

Mercer University
Report on 2006 National Survey
of Student Engagement (NSSE) Results
Office of Institutional Effectiveness (OIE)
January 2007

Executive Summary

The purpose of this report is to summarize the 2006 NSSE results, explore the impact of expanding Mercer's survey population from Macon campus undergraduates to all undergraduates in 2006, and to examine benchmark trends for the Macon campus population. The intended audience is senior administration and undergraduate deans. The Office of Institutional Effectiveness (OIE) will facilitate more targeted use of the NSSE results by producing college/school specific reports and exploring the first-year results in depth with the Office of First Year Programs and Academic Advising and other interested parties.

2006 NSSE Results

The 2006 student population that Mercer submitted to NSSE contained all first-year (FY) and senior (SR) students in all colleges/schools in all locations (Macon, Centers, and Atlanta), 1,531 total students. NSSE's standard sampling strategy resulted in 431 (28%) students surveyed, and Mercer's response rate was 43% (186). The NSSE survey contains over 90 questions. NSSE creates five "benchmarks" of effective educational practices by clustering 42 survey questions and expressing them on a 100-point scale. Reports from NSSE indicate that Mercer's 2006 benchmark scores were significantly higher than the scores of our Carnegie peers. Mercer meets or exceeds the benchmark scores of its Association of New American Colleges (ANAC) peers and all NSSE respondents nationwide. Mercer's benchmark scores are in line with students attending schools that scored in the top 50% of all NSSE 2006 U.S. institutions, but fall below students attending the top 10%.

OIE also examined some of the NSSE questions that were not included in the benchmark calculations. Questions dealing with time usage, ethics and spirituality, community welfare, and general satisfaction were analyzed by Mercer student group and compared to Carnegie peers. As would be expected, Mercer's non-traditional students in the Centers spend significantly more time working and caring for dependents. Seventy-seven percent of Center students reported working over 30 hours per week compared to 4% of Macon campus students. Likewise, 59% of Center students spend over 15 hours a week caring for dependents versus 2% of Macon campus students.

Mercer students participated in activities to enhance their spirituality more frequently and felt that Mercer was contributing more to their spirituality and code of ethics than did students at peer institutions. Students indicated that Mercer was contributing more to their development of a code of ethics (62% responded "quite a bit" or "very much") than deepening their sense of spirituality (40%). Nursing students credit Mercer's

contribution the strongest in both areas. The percentage of Nursing students indicating Mercer's contribution as "quite a bit" or "very much" was 82% on the ethics question and 53% on the spirituality question.

Mercer students reported a higher frequency of community service than did students at peer institutions (85% "plan to do" or "done" versus 76% at peer institutions). Over half (56%) of students indicated that their experience at Mercer is positively impacting their personal development as it relates to community welfare, as compared to 45% of students at peer institutions. This result was strongest among Nursing students, with 77% indicating Mercer's contribution as "quite a bit" or "very much." Eighty-five percent of all students overall indicated they "have done" or "plan to do" community service or volunteer work; the percentage is over 90% for the Macon campus and Nursing populations.

Students in all populations are highly satisfied and challenged with their educational experience at Mercer. Ninety-two percent of all students rated their examinations as challenging, 92% rated their education experiences as "good" or "excellent," and 86% said they would "probably" or "definitely" go to Mercer again if they were to start over.

Impact of Expanding the Survey Population

Mercer participated in the NSSE survey in 2002, 2003, 2004, and 2006. For the first time in 2006, the NSSE population was expanded from the Macon campus undergraduate population to all Mercer FY and SR students, including those in the Centers and Atlanta. Macon campus undergraduates are the largest single group within the population and its responses have the greatest influence on Mercer's institutional results, particularly in the FY category. Macon campus students dominated the FY population (80%), but made up only 54% of the SR population. Including the Center and Atlanta students had minimal impact on our institutional scores.

The NSSE benchmark scores impacted by expanding the survey population include:

- Enriching Educational Experience for SR students. The Enriching Educational Experience SR benchmark score was 47.7 for the institution and 54.4 for the Macon campus population only. Center and Atlanta students were less likely to have participated in foreign language study, community service, co-curricular activities, and culminating senior experiences lowering the institutional score. According to the NSSE annual report, the national results reflected the same pattern among adult learners nationwide.
- Student-Faculty Interaction for SR students. Mercer's overall SR Student-Faculty Interaction score was lowered slightly (46.1 versus 48.6) as a result of the Center students reporting a lower frequency of working with faculty members on activities other than course work (committees, orientation, student-life activities, etc.) and discussing coursework and career plans with faculty outside of class.
- Active and Collaborative Learning for SR students. Mercer's overall SR Active and Collaborative Learning was pulled slightly higher (57.8 versus 56.0) as Center students reported a greater frequency of working with other students on

projects during class, and Nursing students reported a greater frequency of participating in community-based projects as part of their course work.

Trends for Macon Campus Population

When looking at the benchmark trends for the Macon campus population only, the benchmark scores were generally highest in 2004 and the scores for 2006 were down from 2004 in all areas for FY and SR respondents. Variations in the scores from year to year are to be expected given the sampling error that is inherent using relatively small random samples with changing demographics. The small sample size issue is exacerbated in 2006 because the population base was extended to the Centers and Atlanta, which reduced the number of Macon campus students included in the NSSE sample, particularly in the SR category. Given the changes in NSSE methodology and weighting strategies over the years, it is not possible to determine if the changes over time are statistically significant. However, the declines from the relatively high scores achieved in 2004 are of interest and will continue to be monitored. Benchmarks with the largest declines between 2004 and 2006 are:

- Student-Faculty Interaction as a result of smaller percentage of students responding “often” or “very often” to: talking about career plans with a faculty member or advisor, discussed ideas from your readings or classes with faculty members outside of class, working with faculty members on activities other than coursework, and receiving prompt written or oral feedback from faculty on academic performance.
- Supportive Campus Environment as a result of lower ratings on the quality of relationship with administrative personnel and offices and smaller percentages of students indicating that Mercer provides the support they need to succeed academically, particularly among FY students.

