517	5%	25	32%	3,335	24%	1,479	21%	36,449	19%
		Total	251	100%	14,730	100%	5,775	100%	148,978	100%	79	100%	13,960	100%	6,718	100%	182,993	100%
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	24	10%	2,261	16%	1,002	18%	27,144	19%	5	6%	1,143	9%	577	9%	16,206	9%
		Do not plan to do	20	8%	2,783	20%	1,287	23%	37,891	26%	6	7%	4,562	33%	2,727	41%	73,346	41%
		Plan to do	151	61%	5,547	38%	2,297	39%	49,589	34%	6	7%	1,123	8%	506	8%	15,748	9%
		Done	55	21%	4,154	25%	1,202	19%	34,569	21%	63	79%	7,157	50%	2,922	42%	77,922	41%
		Total	250	100%	14,745	100%	5,788	100%	149,193	100%	80	100%	13,985	100%	6,732	100%	183,222	100%
7f. Study abroad	STDABR04 (EEE)	Have not decided	68	27%	3,653	25%	1,592	29%	42,037	29%	12	15%	1,676	13%	850	14%	24,079	14%
		Do not plan to do	34	14%	2,920	22%	1,277	25%	36,268	26%	45	57%	7,704	56%	4,052	60%	112,628	62%
		Plan to do	142	57%	7,684	49%	2,743	43%	66,079	42%	14	18%	1,254	9%	533	8%	16,195	9%
		Done	5	2%	432	4%	154	3%	4,292	3%	8	10%	3,297	22%	1,274	18%	29,508	14%
		Total	249	100%	14,689	100%	5,766	100%	148,676	100%	79	100%	13,931	100%	6,709	100%	182,410	100%
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	90	36%	5,094	34%	1,939	33%	50,387	34%	9	12%	1,680	13%	800	13%	24,009	14%
		Do not plan to do	83	33%	6,091	40%	2,513	42%	66,942	44%	50	64%	7,706	54%	3,792	55%	109,856	60%
		Plan to do	56	24%	2,876	21%	1,096	21%	25,680	18%	4	5%	1,200	9%	623	10%	16,401	10%
		Done	19	8%	588	5%	193	4%	5,378	4%	15	19%	3,318	24%	1,488	22%	31,873	17%
		Total	248	100%	14,649	100%	5,741	100%	148,387	100%	78	100%	13,904	100%	6,703	100%	182,139	100%

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NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

	Variable	Response Options	First-Year Students								Seniors								
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	64	26%	4,487	31%	2,008	35%	55,296	37%	3	4%	1,098	8%	695	11%	19,509	11%
			Do not plan to do	12	5%	1,228	9%	488	10%	15,703	11%	3	4%	2,140	17%	1,276	20%	40,339	23%
			Plan to do	165	65%	8,700	57%	3,180	53%	75,153	49%	25	32%	4,275	30%	1,944	30%	59,831	33%
			Done	8	3%	310	2%	108	2%	2,957	2%	48	61%	6,469	44%	2,819	39%	63,528	33%
			Total	249	100%	14,725	100%	5,784	100%	149,109	100%	79	100%	13,982	100%	6,734	100%	183,207	100%
8a.	Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	2	1%	176	1%	87	2%	1,656	1%	0	0%	88	1%	47	1%	1,527	1%
			2	3	1%	315	2%	126	2%	3,481	2%	3	4%	221	2%	132	2%	3,417	2%
			3	14	5%	662	5%	268	5%	7,199	5%	6	7%	497	4%	251	4%	7,026	4%
			4	40	16%	1,639	12%	649	11%	17,661	12%	6	7%	1,256	9%	700	10%	18,757	11%
			5	51	20%	2,932	20%	1,243	21%	31,419	21%	17	21%	2,493	18%	1,298	19%	36,071	20%
			6	66	27%	4,468	30%	1,777	30%	46,732	31%	22	28%	4,366	31%	2,053	31%	59,094	32%
			7 Friendly, Supportive, Sense of belonging	75	30%	4,532	30%	1,637	29%	40,859	27%	26	33%	5,060	36%	2,253	33%	57,079	30%
			Total	251	100%	14,724	100%	5,787	100%	149,007	100%	80	100%	13,981	100%	6,734	100%	182,971	100%
8b.	Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	0	0%	121	1%	33	1%	1,267	1%	1	1%	124	1%	44	1%	1,708	1%
			2	4	1%	208	2%	94	2%	3,173	2%	2	2%	205	2%	112	2%	3,745	2%
			3	14	5%	592	4%	256	5%	8,096	6%	3	4%	451	3%	228	4%	8,045	5%
			4	44	17%	1,788	13%	777	14%	23,455	16%	9	11%	1,123	8%	618	10%	21,452	12%
			5	60	24%	3,313	22%	1,451	25%	39,345	26%	13	16%	2,528	18%	1,278	19%	41,328	23%
			6	78	31%	4,884	32%	1,864	31%	45,851	30%	27	34%	4,670	33%	2,300	34%	60,507	33%
			7 Available, Helpful, Sympathetic	52	21%	3,826	26%	1,313	24%	27,787	18%	25	31%	4,872	34%	2,155	32%	46,170	24%
			Total	252	100%	14,732	100%	5,788	100%	148,974	100%	80	100%	13,973	100%	6,735	100%	182,955	100%
8c.	Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	8	3%	340	3%	132	3%	3,915	3%	3	4%	505	4%	288	5%	8,142	5%
			2	21	8%	610	4%	260	5%	7,297	5%	9	11%	808	6%	392	6%	12,834	7%
			3	24	9%	1,163	8%	477	9%	13,803	10%	13	16%	1,228	9%	655	10%	18,923	11%
			4	74	29%	2,769	19%	1,208	21%	32,831	22%	17	21%	2,446	18%	1,234	18%	36,455	20%
			5	50	21%	3,440	23%	1,422	24%	35,884	24%	16	20%	3,051	21%	1,465	21%	40,242	22%
			6	39	16%	3,561	23%	1,354	22%	33,076	21%	12	15%	3,036	21%	1,469	21%	37,887	20%
			7 Helpful, Considerate, Flexible	35	14%	2,841	19%	926	17%	22,083	15%	10	13%	2,899	21%	1,234	18%	28,468	15%
			Total	251	100%	14,724	100%	5,779	100%	148,889	100%	80	100%	13,973	100%	6,737	100%	182,951	100%

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NSSE 2010 Engagement Item Frequency Distributions^a

Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	2	1%	53	0%	18	1%	628	0%	0	0%	37	0%	18	0%	573	0%
		1-5 hrs/wk	26	11%	1,767	13%	754	15%	18,790	14%	10	12%	1,829	14%	1,019	17%	25,994	15%
		6-10 hrs/wk	49	20%	3,390	24%	1,383	25%	34,428	24%	19	23%	3,182	23%	1,617	24%	43,310	24%
		11-15 hrs/wk	40	16%	3,224	22%	1,241	21%	32,967	22%	17	21%	2,840	20%	1,325	19%	36,808	20%
		16-20 hrs/wk	41	17%	2,736	18%	1,131	19%	27,906	18%	11	14%	2,510	18%	1,174	17%	30,992	17%
		21-25 hrs/wk	35	14%	1,767	11%	632	10%	16,714	10%	6	8%	1,479	10%	649	9%	19,048	10%
		26-30 hrs/wk	28	11%	918	6%	330	5%	8,666	5%	12	15%	929	6%	419	6%	11,352	6%
		30+ hrs/wk	24	9%	797	5%	255	5%	7,904	5%	5	6%	1,092	8%	467	7%	13,900	8%
Total		245	100%	14,652	100%	5,744	100%	148,003	100%	80	100%	13,898	100%	6,688	100%	181,977	100%	
9b. Working for pay on campus	WORKON01	0 hrs/wk	190	77%	9,909	70%	4,266	77%	115,910	80%	55	68%	9,005	66%	4,612	71%	128,046	73%
		1-5 hrs/wk	12	5%	816	5%	377	6%	6,636	4%	4	5%	934	6%	386	5%	8,905	4%
		6-10 hrs/wk	22	9%	2,105	13%	678	10%	11,860	7%	5	6%	1,736	11%	762	10%	15,679	8%
		11-15 hrs/wk	8	4%	1,065	7%	222	4%	7,050	5%	5	6%	1,034	7%	408	6%	11,733	6%
		16-20 hrs/wk	6	2%	458	3%	123	2%	4,247	3%	7	9%	675	5%	322	5%	10,686	6%
		21-25 hrs/wk	2	1%	115	1%	22	0%	971	1%	1	1%	187	1%	65	1%	2,867	2%
		26-30 hrs/wk	1	1%	52	0%	20	0%	384	0%	1	1%	75	1%	47	1%	1,141	1%
		30+ hrs/wk	4	2%	111	1%	28	1%	787	1%	2	2%	228	2%	80	1%	2,517	2%
Total		245	100%	14,631	100%	5,736	100%	147,845	100%	80	100%	13,874	100%	6,682	100%	181,574	100%	
9c. Working for pay off campus	WORKOF01	0 hrs/wk	189	77%	10,951	73%	4,156	70%	104,771	68%	39	49%	6,858	49%	2,858	43%	83,304	45%
		1-5 hrs/wk	10	4%	685	5%	302	5%	6,970	5%	4	5%	786	5%	387	6%	9,588	5%
		6-10 hrs/wk	7	3%	613	4%	287	5%	6,858	5%	7	9%	782	5%	420	6%	11,086	6%
		11-15 hrs/wk	7	3%	528	4%	263	5%	6,815	5%	3	4%	737	5%	440	6%	11,420	6%
		16-20 hrs/wk	12	5%	481	3%	274	5%	7,471	5%	12	15%	869	6%	587	9%	14,882	8%
		21-25 hrs/wk	6	3%	335	2%	168	4%	4,758	4%	4	5%	622	5%	393	6%	11,456	6%
		26-30 hrs/wk	4	2%	191	1%	108	2%	2,932	2%	1	1%	492	4%	310	5%	8,217	5%
		30+ hrs/wk	9	4%	813	7%	185	4%	7,168	6%	9	11%	2,738	21%	1,296	20%	31,916	19%
Total		244	100%	14,597	100%	5,743	100%	147,743	100%	79	100%	13,884	100%	6,691	100%	181,869	100%	
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	102	41%	4,638	34%	1,843	37%	53,706	40%	27	33%	5,499	40%	2,948	45%	81,544	47%
		1-5 hrs/wk	75	30%	4,652	30%	1,870	30%	45,989	29%	22	28%	3,798	27%	1,793	27%	51,020	27%
		6-10 hrs/wk	38	16%	2,175	15%	838	13%	21,045	13%	18	23%	1,839	13%	762	11%	21,025	11%
		11-15 hrs/wk	16	7%	1,243	9%	476	8%	11,576	7%	3	4%	1,061	8%	459	7%	11,263	6%
		16-20 hrs/wk	4	2%	891	6%	373	6%	7,485	5%	6	7%	716	5%	316	4%	7,361	4%
		21-25 hrs/wk	3	1%	466	3%	158	3%	3,770	2%	1	1%	371	3%	162	2%	3,867	2%
		26-30 hrs/wk	3	1%	214	2%	75	1%	1,640	1%	1	1%	193	1%	88	1%	1,992	1%
		30+ hrs/wk	4	2%	354	3%	120	2%	2,803	2%	2	2%	423	3%	164	2%	3,862	2%
Total		245	100%	14,633	100%	5,753	100%	148,014	100%	80	100%	13,900	100%	6,692	100%	181,934	100%	

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NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	2	1%	187	1%	54	2%	1,736	1%	1	1%	214	2%	93	1%	2,397	1%
		1-5 hrs/wk	75	30%	3,815	26%	1,266	23%	33,008	22%	29	37%	4,242	30%	1,953	30%	50,673	28%
		6-10 hrs/wk	74	30%	4,291	29%	1,678	28%	42,851	28%	28	36%	4,277	31%	1,983	29%	55,138	30%
		11-15 hrs/wk	48	20%	2,787	19%	1,134	19%	30,951	21%	13	17%	2,480	18%	1,269	19%	34,573	19%
		16-20 hrs/wk	19	8%	1,782	12%	783	13%	19,240	13%	3	4%	1,388	10%	720	11%	19,944	11%
		21-25 hrs/wk	13	5%	749	5%	354	6%	8,670	6%	3	4%	597	4%	297	4%	8,444	5%
		26-30 hrs/wk	4	2%	350	3%	151	3%	3,929	3%	1	1%	248	2%	126	2%	3,788	2%
		30+ hrs/wk	9	4%	628	5%	300	6%	7,132	5%	1	1%	419	3%	237	4%	6,481	4%
Total		244	100%	14,589	100%	5,720	100%	147,517	100%	79	100%	13,865	100%	6,678	100%	181,438	100%	
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	165	67%	10,891	72%	4,183	70%	106,088	69%	43	55%	8,478	60%	3,914	57%	108,706	58%
		1-5 hrs/wk	23	9%	1,476	10%	733	13%	18,132	13%	15	19%	1,423	11%	864	14%	22,367	13%
		6-10 hrs/wk	21	9%	623	5%	333	6%	7,683	6%	9	11%	811	6%	426	7%	11,946	7%
		11-15 hrs/wk	17	7%	383	3%	153	3%	4,490	4%	3	4%	505	4%	257	4%	7,082	4%
		16-20 hrs/wk	6	3%	266	2%	98	2%	2,713	2%	0	0%	423	3%	203	3%	5,556	3%
		21-25 hrs/wk	1	0%	136	1%	43	1%	1,306	1%	0	0%	238	2%	118	2%	3,045	2%
		26-30 hrs/wk	1	0%	95	1%	23	0%	847	1%	0	0%	214	2%	99	2%	2,406	1%
		30+ hrs/wk	9	4%	684	6%	147	4%	5,980	5%	8	10%	1,752	13%	797	12%	20,219	12%
Total		243	100%	14,554	100%	5,713	100%	147,239	100%	78	100%	13,844	100%	6,678	100%	181,327	100%	
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	26	11%	3,554	23%	1,379	22%	24,324	15%	6	7%	2,357	16%	994	14%	21,716	11%
		1-5 hrs/wk	120	48%	8,426	56%	3,307	56%	90,197	60%	46	58%	8,610	62%	4,110	60%	112,524	61%
		6-10 hrs/wk	40	16%	1,493	12%	609	13%	19,920	15%	13	17%	1,792	13%	990	17%	30,847	18%
		11-15 hrs/wk	22	9%	502	4%	186	4%	6,792	5%	10	12%	568	4%	309	5%	9,350	6%
		16-20 hrs/wk	18	8%	285	2%	117	2%	3,071	2%	4	5%	231	2%	120	2%	3,304	2%
		21-25 hrs/wk	9	4%	114	1%	40	1%	1,268	1%	0	0%	98	1%	54	1%	1,321	1%
		26-30 hrs/wk	0	0%	61	0%	29	0%	612	0%	0	0%	56	0%	26	0%	707	0%
		30+ hrs/wk	11	4%	171	2%	66	2%	1,545	1%	1	1%	169	1%	83	1%	1,997	1%
Total		246	100%	14,606	100%	5,733	100%	147,729	100%	80	100%	13,881	100%	6,686	100%	181,766	100%	
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	3	1%	229	2%	98	2%	2,470	2%	1	1%	249	2%	137	3%	3,527	2%
		Some	22	9%	1,886	14%	893	17%	21,817	16%	3	4%	1,735	13%	1,093	16%	28,141	16%
		Quite a bit	69	28%	6,250	44%	2,610	45%	66,298	46%	27	34%	5,614	41%	3,023	45%	79,440	44%
		Very much	150	61%	6,094	40%	2,071	36%	55,491	36%	49	61%	6,195	44%	2,390	36%	69,165	37%
Total		244	100%	14,459	100%	5,672	100%	146,076	100%	80	100%	13,793	100%	6,643	100%	180,273	100%	
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	8	3%	300	3%	115	2%	3,553	3%	3	4%	396	3%	211	4%	7,378	5%
		Some	30	12%	2,003	15%	893	17%	25,489	19%	17	22%	2,233	17%	1,243	19%	38,478	22%
		Quite a bit	78	32%	5,793	41%	2,461	43%	62,985	43%	24	30%	5,543	41%	2,762	42%	77,727	43%
		Very much	127	53%	6,286	41%	2,185	38%	53,440	35%	35	45%	5,581	39%	2,400	35%	56,080	30%
Total		243	100%	14,382	100%	5,654	100%	145,467	100%	79	100%	13,753	100%	6,616	100%	179,663	100%	

