

### Item Comparisons

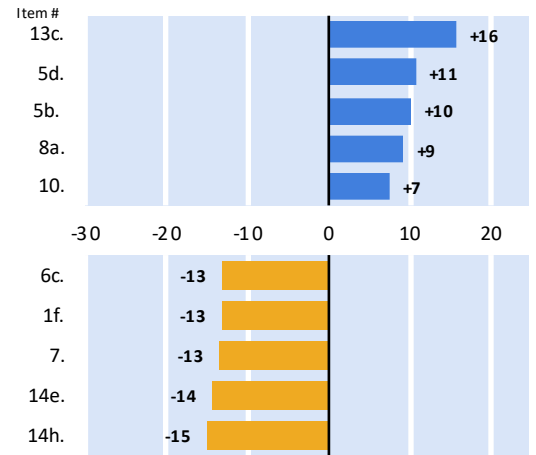
#### First-year

##### Highest Performing Relative to USG Comparator Peer

- Quality of interactions with faculty<sup>d</sup> (QI)
- Instructors provided feedback on a draft or work in progress<sup>c</sup> (ET)
- Instructors taught course sessions in an organized way<sup>c</sup> (ET)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Extent to which courses challenged you to do your best work<sup>d</sup>

##### Lowest Performing Relative to USG Comparator Peer

- Evaluated what others have concluded from numerical information<sup>b</sup> (QR)
- Explained course material to one or more students<sup>b</sup> (CL)
- Assigned more than 50 pages of writing<sup>e</sup>
- Institution emphasis on providing opportunities to be involved socially<sup>c</sup> (SE)
- Institution emphasis on attending campus activities and events (...)<sup>c</sup> (SE)



Percentage Point Difference with USG Comparator Peer

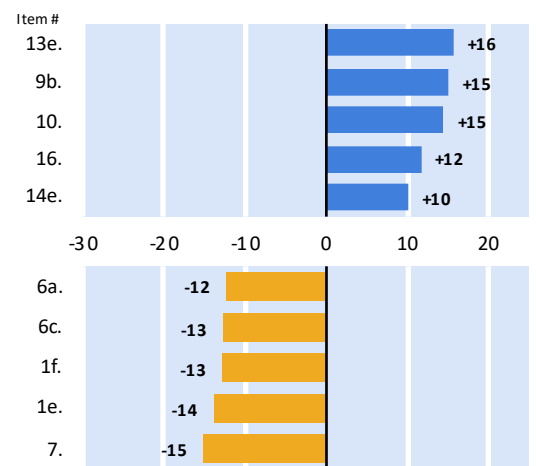
#### Senior

##### Highest Performing Relative to USG Comparator Peer

- Quality of interactions with other administrative staff and offices (...)<sup>d</sup> (QI)
- Reviewed your notes after class<sup>b</sup> (LS)
- Extent to which courses challenged you to do your best work<sup>d</sup>
- Spent more than 10 hours per week on assigned reading<sup>f</sup>
- Institution emphasis on providing opportunities to be involved socially<sup>c</sup> (SE)

##### Lowest Performing Relative to USG Comparator Peer

- Reached conclusions based on your own analysis of numerical information (...)<sup>b</sup> (QR)
- Evaluated what others have concluded from numerical information<sup>b</sup> (QR)
- Explained course material to one or more students<sup>b</sup> (CL)
- Asked another student to help you understand course material<sup>b</sup> (CL)
- Assigned more than 50 pages of writing<sup>e</sup>



Percentage Point Difference with USG Comparator Peer

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

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

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

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

e. Percentage reporting at least "Some."

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