Report on 2006 National Survey of Student Engagement (NSSE) Results

Introduction

The National Survey of Student Engagement (NSSE) annually obtains information from random samples of first-year (FY) and senior (SR) students in the United States and Canada about the nature of their undergraduate experience. NSSE is designed to assess the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development.

Mercer participated in the NSSE survey in 2002, 2003, 2004, and 2006. In 2006, FY and SR students in the Centers and Atlanta were included in the sample population. Prior to 2006, the sample population was limited to Macon campus undergraduate students. In order to participate in NSSE, Mercer's population samples must contain all baccalaureate degree-seeking FY and SR students regardless of college/school, location, or age.

Mercer's institutional results were summarized in the *Executive Summary* and *Benchmark Comparisons* reports provided by NSSE and distributed to chief executives, media directors, and institutional contacts. This report is intended to provide information supplemental to the NSSE reports and to discuss the impact of expanding the survey population and benchmark trends.

2006 NSSE Results

Characteristics of the 2006 Respondents

The 2006 student population that Mercer submitted to NSSE contained all FY and SR students from all colleges/schools in all locations, 1,531 total students. NSSE's standard sampling strategy resulted in 431 (28%) students surveyed, and Mercer's response rate was 43% (186).

Table 1 displays the characteristics of Mercer's NSSE 2006 respondents as compared to the total population. Mercer's 2006 respondents closely resemble the overall population with the exception of gender. The Center population is slightly underrepresented, and the Macon Campus and Nursing populations are slightly overrepresented. Minority students, with the exception of Hispanics, are slightly underrepresented while Caucasians are slightly overrepresented. Females are substantially overrepresented. The larger proportion of female respondents is consistent with widely reported survey research findings that conclude that women are more likely than men to return questionnaires. All NSSE supplied reports are institutional in scope and are weighted by gender, enrollment status (full- and part-time), and institution size in order to make external comparisons.

Table 1
Comparison of Respondent Characteristics to Total Population

Characteristic	Mercer's NSSE 2006 Respondents		Mercer's Total Population	
	N	%	N	%
Total	186	100.0%	1531	100.0%
First Year	101	54.3%	658	43.0%
Senior	85	45.7%	873	57.0%
Student Group				
Macon Campus	127	68.3%	1014	66.2%
Centers	40	21.5%	385	25.1%
Nursing	17	9.1%	109	7.0%
Business, Atlanta	2	1.1%	23	1.5%
Gender				
Male	39	21.0%	514	33.6%
Female	147	79.0%	1017	66.4%
Enrollment Status				
Part-Time	14	7.5%	113	7.4%
Full-Time	172	92.5%	1418	92.6%
Race/Ethnicity				
African American/Black	37	19.9%	328	21.4%
Asian/Pacific Islander	6	3.2%	73	4.8%
Hispanic	7	3.8%	34	2.2%
American Indian/Alaskan Native	0	0.0%	3	0.2%
Other	1	0.5%	12	0.8%
Unknown	3	1.6%	37	2.4%
Caucasian/White	129	69.4%	1004	65.6%
International(non-resident alien)	3	1.6%	40	2.6%

How Mercer's Benchmark Scores Compare to Other Institutions' Scores

NSSE creates five "benchmarks" of effective educational practices by clustering 42 survey questions and expressing the results on a 100-point scale. The questions that comprise each benchmark are contained in Appendix I. The five benchmarks are:

- Level of Academic Challenge - Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.
- Active and Collaborative Learning - Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering

difficult material prepares students for the messy, unscripted problems that they will encounter daily during and after college.

- Student-Faculty Interaction - Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside of the classroom. As a result, their teachers become role models, mentors, and guides for continuous, lifelong learning.
- Enriching Educational Experiences - Complementary learning opportunities in and out of classroom augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community services, and senior capstone courses provide opportunities to integrate and apply knowledge.
- Supportive Campus Environment - Students perform better and are more satisfied at colleges that are committed to their success as well as the working and social relations among different groups on campus.

As was demonstrated in the *Executive Summary* report supplied by NSSE, Mercer's benchmark scores were significantly higher than the scores of its Carnegie peer group (Master's, Large) in both the FY and SR categories for all five benchmarks. Mercer meets or exceeds the benchmark scores of its Association of New American Colleges (ANAC) peers and all NSSE respondents nationwide. Mercer's benchmark scores are in line with students attending schools that scored in the top 50% of all NSSE 2006 U.S. institutions, but fall below students attending the top 10%.

Other NSSE Questions

The Office of Institutional Effectiveness (OIE) examined some of the NSSE questions that were not included in the benchmark calculations. Questions dealing with time usage, ethics and spirituality, community welfare, and general satisfaction are analyzed by Mercer student group and compared to Carnegie peers in the charts that follow. Because the Business-Atlanta student group is represented by only two students, it was excluded from this analysis.

Chart 1a and Chart 1b display the differences in time usage among Mercer student groups. Center students spend a good deal more time working and caring for dependents, leaving them with less time for participating in co-curricular activities, relaxing and socializing, and preparing for class. When compared to its peers, Mercer students spend more time preparing for class and less time relaxing and socializing, and Macon campus students spend more time in co-curricular activities.