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NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	31	12%	1,341	10%	574	11%	15,766	11%	12	15%	1,789	14%	908	14%	28,219	16%
		Some	61	24%	3,649	26%	1,596	28%	41,871	29%	26	32%	4,023	29%	2,017	30%	57,725	32%
		Quite a bit	67	28%	4,841	33%	1,948	34%	49,396	34%	25	32%	4,194	30%	2,078	31%	54,358	30%
		Very much	83	35%	4,542	31%	1,530	27%	38,363	26%	17	21%	3,747	27%	1,620	25%	39,319	22%
	Total		242	100%	14,373	100%	5,648	100%	145,396	100%	80	100%	13,753	100%	6,623	100%	179,621	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	40	16%	2,686	20%	1,087	20%	32,028	23%	30	38%	3,913	29%	1,941	30%	60,752	35%
		Some	90	36%	5,030	34%	2,103	36%	53,989	37%	23	29%	4,965	36%	2,437	36%	65,844	36%
		Quite a bit	66	28%	4,279	30%	1,668	30%	39,720	27%	17	22%	3,104	22%	1,503	22%	35,265	19%
		Very much	47	20%	2,426	17%	800	14%	19,953	13%	9	11%	1,773	13%	753	12%	18,022	10%
	Total		243	100%	14,421	100%	5,658	100%	145,690	100%	79	100%	13,755	100%	6,634	100%	179,883	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	40	16%	1,792	14%	712	13%	20,198	15%	25	32%	2,643	20%	1,344	21%	39,894	23%
		Some	76	31%	4,516	31%	1,858	33%	49,027	34%	31	40%	4,912	36%	2,450	36%	67,553	38%
		Quite a bit	65	28%	4,986	34%	2,004	35%	50,119	34%	12	15%	4,008	29%	1,889	28%	49,320	27%
		Very much	59	25%	3,078	21%	1,065	19%	25,732	17%	10	13%	2,155	16%	919	14%	22,430	12%
	Total		240	100%	14,372	100%	5,639	100%	145,076	100%	78	100%	13,718	100%	6,602	100%	179,197	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	17	7%	930	8%	336	7%	11,461	9%	11	14%	1,665	13%	844	13%	23,585	14%
		Some	60	24%	2,641	20%	1,174	22%	33,660	24%	24	30%	3,097	23%	1,822	28%	50,433	29%
		Quite a bit	86	35%	5,192	36%	2,211	38%	55,483	37%	28	36%	4,824	35%	2,377	36%	63,991	35%
		Very much	80	33%	5,631	37%	1,941	34%	44,952	29%	16	20%	4,139	29%	1,559	23%	41,360	22%
	Total		243	100%	14,394	100%	5,662	100%	145,556	100%	79	100%	13,725	100%	6,602	100%	179,369	100%
10g. Using computers in academic work	ENVCOMPT	Very little	9	4%	344	3%	132	3%	3,143	2%	1	1%	305	2%	163	3%	3,412	2%
		Some	30	13%	1,852	13%	841	15%	18,769	13%	9	11%	1,388	10%	697	11%	16,804	9%
		Quite a bit	61	24%	4,864	34%	2,066	36%	49,677	34%	20	25%	3,867	28%	2,011	30%	51,089	28%
		Very much	143	59%	7,375	50%	2,624	47%	74,211	51%	50	62%	8,201	59%	3,765	56%	108,654	60%
	Total		243	100%	14,435	100%	5,663	100%	145,800	100%	80	100%	13,761	100%	6,636	100%	179,959	100%
11a. Acquiring a broad general education	GNGENLED	Very little	9	3%	279	2%	148	3%	3,301	3%	2	2%	275	2%	145	2%	4,504	3%
		Some	32	12%	1,810	14%	774	15%	20,809	15%	9	11%	1,403	11%	755	12%	23,050	14%
		Quite a bit	88	37%	5,544	39%	2,422	43%	60,920	43%	17	21%	4,308	32%	2,315	35%	64,880	37%
		Very much	111	47%	6,628	45%	2,241	39%	58,656	39%	52	65%	7,642	55%	3,348	50%	85,546	47%
	Total		240	100%	14,261	100%	5,585	100%	143,686	100%	80	100%	13,628	100%	6,563	100%	177,980	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	19	7%	952	8%	415	8%	11,184	9%	4	5%	670	5%	326	5%	10,163	6%
		Some	45	18%	3,373	24%	1,448	26%	37,835	27%	17	22%	2,535	19%	1,244	20%	34,268	20%
		Quite a bit	98	41%	5,185	36%	2,145	37%	53,242	37%	22	28%	4,363	32%	2,304	35%	60,504	34%
		Very much	81	34%	4,731	33%	1,582	28%	41,361	28%	36	45%	6,077	44%	2,695	40%	73,176	40%
	Total		243	100%	14,241	100%	5,590	100%	143,622	100%	79	100%	13,645	100%	6,569	100%	178,111	100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.

NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

	Variable	Response Options	First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	7	3%	447	3%	182	4%	5,864	4%	4	5%	350	3%	180	3%	6,481	4%
		Some	38	15%	2,238	16%	1,055	19%	28,938	21%	12	15%	1,838	14%	977	15%	31,622	18%
		Quite a bit	79	33%	5,508	39%	2,325	42%	58,869	41%	20	25%	4,579	34%	2,533	38%	67,445	38%
		Very much	118	49%	6,089	41%	2,032	36%	50,179	34%	44	55%	6,898	50%	2,897	44%	72,779	40%
		Total	242	100%	14,282	100%	5,594	100%	143,850	100%	80	100%	13,665	100%	6,587	100%	178,327	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	9	4%	759	6%	324	7%	10,102	7%	5	6%	527	4%	264	5%	9,540	6%
		Some	47	19%	3,076	22%	1,363	23%	36,361	25%	17	21%	2,219	17%	1,166	18%	37,411	22%
		Quite a bit	76	32%	5,330	37%	2,238	41%	55,125	38%	19	24%	4,765	35%	2,521	38%	66,001	37%
		Very much	109	46%	5,071	35%	1,650	30%	41,858	29%	39	49%	6,127	44%	2,632	40%	64,939	36%
		Total	241	100%	14,236	100%	5,575	100%	143,446	100%	80	100%	13,638	100%	6,583	100%	177,891	100%
11e. Thinking critically and analytically	GNANALY	Very little	2	1%	246	2%	122	3%	2,874	2%	2	3%	160	1%	92	2%	2,970	2%
		Some	24	9%	1,586	12%	726	14%	19,051	14%	5	6%	1,080	8%	606	9%	17,726	10%
		Quite a bit	82	34%	5,124	36%	2,296	40%	57,946	40%	19	24%	4,121	30%	2,283	35%	62,131	35%
		Very much	135	56%	7,260	50%	2,420	43%	63,635	43%	54	67%	8,268	60%	3,591	54%	95,063	52%
		Total	243	100%	14,216	100%	5,564	100%	143,506	100%	80	100%	13,629	100%	6,572	100%	177,890	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	5	2%	681	5%	292	6%	7,025	5%	1	1%	610	5%	303	5%	7,708	4%
		Some	31	12%	3,078	22%	1,316	24%	32,232	23%	12	15%	2,559	19%	1,302	19%	35,267	20%
		Quite a bit	83	35%	5,422	39%	2,333	41%	57,907	40%	24	30%	4,680	34%	2,434	37%	64,385	36%
		Very much	123	51%	5,012	35%	1,626	30%	46,018	32%	43	53%	5,746	43%	2,519	38%	70,199	40%
		Total	242	100%	14,193	100%	5,567	100%	143,182	100%	80	100%	13,595	100%	6,558	100%	177,559	100%
11g. Using computing and information technology	GNCMPTS	Very little	7	3%	723	5%	317	6%	7,424	5%	2	2%	557	4%	233	4%	6,478	4%
		Some	45	18%	2,944	20%	1,330	22%	30,121	21%	11	14%	2,467	18%	1,216	18%	29,999	17%
		Quite a bit	88	36%	5,270	37%	2,173	39%	54,480	37%	27	34%	4,499	33%	2,326	35%	61,169	34%
		Very much	101	42%	5,326	37%	1,767	33%	51,747	37%	39	49%	6,147	45%	2,799	42%	80,586	46%
		Total	241	100%	14,263	100%	5,587	100%	143,772	100%	79	100%	13,670	100%	6,574	100%	178,232	100%
11h. Working effectively with others	GNOTHERS	Very little	10	4%	496	4%	222	5%	6,035	5%	4	5%	318	3%	171	3%	5,608	4%
		Some	48	19%	2,533	19%	1,086	19%	30,405	22%	15	19%	1,854	14%	1,003	16%	29,315	17%
		Quite a bit	79	33%	5,389	38%	2,305	41%	56,385	39%	25	32%	4,578	34%	2,349	36%	63,570	36%
		Very much	104	44%	5,835	40%	1,970	35%	50,932	35%	36	44%	6,911	50%	3,061	45%	79,688	44%
		Total	241	100%	14,253	100%	5,583	100%	143,757	100%	80	100%	13,661	100%	6,584	100%	178,181	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	76	31%	6,364	45%	2,402	41%	63,241	44%	11	14%	4,541	34%	2,153	33%	61,913	35%
		Some	59	24%	3,983	27%	1,728	31%	41,601	29%	18	23%	4,086	30%	2,022	30%	55,818	31%
		Quite a bit	64	28%	2,265	17%	900	17%	23,457	17%	18	23%	2,646	19%	1,371	21%	34,261	19%
		Very much	41	17%	1,442	11%	496	11%	13,414	10%	33	41%	2,276	17%	969	15%	24,376	14%
		Total	240	100%	14,054	100%	5,526	100%	141,713	100%	80	100%	13,549	100%	6,515	100%	176,368	100%

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NSSE 2010 Engagement Item Frequency Distributions^a
Xavier University of Louisiana

	Variable	Response Options	First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
11j. Learning effectively on your own	GNINQ	Very little	8	3%	628	5%	288	5%	6,644	5%	3	4%	597	5%	291	5%	8,912	5%
		Some	55	22%	2,921	21%	1,282	23%	32,125	23%	16	20%	2,101	16%	1,138	18%	32,147	19%
		Quite a bit	89	38%	6,028	42%	2,450	44%	62,171	43%	21	27%	5,127	38%	2,598	39%	70,338	39%
		Very much	86	37%	4,458	32%	1,494	28%	40,434	29%	40	49%	5,711	42%	2,495	38%	64,649	36%
		Total	238	100%	14,035	100%	5,514	100%	141,374	100%	80	100%	13,536	100%	6,522	100%	176,046	100%
11k. Understanding yourself	GNSELF	Very little	19	7%	1,058	8%	440	8%	13,041	10%	14	18%	1,030	8%	514	9%	17,746	11%
		Some	50	20%	3,000	22%	1,316	23%	35,028	25%	16	20%	2,627	19%	1,370	21%	40,962	24%
		Quite a bit	84	35%	5,221	37%	2,104	38%	52,824	37%	18	23%	4,427	32%	2,248	34%	59,916	34%
		Very much	88	37%	4,742	34%	1,645	31%	40,353	28%	32	40%	5,425	40%	2,367	36%	57,117	32%
		Total	241	100%	14,021	100%	5,505	100%	141,246	100%	80	100%	13,509	100%	6,499	100%	175,741	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	23	9%	1,416	11%	607	11%	16,483	12%	16	20%	1,494	11%	739	12%	22,420	13%
		Some	64	25%	3,802	27%	1,628	29%	42,920	30%	26	32%	3,680	27%	1,971	30%	53,770	30%
		Quite a bit	72	32%	4,851	34%	1,982	35%	49,207	34%	17	22%	4,271	31%	2,107	32%	56,315	32%
		Very much	81	34%	3,995	28%	1,307	25%	33,072	24%	21	26%	4,110	31%	1,689	27%	43,841	25%
		Total	240	100%	14,064	100%	5,524	100%	141,682	100%	80	100%	13,555	100%	6,506	100%	176,346	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	16	6%	1,173	9%	505	9%	13,292	10%	13	17%	1,064	8%	540	9%	15,583	9%
		Some	61	25%	3,924	27%	1,730	31%	43,500	30%	22	28%	3,280	24%	1,632	25%	46,766	27%
		Quite a bit	90	38%	5,367	38%	2,069	37%	53,293	37%	20	26%	4,881	36%	2,456	37%	64,483	36%
		Very much	73	31%	3,621	26%	1,216	23%	31,659	22%	24	30%	4,327	32%	1,879	29%	49,547	28%
		Total	240	100%	14,085	100%	5,520	100%	141,744	100%	79	100%	13,552	100%	6,507	100%	176,379	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	16	7%	1,240	9%	512	10%	16,447	13%	11	14%	1,234	10%	626	10%	22,124	14%
		Some	60	24%	3,147	23%	1,440	26%	37,941	27%	17	21%	2,790	21%	1,517	23%	44,031	26%
		Quite a bit	81	34%	4,983	35%	2,035	36%	49,731	34%	18	23%	4,300	32%	2,178	33%	55,862	31%
		Very much	84	35%	4,687	33%	1,538	28%	37,565	26%	34	42%	5,232	38%	2,193	33%	54,400	30%
		Total	241	100%	14,057	100%	5,525	100%	141,684	100%	80	100%	13,556	100%	6,514	100%	176,417	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	17	7%	1,607	13%	756	15%	22,903	18%	8	10%	1,537	12%	866	15%	29,990	18%
		Some	54	22%	3,837	27%	1,748	32%	46,703	33%	11	14%	3,608	27%	1,947	30%	55,842	32%
		Quite a bit	80	33%	4,754	33%	1,796	31%	44,302	30%	23	29%	4,282	31%	2,012	30%	51,379	28%
		Very much	89	38%	3,867	27%	1,216	21%	27,808	19%	37	47%	4,125	30%	1,689	25%	39,252	21%
		Total	240	100%	14,065	100%	5,516	100%	141,716	100%	79	100%	13,552	100%	6,514	100%	176,463	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	32	13%	3,517	25%	1,483	28%	49,021	36%	15	19%	3,914	29%	2,119	33%	76,905	46%
		Some	49	19%	3,696	26%	1,617	28%	37,560	26%	20	25%	3,654	27%	1,847	27%	42,673	24%
		Quite a bit	77	33%	3,475	25%	1,322	23%	30,231	21%	20	25%	2,811	21%	1,333	20%	28,176	15%
		Very much	84	35%	3,390	24%	1,105	21%	25,019	17%	25	31%	3,195	24%	1,227	20%	28,768	15%
		Total	242	100%	14,078	100%	5,527	100%	141,831	100%	80	100%	13,574	100%	6,526	100%	176,522	100%