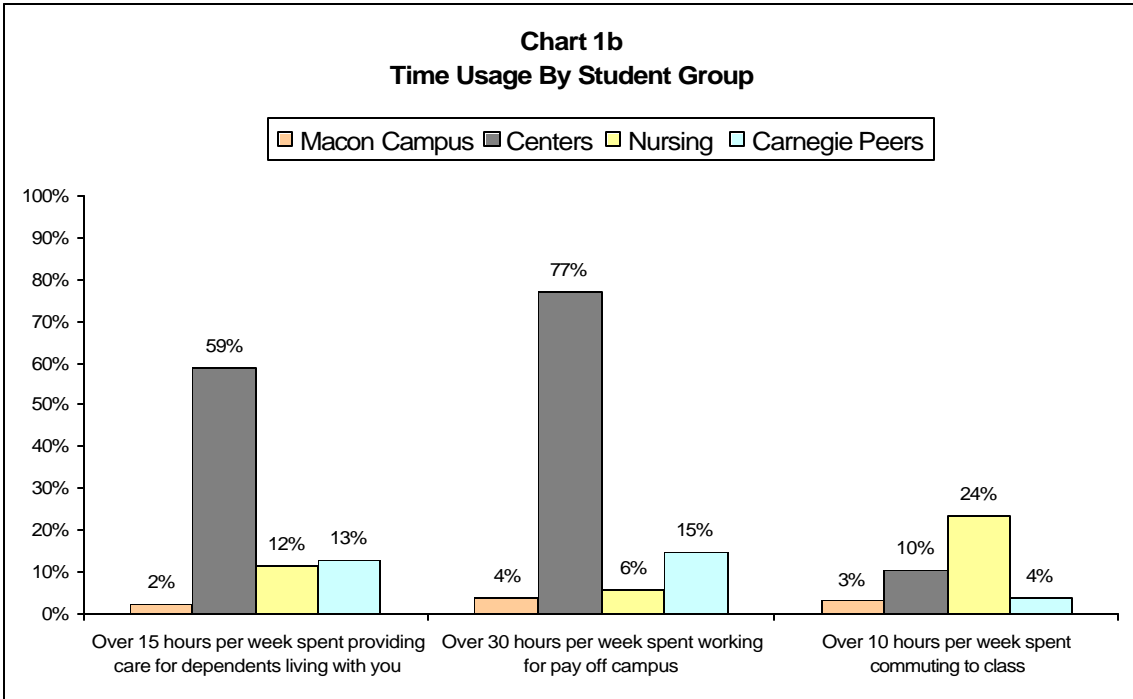
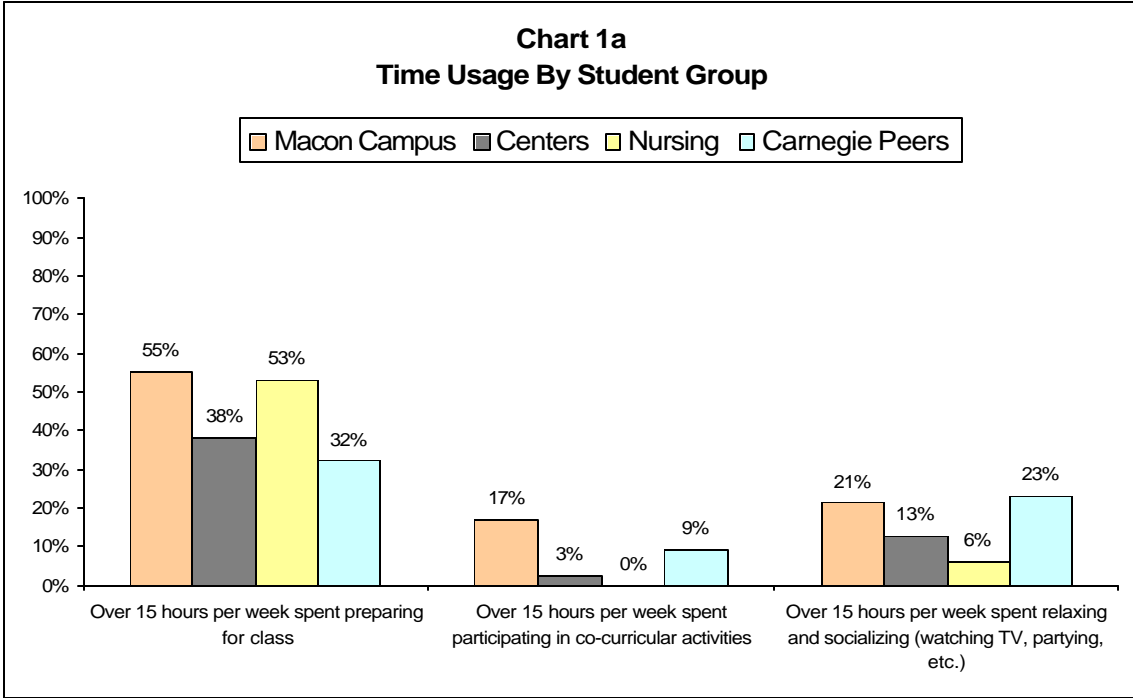


Chart 2 displays the responses to NSSE questions related to spirituality and ethics. Mercer students participated in activities to enhance their spirituality and indicated that Mercer was contributing more to their spirituality and code of ethics than did students at peer institutions. Fifty-six percent of Center students reported participating in activities to enhance their spirituality often or very often, followed closely by Nursing students at 53%. Macon campus students came in at 48%. Respondents indicated that Mercer is contributing more to their development of a personal code of ethics than their spirituality.

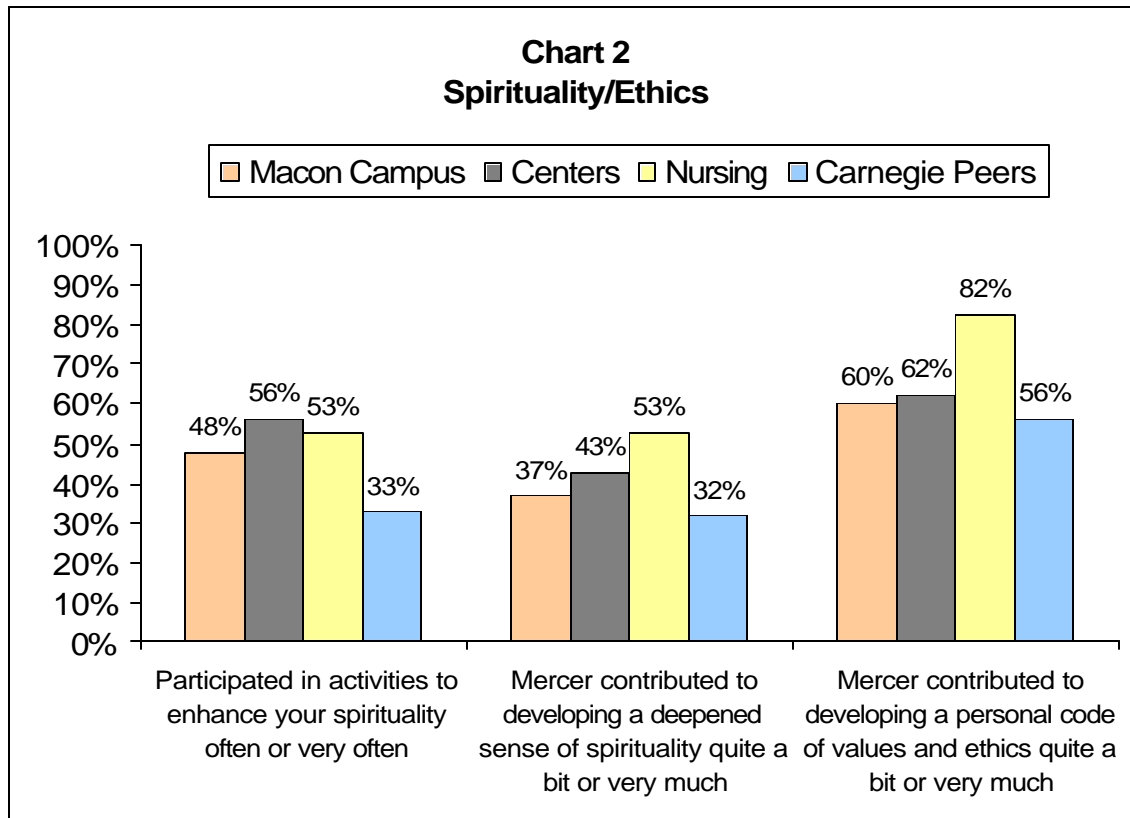
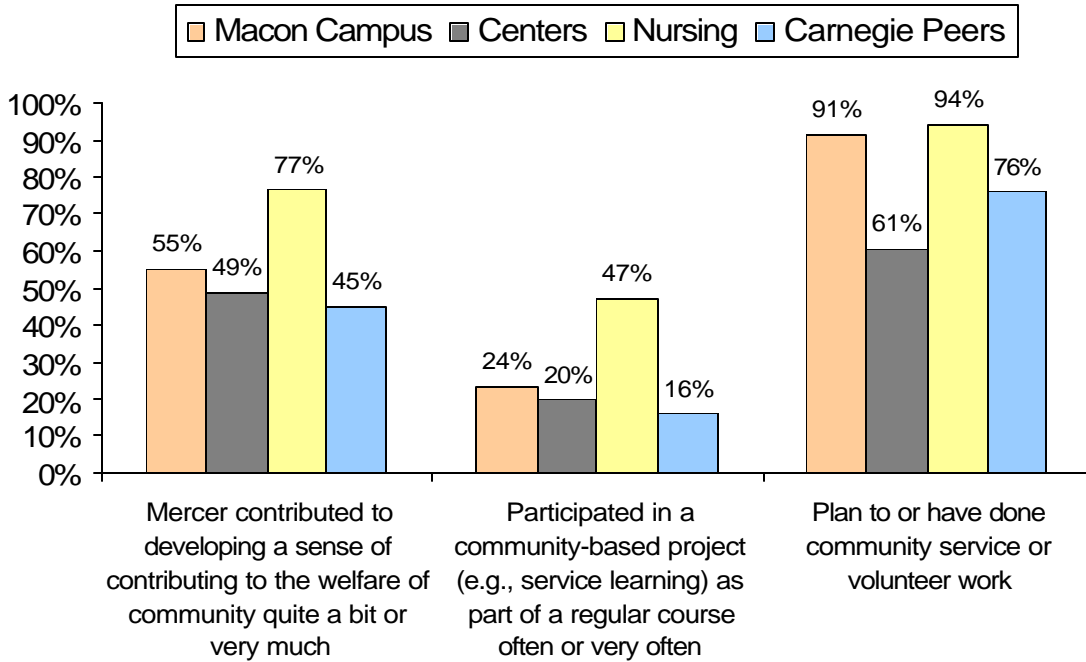
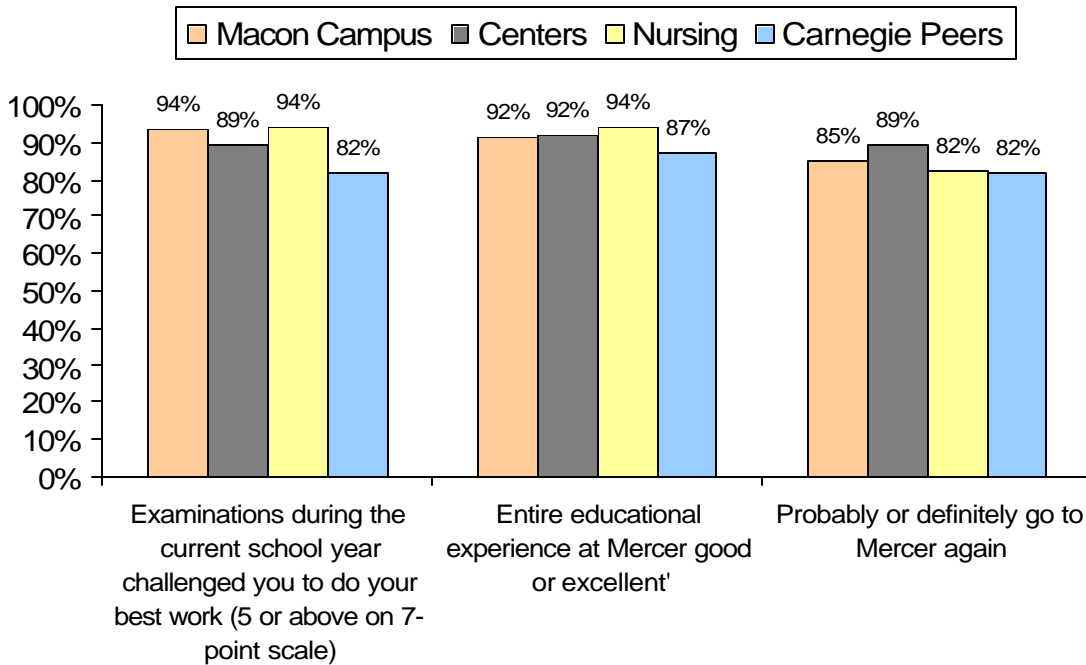


Chart 3 displays the NSSE questions related to community welfare. Mercer students outscore our peers, particularly the Macon campus and Nursing populations. Over 90% of Macon campus and Nursing students plan to or have done community service or volunteer work. The percentage for Center students is considerably lower, probably as a result of spending more time working and taking care of dependents. Participating in community-based projects as part of regular course work is most prevalent with Nursing students, and over half (55%) of Nursing students indicated that Mercer was contributing “quite a bit” or “very much” to their personal development in this area.