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NSSE 2010 Engagement Item Frequency Distributions^a Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast		Carnegie Class		NSSE 2010		Xavier		Southeast		Carnegie Class		NSSE 2010	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	5	2%	590	5%	207	4%	6,444	5%	3	4%	758	6%	441	7%	15,242	9%
		Fair	34	14%	1,868	14%	821	16%	21,917	16%	13	16%	2,012	15%	1,090	17%	33,271	19%
		Good	118	49%	6,249	44%	2,668	47%	66,263	46%	40	50%	5,250	38%	2,645	40%	71,206	40%
		Excellent	84	35%	5,509	37%	1,877	33%	48,620	33%	24	30%	5,657	41%	2,391	35%	58,431	32%
		Total		241	100%	14,216	100%	5,573	100%	143,244	100%	80	100%	13,677	100%	6,567	100%	178,150
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	5	2%	287	3%	123	3%	2,499	2%	0	0%	225	2%	130	2%	3,516	2%
		Fair	36	14%	1,317	11%	602	12%	14,462	11%	13	16%	1,230	10%	703	11%	18,814	11%
		Good	105	43%	6,088	43%	2,739	49%	69,701	49%	41	51%	5,507	40%	2,882	44%	81,462	46%
		Excellent	96	40%	6,523	43%	2,105	36%	56,554	38%	26	33%	6,710	48%	2,856	42%	74,298	40%
		Total		242	100%	14,215	100%	5,569	100%	143,216	100%	80	100%	13,672	100%	6,571	100%	178,090
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	26	10%	659	6%	337	7%	5,672	4%	9	11%	697	6%	383	6%	8,510	5%
		Probably no	45	18%	1,747	14%	775	14%	16,682	12%	15	19%	1,718	13%	924	14%	21,919	13%
		Probably yes	88	37%	5,199	37%	2,251	41%	56,019	40%	27	34%	4,565	33%	2,407	37%	65,943	37%
		Definitely yes	83	35%	6,629	44%	2,221	38%	64,996	44%	29	36%	6,696	48%	2,853	42%	81,822	45%
		Total		242	100%	14,234	100%	5,584	100%	143,369	100%	80	100%	13,676	100%	6,567	100%	178,194

IPEDS: 160904

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NSSE 2010 Background Item Frequency Distributions ^a Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast Private		Carnegie Class		NSSE 2010		Xavier		Southeast Private		Carnegie Class		NSSE 2010	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	220	90%	12,049	81%	5,037	85%	123,235	82%	0	0%	68	0%	29	0%	566	0%
		20-23	19	8%	904	8%	304	7%	10,101	8%	62	78%	9,004	64%	4,389	63%	114,173	61%
		24-29	3	1%	426	4%	88	3%	3,964	4%	11	14%	1,513	12%	727	13%	28,538	18%
		30-39	1	0%	465	4%	74	3%	3,482	3%	4	5%	1,463	11%	627	10%	18,048	11%
		40-55	0	0%	377	3%	73	2%	2,640	2%	2	3%	1,452	11%	722	12%	15,104	9%
		Over 55	0	0%	35	0%	6	1%	267	0%	1	1%	154	1%	72	1%	1,698	1%
		Total	243	100%	14,256	100%	5,582	100%	143,689	100%	80	100%	13,654	100%	6,566	100%	178,127	100%
16. Your sex:	SEX	Male	54	28%	4,288	39%	1,703	39%	51,421	45%	21	28%	3,845	34%	1,955	36%	64,092	43%
		Female	190	72%	9,978	61%	3,887	61%	92,342	55%	59	72%	9,846	66%	4,618	64%	114,216	57%
		Total	244	100%	14,266	100%	5,590	100%	143,763	100%	80	100%	13,691	100%	6,573	100%	178,308	100%
17. Are you an international student or foreign national?	INTERNAT	No	239	99%	13,263	93%	5,326	95%	134,409	93%	76	96%	12,901	94%	6,262	94%	168,925	95%
		Yes	3	1%	912	7%	240	5%	8,636	7%	3	4%	745	6%	286	6%	8,816	5%
		Total	242	100%	14,175	100%	5,566	100%	143,045	100%	79	100%	13,646	100%	6,548	100%	177,741	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	0	0%	83	1%	55	1%	1,112	1%	1	1%	63	0%	58	1%	1,366	1%
		Asian, Asian American, or Pacific Islander	23	11%	535	4%	176	3%	9,465	7%	5	7%	346	3%	173	3%	9,638	6%
		Black or African American	191	78%	2,519	21%	727	19%	13,017	11%	60	75%	2,282	18%	721	14%	14,763	9%
		White (non-Hispanic)	3	1%	8,762	58%	3,835	63%	94,856	62%	2	2%	8,962	64%	4,734	68%	121,435	65%
		Mexican or Mexican American	0	0%	153	1%	77	1%	4,972	4%	1	1%	103	1%	64	1%	5,791	4%
		Puerto Rican	0	0%	178	1%	56	1%	1,726	1%	0	0%	127	1%	28	0%	1,674	1%
		Other Hispanic or Latino	1	0%	609	5%	123	2%	4,802	4%	0	0%	495	4%	143	2%	5,435	3%
		Multiracial	13	5%	467	3%	163	3%	4,271	3%	3	4%	306	2%	128	2%	4,524	3%
		Other	4	2%	220	2%	93	2%	2,106	2%	2	2%	203	2%	97	1%	2,663	2%
		I prefer not to respond	8	3%	718	5%	285	5%	7,222	5%	6	8%	802	6%	416	7%	10,895	6%
		Total	243	100%	14,244	100%	5,590	100%	143,549	100%	80	100%	13,689	100%	6,562	100%	178,184	100%
19. What is your current classification in college?	CLASS	Freshman/first year	181	76%	12,410	85%	5,052	88%	123,671	84%	0	0%	25	0%	9	0%	304	0%
		Sophomore	54	22%	1,392	11%	470	9%	15,902	13%	0	0%	50	0%	22	0%	878	1%
		Junior	2	1%	189	2%	36	1%	2,001	2%	1	1%	771	6%	378	6%	10,863	6%
		Senior	1	0%	89	1%	13	0%	717	1%	77	96%	12,561	91%	6,066	92%	161,396	90%
		Unclassified	3	1%	168	1%	24	1%	1,250	1%	2	2%	267	2%	94	2%	4,688	3%
		Total	241	100%	14,248	100%	5,595	100%	143,541	100%	80	100%	13,674	100%	6,569	100%	178,129	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	227	94%	12,749	88%	5,225	91%	130,151	89%	62	78%	8,226	59%	3,756	56%	101,708	54%
		Started elsewhere	15	6%	1,491	12%	368	9%	13,336	11%	18	22%	5,451	41%	2,812	44%	76,527	46%
		Total	242	100%	14,240	100%	5,593	100%	143,487	100%	80	100%	13,677	100%	6,568	100%	178,235	100%

^a Column percentages are weighted by gender and enrollment status (and size for comparisons). Counts are not weighted so one cannot calculate column percentages from counts.