**Chart 3
Community Welfare**



**Chart 4
Challenge/Satisfaction**



As can be seen in Chart 4, students in all populations are highly satisfied and challenged with their educational experience at Mercer. Strong percentages of students in all groups (92-94%) rate their educational experiences at Mercer high and strong majorities (82-89%) would attend Mercer again if they were to start over.

Impact of Expanding Mercer’s Population to All FY and SR Undergraduates

The Macon campus undergraduate population is the largest group within Mercer’s undergraduate population and its responses have the greatest influence on Mercer’s institutional results. Sixty-eight percent of the total respondents were from the Macon campus program (80% of the first-year respondents and 54% of the senior respondents).

Including the Center and Atlanta students had minimal impact on Mercer’s institutional scores. Table 2 disaggregates the NSSE benchmarks by student group (Macon campus, Centers, Nursing, and Business-Atlanta). Disaggregating the data in this manner results in benchmark scores based on small numbers of students. The smaller the sample, the larger the sampling error and the less likely the results will accurately reflect the total population.

Table 2
Benchmark Scores by Student Population

<i>Benchmark</i>	<i>Class</i>	<i>Total</i>	<i>Macon Campus Students</i>	<i>Center Students</i>	<i>Nursing</i>	<i>Business Atlanta</i>
<i>Number of Respondents</i>	FY	101	81	12	8	0
	SR	85	46	28	9	2
Level of Academic Challenge	FY	57.7	57.9	52.4	60.5	n/a
	SR	60.5	60.8	59.8	63.4	54.8
Active and Collaborative Learning	FY	47.6	48.5	42.5	42.3	n/a
	SR	57.8	56.0	61.4	54.5	65.5
Student-Faculty Interaction	FY	35.8	36.4	34.9	29.2	n/a
	SR	46.1	48.6	41.8	47.1	43.0
Enriching Educational Experiences	FY	28.7	29.0	22.6	31.1	n/a
	SR	47.7	54.4	38.4	44.1	33.8
Supportive Campus Environment	FY	63.3	63.4	67.7	57.3	n/a
	SR	62.4	62.3	63.5	59.1	63.2

Note: Benchmark calculations are weighted for gender, enrollment status (full- and part-time), and institution size using NSSE weights.

Nursing students had the highest benchmark scores in Level of Academic Challenge, Macon campus students had the highest benchmark scores in Student-Faculty Interaction, and Center students had the highest benchmark scores in Supportive Campus Environment. In the Active and Collaborative Learning category, the results were mixed with Macon campus students scoring highest within FY students and Center students scoring highest within SR students. In the Enriching Educational Experiences category, Nursing students scored highest within FY students and Macon campus students scored highest within the SR students.

The only benchmark score that showed a statistically significant difference among the student groups was within Enriching Educational Experiences. The SR Macon campus group significantly outscored the other SR populations in this benchmark. This result is not particularly surprising given the questions underlying the Enriching Educational Experience benchmark. The higher SR Enriching Educational Experience for the Macon campus population is a result of their reporting a higher frequency of:

- taking foreign language coursework
- community service or volunteer work
- time spent participating in co-curricular activities
- a culminating senior experience
- having serious conversations with students who were different from themselves in terms of religious beliefs, political opinions, personal values or race/ethnicity

On the other hand, Center and Atlanta students reported a considerably higher frequency of:

- Independent study or self-designed major
- Using an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment

According to the NSSE annual report, the national results reflected that adult learners were much less likely to have participated in community service, foreign language study, culminating senior experience, or extracurricular activities.

Over half of the SR students in all student groups indicated that the campus environment encouraged contact among students from different economic, social, and racial/ethnic backgrounds “quite a bit” or “very much,” but Center and Nursing reporting interacting with students different from themselves less frequently than the Macon campus students. For the Center students, this may simply reflect that the adult students have less time to interact with fellow students in general given the nontraditional nature of the program and the time spent working and caring for dependents.

Mercer’s overall SR Student-Faculty Interaction score was lowered slightly (46.1 versus 48.6) as a result of the Center students reporting a lower frequency of working with faculty members on activities other than course work (committees, orientation, student-life activities, etc.) and discussing coursework and career plans with faculty outside of class.

Mercer's overall SR Active and Collaborative Learning was pulled slightly higher (57.8 versus 56.0) as Center students reported a greater frequency of working with other students on projects during class and Nursing students a greater frequency of participating in community-based projects as part of their course work.

Trends for Macon Campus Population

Table 3 provides recalculated benchmarks for all years of participation. Due to a rescaling of one of the questions in the Student-Faculty interaction benchmark, the benchmark was recalculated to enable year-to-year comparisons. Therefore, the benchmark score for Faculty-Student Interaction for 2006 in the table below will not match that in Table 2. Due to the large number of changes to the questions underlying the Enriching Educational Experiences benchmark over time, NSSE was not able to provide recalculated scores for year-to-year comparisons.

Because the NSSE population in years prior to 2006 was limited to Macon campus undergraduates, Table 3 contains benchmark scores based on the Macon campus undergraduate population only. The benchmark scores were generally highest in 2004 and the scores for 2006 were down from 2004 in all areas for FY and SR. Variations in the scores from year to year are to be expected given the sampling error that is inherent using relatively small random samples (198 in 2002, 207 in 2003, 142 in 2004, and 127 in 2006) with changing demographics. The small sample size issue is exacerbated in 2006 because the population base was extended to the Centers and Atlanta thus reducing the number of the Macon campus students included in the NSSE sample, particularly in the SR category. Given the changes in NSSE methodology and weighting strategies over the years, it is not possible to determine if the changes over time are statistically significant. However, the declines from the relatively high scores achieved in 2004 are of interest and will continue to be monitored. OIE will also attempt to corroborate these results with other data sources to determine if the declines warrant concern and institutional action.

Appendix II contains a trend analysis of the questions underlying the benchmark scores for the Macon campus undergraduate population only. The benchmarks with the largest declines between 2004 and 2006 are Student-Faculty Interaction and Supportive Campus Environment. The decline in Student-Faculty Interaction is a result of smaller percentage of students of students responding "often" or "very often" to the following questions:

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

The decline in Supportive Campus Environment is a result of smaller percentage of students of students responding “often” or “very often” in these categories:

- Campus environment provides the support you need to help you succeed academically
- Quality of relationships with administrative personnel and offices

Table 3
Benchmark Trends
Macon Campus Undergraduate Only

<i>Benchmark</i>	<i>Class</i>	2002	2003	2004	2006
Level of Academic Challenge	FY	59.9	60.5	59.9	57.9
	SR	62.5	62.3	64.0	60.8
Active and Collaborative Learning	FY	49.8	51.1	50.9	48.5
	SR	55.5	52.5	58.2	56.0
Student-Faculty Interaction	FY	39.5	46.6	46.9	43.1
	SR	54.9	49.8	58.6	54.5
Supportive Campus Environment	FY	64.5	65.9	68.5	63.4
	SR	58.2	59.4	65.4	62.3

Notes: Due to changes in the response set for survey items that comprise the Enriching Educational Experiences^d benchmark, it is not possible to compare results since 2004 with those of 2003 and earlier, hence its omission from the table above.
Benchmark calculations are weighted for gender, enrollment status (full- and part-time), and institution size using NSSE weights.

Conclusion

Mercer’s 2006 NSSE institutional benchmark scores compared favorably with its Carnegie peers. Including Center and Atlanta students in our survey population resulted in a more comprehensive picture of Mercer’s undergraduate population as a whole. The institutional results suggest that the Center and Atlanta students are highly engaged, as is the traditional Macon campus population. These results corroborate with the market research conducted by Lipman Hearne Inc. that concluded that Center and Atlanta students are motivated, hard-working students that value intellectual rigor. Some of the NSSE survey questions, however, are geared more toward traditional students (i.e. participation in co-curricular activities and study abroad) and differences in the responses between traditional and nontraditional students are to be expected.

OIE will make more targeted use of the survey results and assist the academic programs in incorporating them into assessment and educational decision-making. However, the

NSSE standard sampling strategy frustrates an institution's ability to drill down to the college/school level as disaggregating the results leads to smaller and smaller samples. NSSE allows institutions to over-sample at a cost of \$7.50 per student. It would be cost prohibitive to over-sample all Mercer colleges/schools each year. Therefore, the Macon campus students in Engineering, Education, and Business were over-sampled in 2006. While the responses from this over-sample are not included in NSSE generated results and comparisons, OIE will create college/school reports with these students included. OIE will over-sample College of Continuing and Professional Studies and Nursing students in 2007 in order to provide significant numbers for internal use by these colleges.

Appendix I NSSE 2006 Benchmark Item Frequency Comparison

Sorted by items with largest variance among the Macon, Centers, and Nursing student groups within benchmarks
LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction
EEE=Enriching Educational Environment; SCE=Supportive Campus Environment

Benchmark		Macon Campus	Regional Centers	Nursing	Business, Atlanta
First-Year - FY					
	Number of Respondents	81	12	8	0
LAC	Campus environment emphasizes spending significant amounts of time studying and on academic work quite a bit or very much	93.0%	58.4%	100.0%	n/a
LAC	Wrote 5 or more papers or reports between 5 and 19 pages	46.1%	11.3%	50.0%	n/a
LAC	Coursework emphasizes: Making judgments about the value of information, arguments, or methods quite a bit or very much	74.1%	51.7%	37.5%	n/a
LAC	Spent 16 hours or more preparing for class (reading, studying, work problems, etc.)	55.1%	29.2%	62.5%	n/a
LAC	Have 10 or more assigned textbooks, books, or book-length packs of course readings	70.9%	71.8%	50.0%	n/a
LAC	Wrote 5 or more papers or reports of fewer than 5 pages	75.0%	53.7%	75.0%	n/a
LAC	Wrote at least one paper or report of 20 pages or more	9.1%	17.9%	25.0%	n/a
LAC	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences quite a bit or very much	76.7%	64.2%	75.0%	n/a
LAC	Wrote 5 or more papers or reports of 20 pages or more	2.0%	12.3%	0.0%	n/a
LAC	Have 5 or more assigned textbooks, books, or book-length packs of course readings	95.0%	88.7%	100.0%	n/a
LAC	Worked harder than you thought you could to meet an instructor's standards or expectations often or very often	55.9%	51.7%	62.5%	n/a
LAC	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations quite a bit or very much	83.9%	75.5%	75.0%	n/a
LAC	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory quite a bit or very much	81.9%	87.7%	87.5%	n/a
ACL	Worked with classmates outside of class to prepare class assignments often or very often	54.6%	31.0%	62.5%	n/a
ACL	Participated in a community-based project as part of a regular course often or very often	24.5%	0.0%	25.0%	n/a
ACL	Worked with other students on projects during class often or very often	40.1%	25.1%	12.5%	n/a
ACL	Tutored or taught other students (paid or voluntary) often or very often	39.2%	21.1%	37.5%	n/a
ACL	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) often or very often	52.0%	51.7%	62.5%	n/a
SFI	Discussed grades or assignments with an instructor often or very often	58.7%	84.0%	50.0%	n/a
SFI	Have worked or plan to work on a research project with a faculty member outside of course or program requirements	29.1%	5.6%	25.0%	n/a
SFI	Received prompt feedback from faculty on your academic performance (written or oral) often or very often	66.0%	70.8%	50.0%	n/a
SFI	Talked about career plans with a faculty member or advisor often or very often	29.5%	16.0%	12.5%	n/a
SFI	Discussed ideas from your readings or classes with faculty members outside of class often or very often	24.4%	10.0%	12.5%	n/a
SFI	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) often or very often	9.9%	0.0%	0.0%	n/a