NSSE 2010 Background Item Frequency Distributions ^a
Xavier University of Louisiana

	First-Year Students										Seniors							
	Variable	Response Options	Xavier		Southeast Private		Carnegie Class		NSSE 2010		Xavier		Southeast Private		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	5	2%	661	5%	162	5%	5,364	5%	3	4%	1,185	9%	580	11%	13,232	8%
	COMCOL05	Community or junior college	15	6%	1,200	9%	303	7%	12,084	10%	10	12%	4,448	34%	2,277	35%	67,713	41%
	FOUR05	4-year college other than this one	32	13%	1,300	10%	429	9%	11,779	9%	33	41%	3,615	27%	1,629	26%	45,749	27%
	NONE05	None	189	78%	11,213	78%	4,669	80%	114,127	78%	38	48%	6,451	46%	3,038	44%	77,330	41%
	OCOL1_05	Other	8	4%	504	4%	144	3%	4,683	4%	2	3%	606	5%	260	5%	7,286	4%
– Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? (Item appeared only in the online instrument.)	VETERAN	No	238	98%	13,790	98%	5,454	98%	139,336	98%	78	99%	12,830	96%	6,147	95%	167,381	95%
		Yes	4	2%	222	2%	55	2%	2,672	2%	1	1%	487	4%	287	5%	8,158	5%
		Total	242	100%	14,012	100%	5,509	100%	142,008	100%	79	100%	13,317	100%	6,434	100%	175,539	100%
– If yes: As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay? (Item appeared only in the online instrument.)	VETPAY	No	4	100%	123	55%	37	65%	1,634	56%	1	100%	280	56%	146	49%	4,440	54%
		Yes	0	0%	97	45%	18	35%	1,014	44%	0	0%	205	44%	139	51%	3,661	46%
		Total	4	100%	220	100%	55	100%	2,648	100%	1	100%	485	100%	285	100%	8,101	100%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	10	5%	465	4%	123	4%	5,958	6%	9	11%	1,520	12%	996	17%	26,426	17%
		Full-time	228	95%	13,780	96%	5,460	96%	137,592	94%	70	89%	12,151	88%	5,571	83%	151,735	83%
		Total	238	100%	14,245	100%	5,583	100%	143,550	100%	79	100%	13,671	100%	6,567	100%	178,161	100%
– Thinking about this current academic term...Are you taking all courses entirely online? (Item appeared only in the online instrument.)	DISTED	No	238	100%	13,743	98%	5,481	99%	138,867	97%	79	100%	12,460	93%	6,035	94%	163,353	93%
		Yes	1	0%	273	2%	30	1%	3,203	3%	0	0%	865	7%	402	6%	12,176	7%
		Total	239	100%	14,016	100%	5,511	100%	142,070	100%	79	100%	13,325	100%	6,437	100%	175,529	100%

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NSSE 2010 Background Item Frequency Distributions ^a
Xavier University of Louisiana

First-Year Students

Seniors

	Variable	Response Options	Xavier		Southeast Private		Carnegie Class		NSSE 2010		Xavier		Southeast Private		Carnegie Class		NSSE 2010	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
– Do you have any disabilities or impairments? (Select all that apply.) <i>(Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE10 data file or codebook.)</i>	DISNONE	No, I do not have any disabilities or impairments	211	88%	11,594	84%	4,609	84%	119,499	85%	72	94%	11,318	86%	5,418	84%	148,735	85%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	7	3%	431	3%	144	3%	4,126	3%	1	1%	302	2%	125	2%	3,932	2%
	DISMOBIL	Yes, I have a mobility impairment	0	0%	65	0%	13	0%	661	1%	0	0%	101	1%	50	1%	1,466	1%
	DISLEARN	Yes, I have a learning disability	3	1%	412	3%	172	3%	3,246	2%	0	0%	351	2%	195	3%	3,934	2%
	DISDEVL	Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	3	1%	495	3%	166	3%	3,803	3%	0	0%	359	3%	168	3%	4,402	3%
	DISMENT	Yes, I have a mental health disorder	4	2%	239	2%	122	2%	2,587	2%	0	0%	275	2%	144	2%	4,004	2%
	DISMED	Yes, I have a medical disability not listed above	5	2%	217	2%	66	1%	1,845	1%	0	0%	195	2%	113	2%	2,669	2%
	DISOTHER	Yes, I have another disability	1	0%	89	1%	29	1%	846	1%	1	1%	72	1%	39	1%	1,150	1%
	DISREFUS	I choose not to answer	10	4%	731	5%	260	5%	6,962	5%	4	5%	601	5%	317	5%	8,289	5%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	240	99%	12,593	90%	5,158	94%	129,447	91%	64	81%	11,459	83%	5,860	89%	157,159	89%
		Yes	2	1%	1,627	10%	412	6%	13,772	9%	15	19%	2,204	17%	703	11%	20,810	11%
	Total	242	100%	14,220	100%	5,570	100%	143,219	100%	79	100%	13,663	100%	6,563	100%	177,969	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	232	96%	11,837	83%	4,645	85%	127,574	91%	76	96%	12,158	90%	5,960	92%	167,382	95%
		Yes	8	4%	2,372	17%	924	15%	15,422	9%	3	4%	1,491	10%	594	8%	10,369	5%
	Total	240	100%	14,209	100%	5,569	100%	142,996	100%	79	100%	13,649	100%	6,554	100%	177,751	100%	

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NSSE 2010 Background Item Frequency Distributions ^a

Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast Private		Carnegie Class		NSSE 2010		Xavier		Southeast Private		Carnegie Class		NSSE 2010	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	14	6%	286	2%	90	2%	2,939	2%	2	2%	24	0%	20	0%	487	0%
		C	28	12%	532	4%	198	4%	5,144	4%	9	11%	207	2%	89	2%	3,054	2%
		C+	27	11%	897	7%	294	6%	8,132	6%	10	13%	470	4%	192	4%	6,868	4%
		B-	29	12%	1,070	7%	397	8%	10,816	8%	16	20%	804	6%	342	5%	11,572	7%
		B	45	18%	2,714	19%	1,082	19%	28,436	20%	11	14%	2,446	18%	1,067	16%	33,166	19%
		B+	44	18%	2,904	20%	1,186	21%	27,909	19%	8	10%	2,908	21%	1,380	21%	36,606	20%
		A-	23	10%	2,672	18%	1,120	19%	27,313	18%	10	13%	2,823	20%	1,410	21%	37,049	20%
		A	32	13%	3,124	23%	1,181	22%	32,331	23%	13	16%	3,961	30%	2,022	31%	48,951	27%
Total			242	100%	14,199	100%	5,548	100%	143,020	100%	79	100%	13,643	100%	6,522	100%	177,753	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	152	62%	10,551	71%	4,197	69%	94,473	60%	20	25%	4,219	29%	1,484	21%	26,034	12%
		Residence, walking distance	6	3%	557	4%	264	5%	9,573	7%	4	5%	1,979	15%	1,282	18%	44,221	24%
		Residence, driving distance	78	33%	2,581	21%	960	23%	32,412	27%	54	68%	6,137	47%	3,213	53%	90,567	54%
		Fraternity or sorority house	1	0%	38	0%	3	0%	1,055	1%	0	0%	189	1%	25	0%	2,669	1%
		None of the above	5	2%	402	3%	108	3%	4,852	4%	1	1%	1,072	8%	529	8%	13,683	8%
Total			242	100%	14,129	100%	5,532	100%	142,365	100%	79	100%	13,596	100%	6,533	100%	177,174	100%
27a. What is the highest level of education that your father completed?	FATHREDU	Did not finish HS	31	13%	1,238	10%	412	9%	11,450	9%	8	10%	1,477	11%	634	10%	17,591	11%
		Graduated from HS	68	28%	3,460	26%	1,573	30%	35,137	25%	19	25%	3,277	24%	1,858	29%	43,195	25%
		Attended, no degree	53	23%	1,940	14%	734	14%	19,517	14%	14	18%	1,826	13%	881	13%	24,111	14%
		Completed Associate's	19	8%	1,106	8%	461	8%	11,490	8%	4	5%	1,024	7%	528	8%	14,213	8%
		Completed Bachelor's	33	14%	3,393	23%	1,373	24%	35,996	25%	21	27%	3,114	23%	1,546	23%	43,086	24%
		Completed Master's	24	10%	1,835	13%	639	10%	19,018	13%	4	5%	1,712	13%	738	11%	22,149	12%
		Completed Doctorate	10	4%	1,014	7%	286	5%	8,680	6%	8	10%	1,070	8%	306	5%	11,890	7%
Total			238	100%	13,986	100%	5,478	100%	141,288	100%	78	100%	13,500	100%	6,491	100%	176,235	100%
27b. What is the highest level of education that your mother completed?	MOTHREDU	Did not finish HS	23	10%	881	7%	269	6%	8,744	7%	4	5%	1,068	8%	477	8%	13,896	9%
		Graduated from HS	42	18%	2,771	21%	1,274	25%	29,788	22%	11	14%	3,119	23%	1,745	27%	42,572	24%
		Attended, no degree	54	21%	2,325	17%	850	16%	22,291	16%	14	18%	2,110	15%	1,033	16%	27,338	15%
		Completed Associate's	28	12%	1,787	13%	735	13%	17,962	13%	10	12%	1,612	12%	796	12%	21,800	12%
		Completed Bachelor's	60	24%	3,994	27%	1,574	26%	40,819	27%	23	29%	3,376	25%	1,562	23%	45,137	25%
		Completed Master's	30	13%	1,905	13%	690	11%	18,811	13%	14	18%	1,881	14%	788	12%	22,215	12%
		Completed Doctorate	4	2%	442	3%	125	2%	3,622	2%	2	2%	405	3%	129	2%	3,992	2%
Total			241	100%	14,105	100%	5,517	100%	142,037	100%	78	100%	13,571	100%	6,530	100%	176,950	100%

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NSSE 2010 Background Item Frequency Distributions ^a Xavier University of Louisiana

			First-Year Students								Seniors							
			Xavier		Southeast Private		Carnegie Class		NSSE 2010		Xavier		Southeast Private		Carnegie Class		NSSE 2010	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	9	4%	2,295	15%	709	12%	17,782	12%	8	10%	2,420	17%	992	15%	23,777	13%
		Biological Science	63	26%	1,698	12%	576	11%	13,355	9%	32	41%	1,114	8%	495	8%	13,046	7%
		Business	17	7%	1,843	15%	707	14%	19,120	15%	4	5%	2,670	20%	1,204	19%	32,643	19%
		Education	3	1%	1,064	7%	620	10%	12,934	9%	1	1%	1,267	9%	654	10%	17,189	9%
		Engineering	5	2%	139	1%	82	2%	8,801	7%	0	0%	73	1%	74	2%	9,365	6%
		Physical Science	65	27%	532	4%	188	4%	5,031	3%	13	17%	394	3%	210	3%	5,546	3%
		Professional	15	7%	1,464	11%	660	13%	16,859	12%	3	4%	1,386	11%	680	10%	18,032	10%
		Social Science	36	15%	2,147	15%	788	13%	17,796	12%	12	16%	2,194	16%	1,135	17%	25,114	14%
		Other	17	7%	2,114	17%	804	17%	21,800	17%	5	6%	1,958	15%	1,021	16%	30,632	19%
		Undecided	9	3%	475	3%	235	4%	5,473	4%	0	0%	9	0%	6	0%	75	0%
	Total		239	100%	13,771	100%	5,369	100%	138,951	100%	78	100%	13,485	100%	6,471	100%	175,419	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	13	22%	1,210	27%	377	24%	9,320	23%	6	28%	892	28%	402	23%	9,786	22%
		Biological Science	9	14%	211	5%	74	4%	1,682	4%	6	29%	120	4%	75	5%	1,665	4%
		Business	8	15%	628	16%	189	13%	5,192	15%	0	0%	534	18%	298	17%	8,005	19%
		Education	1	2%	254	6%	203	12%	2,959	7%	2	9%	233	7%	254	14%	3,873	8%
		Engineering	3	5%	40	1%	12	1%	909	3%	0	0%	5	0%	8	1%	676	2%
		Physical Science	9	16%	241	6%	83	6%	2,352	6%	3	15%	126	4%	85	5%	2,323	6%
		Professional	9	14%	254	6%	91	7%	2,904	8%	2	10%	144	5%	73	4%	2,246	5%
		Social Science	1	2%	810	19%	261	16%	6,194	16%	2	9%	567	18%	312	17%	7,713	18%
		Other	5	9%	506	13%	183	15%	5,017	15%	0	0%	453	15%	211	12%	6,069	15%
		Undecided	1	2%	109	3%	40	3%	1,033	3%	0	0%	52	2%	24	2%	571	1%
	Total		59	100%	4,263	100%	1,513	100%	37,562	100%	21	100%	3,126	100%	1,742	100%	42,927	100%
- Institution reported: Gender	GENDER	Male	59	27%	4,954	40%	1,987	40%	59,765	45%	22	29%	4,174	34%	2,157	36%	71,354	43%
		Female	226	73%	11,292	60%	4,430	60%	105,896	55%	60	71%	10,585	66%	4,986	64%	124,758	57%
		Total	285	100%	16,246	100%	6,417	100%	165,661	100%	82	100%	14,759	100%	7,143	100%	196,112	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	226	78%	2,355	18%	883	20%	15,224	12%	57	69%	1,996	16%	813	16%	15,782	10%
		Am. Ind./Alaska Native	0	0%	69	0%	56	1%	1,073	1%	0	0%	43	0%	60	1%	1,376	1%
		Asian/Pacific Islander	28	11%	500	4%	175	3%	7,736	5%	5	7%	288	3%	167	3%	8,922	6%
		Caucasian/White	1	0%	9,249	59%	4,207	64%	97,992	61%	2	2%	9,306	66%	4,714	69%	121,027	66%
		Hispanic	1	0%	914	6%	301	5%	13,213	10%	1	1%	718	6%	259	4%	14,319	9%
		Other	2	1%	149	1%	37	1%	1,144	1%	2	2%	150	1%	27	0%	1,089	1%
		Foreign	5	2%	373	3%	98	1%	4,324	3%	3	4%	379	3%	96	1%	4,098	2%
		Multi-racial	1	0%	82	1%	51	1%	861	1%	0	0%	37	0%	39	1%	705	0%
		Unknown	21	7%	1,226	8%	330	5%	8,847	6%	12	15%	708	5%	365	5%	8,052	4%
	Total		285	100%	14,917	100%	6,138	100%	150,414	100%	82	100%	13,625	100%	6,540	100%	175,370	100%
- Institution reported: Enrollment status	ENROLLMT	Part-time	3	1%	639	5%	134	4%	8,441	8%	5	6%	1,611	12%	1,122	18%	32,497	20%
		Full-time	282	99%	15,607	95%	6,283	96%	157,220	92%	77	94%	13,148	88%	6,021	82%	163,615	80%
		Total	285	100%	16,246	100%	6,417	100%	165,661	100%	82	100%	14,759	100%	7,143	100%	196,112	100%