Frequencies are weighted for gender, enrollment status (full- and part-time), and institution size using NSSE weights

(1) Rated at least 5 on 7-point scale

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Appendix I NSSE 2006 Benchmark Item Frequency Comparison

Sorted by items with largest variance among the Macon, Centers, and Nursing student groups within benchmarks
LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction
EEE=Enriching Educational Environment; SCE=Supportive Campus Environment

Benchmark		Macon Campus	Regional Centers	Nursing	Business, Atlanta
EEE	Have done or plan to do community service or volunteer work	91.1%	34.8%	100.0%	n/a
EEE	Campus environment encouraged contact among students from different economic, social, racial/ethnic backgrounds very much or quite a bit	56.8%	69.8%	12.5%	n/a
EEE	Have done or plan to do a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	74.9%	23.5%	25.0%	n/a
EEE	Have done or plan to study abroad	52.2%	0.0%	12.5%	n/a
EEE	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment very often or often	49.0%	26.0%	62.5%	n/a
EEE	Have done or plan to do foreign language coursework	73.0%	52.9%	37.5%	n/a
EEE	Had serious conversations with students of a different race or ethnicity than your own often or very often	58.0%	82.1%	75.0%	n/a
EEE	Have done or plan to do independent study or self-designed major	19.1%	17.9%	0.0%	n/a
EEE	Have participated or plan to participate in practicum, internship, field experience, co-op experience, or clinical assignment	84.1%	83.1%	100.0%	n/a
EEE	Spent 16 hours or more per week in co-curricular activities (campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	14.0%	0.0%	0.0%	n/a
EEE	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values often or very often	60.0%	70.8%	75.0%	n/a
EEE	Have participated or plan to participate in a learning community or formal program where groups take 2 or more classes together	32.2%	17.9%	25.0%	n/a
SCE	Administrative personnel and offices are helpful, considerate, and flexible (1)	58.0%	88.7%	62.5%	n/a
SCE	Campus environment provides the support you need to thrive socially very much or quite a bit	52.8%	40.6%	25.0%	n/a
SCE	Other students are friendly, supportive, and gave me a sense of belonging (1)	90.9%	100.0%	75.0%	n/a
SCE	Campus environment helps you cope with non-academic responsibilities very much or quite a bit	27.9%	29.2%	12.5%	n/a
SCE	Campus environment provides support to help you succeed academically very much or quite a bit	83.9%	87.7%	100.0%	n/a
SCE	Faculty members are available to me, helpful, and sympathetic(1)	89.0%	88.7%	87.5%	n/a

Frequencies are weighted for gender, enrollment status (full- and part-time), and institution size using NSSE weights

(1) Rated at least 5 on 7-point scale

OIE:sem G:\NSSE\results\2006\freq difference

Appendix I NSSE 2006 Benchmark Item Frequency Comparison

Sorted by items with largest variance among the Macon, Centers, and Nursing student groups within benchmarks
LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction
EEE=Enriching Educational Environment; SCE=Supportive Campus Environment

Benchmark		Macon Campus	Regional Centers	Nursing	Business, Atlanta
Seniors - SR					
	Number of Respondents	46	28	9	2
LAC	Wrote 5 or more papers or reports of fewer than 5 pages	76.7%	55.3%	11.0%	100.0%
LAC	Wrote at least one paper or report of 20 pages or more	52.2%	53.3%	24.8%	100.0%
LAC	Have 10 or more assigned textbooks, books, or book-length packs of course readings	47.8%	49.7%	22.5%	37.4%
LAC	Worked harder than you thought you could to meet an instructor's standards or expectations often or very often	48.8%	64.2%	78.0%	100.0%
LAC	Have 5 or more assigned textbooks, books, or book-length packs of course readings	89.3%	76.1%	66.9%	100.0%
LAC	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations quite a bit or very much	80.5%	93.4%	100.0%	100.0%
LAC	Campus environment emphasizes spending significant amounts of time studying and on academic work quite a bit or very much	87.2%	82.0%	100.0%	62.6%
LAC	Wrote 5 or more papers or reports between 5 and 19 pages	54.7%	68.2%	55.5%	0.0%
LAC	Wrote 5 or more papers or reports of 20 pages or more	7.5%	11.9%	0.0%	0.0%
LAC	Spent 16 hours or more preparing for class (reading, studying, work problems, etc.)	49.7%	37.8%	44.9%	0.0%
LAC	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences quite a bit or very much	81.1%	88.0%	89.0%	100.0%
LAC	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory quite a bit or very much	90.6%	84.7%	89.0%	100.0%
LAC	Coursework emphasizes: Making judgments about the value of information, arguments, or methods quite a bit or very much	76.1%	78.1%	77.5%	100.0%
ACL	Worked with other students on projects during class often or very often	43.2%	81.6%	33.5%	37.4%
ACL	Participated in a community-based project as part of a regular course often or very often	22.2%	28.2%	66.5%	0.0%
ACL	Worked with classmates outside of class to prepare class assignments often or very often	75.3%	65.1%	33.5%	100.0%
ACL	Tutored or taught other students (paid or voluntary) often or very often	37.0%	20.8%	11.4%	0.0%
ACL	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) often or very often	64.2%	71.7%	66.5%	100.0%
SFI	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) often or very often	40.1%	11.9%	33.5%	0.0%
SFI	Discussed ideas from your readings or classes with faculty members outside of class often or very often	42.0%	31.4%	55.5%	100.0%
SFI	Discussed grades or assignments with an instructor often or very often	67.3%	75.0%	55.5%	100.0%
SFI	Talked about career plans with a faculty member or advisor often or very often	57.4%	43.5%	44.5%	37.4%
SFI	Received prompt feedback from faculty on your academic performance (written or oral) often or very often	69.7%	70.7%	62.7%	37.4%
SFI	Have worked or plan to work on a research project with a faculty member outside of course or program requirements	27.1%	25.0%	22.5%	0.0%