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UnitID	Class	Gender	Enrollment	Additional Comments
160904	1	1	2	This was a long survey...I hope i win an ipod
160904	1	1	2	N/A
160904	1	1	2	N/A
160904	1	1	2	All of my teachers believe that we should get the education that we paid for. I think that is very admirable since they plan to attend every class meeting no matter the situation.
160904	1	1	2	N/A
160904	1	1	2	The teachers are very helpful. The only way a student would not get help is if they refused to get it.
160904	1	1	2	English instructors should say exactly what they want. They shouldn't take off points for rhetorical questions, when they don't even have a rule in the syllabus saying, "It's not o.k. to use rhetorical questions." College is so annoying. I dont feel that I should have to take sciences, when I know for sure I want to be a teacher. And they should include automatic toilets in the male dorms, I hate to smell another man's piss. Instructors shouldn't cancell class just because it's raining too hard and expect us to come to class prepared. St. Michael's Dorm at Xavier Univerity of New Orleans is a MESS. They have poor laundry washers and on top of that there is only one for about 250 freshman. How can we wash clothes with 3 working washers and 9 working dryers. It's ridiculous. The internet connection needs to be better also. I find that annoying when I have to log back on every 4-10 minutes! The showers in St. Michaels need to be better too. There are there are 3 shower rooms per floor--out of those 3 shower rooms only 1 out of 4 of the shower stalls work. I shouldn't have to walk down the hall to make sure I have hot water and a shower nozzle that works. There you have it: my college life. Not the best.
160904	1	1	2	I think that Xavier should invest in more places that students can just relax and have fun on campus, because other than the UC and library there is nowhere else to hang out.
160904	1	1	2	Xavier University of Louisiana cares for every single student that belongs to their institute and they will do everything they can to keep you on track.
160904	1	2	2	Xavier University of Lousiana has the biggest family environment that I have ever seen. They make you feel so comfortable coming to the school. They help you in every possible way that they can.
160904	1	2	2	:)
160904	1	2	2	none
160904	1	2	2	lecture and lab teachers need to get on the same page when it comes to the material they are teaching. Lecture teachers should not read directly from the book for the entire class period. All chemistry teachers need to be able to explain information more clearly and effectively.
160904	1	2	2	Xavier's college experience is very boring

UnitID	Class	Gender	Enrollment	Additional Comments
160904	1	2	2	Xavier University is not only an excellent academic institution but also a place I call home with wonderful teachers and friendly students. I am glad I made the choice to be part of the Xavier University.
160904	1	2	2	My educational experience at Xavier has been a one in a lifetime chance and I plan to take advantage of every opportunity given to me.
160904	1	2	2	I really would not rather be at any other institution other than xavier!!
160904	1	2	2	Wish there were better dorms and I wish that there was more fun activities on campus!!!!
160904	1	2	2	I think being at Xavier Univesity is a great school. i like that it's an historically black catholic university, its #1 at putting blacks in the medical field.
160904	1	2	2	Xavier University of Louisiana is an institution that continuously reminds it's students how bright my future can be with the proper educational background. I receive a lot of positive support from my professors, especially my Organic Chemistry and Health Ethics.
160904	1	2	2	N/A
160904	1	2	2	I have not enjoyed the experience at Xavier overall. I would much rather be at a school that is not in a bad area of town. There is not much of an atmosphere. It is not the school for me. My experience with the chemistry faculty hasn't been the best. There are only a few teachers that are up to par. I enjoyed my experience with the biology faculty. A lot of the other staff in the offices are rude. The dorms are not kept up well. The campus is not a "pretty" one.
160904	1	2	2	I just wish my school offers more of a social life and atmosphere more so that strictly ALL academics. The academic focus is wonderful and is perfect. My only advice in order to keep more of is starting students here, is to create a better social environment.
160904	1	2	2	As I am a non-traditional student, I often feel that there are not enough programs in place to assist me with academic preparation and advancement. My mind works differently from the way it did as a new college student 20 years ago, and at times I've sought assistance but have not been given what I need as an adult learner. Also, I often feel that learning and retention are not the focuses of my professors, but rushing through a specific amount of material within the time allotted. Though I love my school, I have been considering transferring to an institution that offers evening classes because of a career change. Mature students have different needs than those of younger students who are advancing directly from high school into collegiate academia. It would be valuable to implement study skills/academic advancement programs specifically for us.
160904	1	2	2	I feel that Xavier is centered around money. This first year hasn't been good for me. Some staff aren't the friendliest. I also feel that Xavier is basically a Science based school. Other majors need attention as well.

UnitID	Class	Gender	Enrollment	Additional Comments
160904	4	1	2	I truly believe that this survey can only serve as a reflection of my CURRENT school year experience as this year, being my senior year, has been completely different from that of my previous three years, both academically and socially. I just ask that that is kept in my during the evaluation.
160904	4	1	2	The Financial Aid department, since I have been here, has received very poor reviews. The staff are rude, rigid, and sometimes serve no help at all. They are unapproachable and almost always, at many hours of the day, on lunch breaks. Making changes in this department could help with the overall bad rapport between administration and students.
160904	4	1	2	I feel that there needs to be more guest speakers for different classes.
160904	4	1	2	I feel that Xavier University is efficient in many aspects, yet is lacks as much as it has to offer. Xavier University has a great preparatory pharmacy program and medical program but lacks in a active social atmosphere which causes a larger problem than what is believed. Creating an open social atmosphere by assigning more group projects allows students to become more diverse, aware of the views that others have, and open to cultures other than one's own. Although a social life is not the primary purpose for a University it is necessary; it allows students to create study groups with individuals that are interested in classroom information as much as another student.
160904	4	1	2	GEAUX XAVIER UNIVERSITY of LOUISIANA!!!!
160904	4	1	2	having BET come on this campus is a disgrace, there are qualified and distinguished intellectuals that have chosen to work here when they could work anywhere they want. harvard would not have mtv come on this campus- if you want to be taken seriously by the rest of academia, then you need to cut out the vapid pop culture that permeates this campus
160904	4	1	2	none
160904	4	2	2	I have really enjoyed my time at Xavier University. I would recommend this scholl to any one. The teaching is effective and the professors ar able to assist you based on your learning style. I love X.U.
160904	4	2	2	My educational experience here has been great but the administration is a pain in the butt!
160904	4	2	2	Xavier has had a very large impact on my life and as an institution it is a great place to attend.
160904	4	2	2	Many times the computer lab has computers that are not working. The level of comfort in the the library is low and causes people to go to other schools to study. Campus life at XULA is for high school students. It's not a very friendly school for students from out of state.