Frequencies are weighted for gender, enrollment status (full- and part-time), and institution size using NSSE weights

(1) Rated at least 5 on 7-point scale

OIE:sem G:\NSSE\results\2006\freq difference

Appendix I NSSE 2006 Benchmark Item Frequency Comparison

Sorted by items with largest variance among the Macon, Centers, and Nursing student groups within benchmarks
LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction
EEE=Enriching Educational Environment; SCE=Supportive Campus Environment

Benchmark		Macon Campus	Regional Centers	Nursing	Business, Atlanta
EEE	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values often or very often	80.3%	48.6%	33.5%	100.0%
EEE	Have done or plan to do foreign language coursework	67.9%	32.7%	44.9%	37.4%
EEE	Had serious conversations with students of a different race or ethnicity than your own often or very often	85.2%	67.4%	55.5%	100.0%
EEE	Have participated or plan to participate in practicum, internship, field experience, co-op experience, or clinical assignment	81.7%	72.7%	100.0%	0.0%
EEE	Have done or plan to do community service or volunteer work	89.3%	65.1%	89.0%	37.4%
EEE	Have done or plan to do independent study or self-designed major	14.5%	40.1%	33.5%	37.4%
EEE	Spent 16 hours or more per week in co-curricular activities (campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	23.1%	3.2%	0.0%	0.0%
EEE	Have done or plan to do a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	88.0%	68.3%	88.6%	100.0%
EEE	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment very often or often	55.6%	76.1%	66.5%	37.4%
EEE	Campus environment encouraged contact among students from different economic, social, racial/ethnic backgrounds very much or quite a bit	53.2%	52.8%	66.5%	100.0%
EEE	Have done or plan to study abroad	19.9%	20.5%	11.0%	0.0%
EEE	Have participated or plan to participate in a learning community or formal program where groups take 2 or more classes together	34.0%	41.2%	33.5%	0.0%
SCE	Administrative personnel and offices are helpful, considerate, and flexible	51.3%	84.9%	38.1%	100.0%
SCE	Campus environment helps you cope with non-academic responsibilities very much or quite a bit	28.8%	27.9%	44.5%	100.0%
SCE	Campus environment provides support to help you succeed academically very much or quite a bit	84.0%	74.2%	66.5%	100.0%
SCE	Other students are friendly, supportive, and gave me a sense of belonging	87.4%	91.4%	78.0%	100.0%
SCE	Faculty members are available to me, helpful, and sympathetic	91.7%	84.7%	89.0%	37.4%
SCE	Campus environment provides the support you need to thrive socially very much or quite a bit	35.3%	29.3%	33.5%	37.4%

Frequencies are weighted for gender, enrollment status (full- and part-time), and institution size using NSSE weights

(1) Rated at least 5 on 7-point scale

OIE:sem G:\NSSE\results\2006\freq difference

Appendix II
Trends in NSSE Benchmark Questions
Level of Academic Challenge
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

Level of Academic Challenge

Benchmark Score *	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR	SR	Total		FR	SR	Total	FR	SR	Total		FR	SR	Total	FR	SR	Total							
Benchmark Score *	59.9	62.5	Total		60.5	62.3	Total	59.9	64.0	Total		57.9	60.8	Total										
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)																								
0 hr/wk	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
1-5 hr/wk	7	7.6%	13	12.6%	20	10.3%	9	8.7%	10	10.2%	19	9.5%	6	8.1%	7	10.6%	13	9.3%	8	10.0%	2	4.7%	10	8.1%
6-10 hr/wk	20	21.7%	21	20.4%	41	21.0%	20	19.4%	17	17.3%	37	18.4%	23	31.1%	17	25.8%	40	28.6%	10	12.5%	11	25.6%	21	17.1%
11-15 hr/wk	20	21.7%	15	14.6%	35	17.9%	22	21.4%	23	23.5%	45	22.4%	16	21.6%	11	16.7%	27	19.3%	16	20.0%	8	18.6%	24	19.5%
16-20 hr/wk	14	15.2%	21	20.4%	35	17.9%	15	14.6%	16	16.3%	31	15.4%	14	18.9%	13	19.7%	27	19.3%	18	22.5%	7	16.3%	25	20.3%
21-25 hr/wk	11	12.0%	12	11.7%	23	11.8%	13	12.6%	10	10.2%	23	11.4%	7	9.5%	8	12.1%	15	10.7%	15	18.8%	7	16.3%	22	17.9%
26-30 hr/wk	9	9.8%	11	10.7%	20	10.3%	10	9.7%	14	14.3%	24	11.9%	5	6.8%	5	7.6%	10	7.1%	6	7.5%	5	11.6%	11	8.9%
30+ hr/wk	11	12.0%	10	9.7%	21	10.8%	14	13.6%	8	8.2%	22	10.9%	3	4.1%	5	7.6%	8	5.7%	7	8.8%	3	7.0%	10	8.1%
Total	92	100.0%	103	100.0%	195	100.0%	103	100.0%	98	100.0%	201	100.0%	74	100.0%	66	100.0%	140	100.0%	80	100.0%	43	100.0%	123	100.0%
Rated over 20 hr/wk	31	33.7%	33	32.0%	64	32.8%	37	35.9%	32	32.7%	69	34.3%	15	20.3%	18	27.3%	33	23.6%	28	35.0%	15	34.9%	43	35.0%
Mean	4.79		4.69		4.74		4.86		4.74		4.81		4.27		4.50		4.38		4.85		4.77		4.82	
Number of assigned textbooks, books, or book-length packs of course readings																								
None	1	1.1%	0	0.0%	1	0.5%	0	0.0%	2	2.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.2%	1	0.8%
Between 1-4	6	6.5%	18	17.3%	24	12.2%	4	3.8%	13	13.3%	17	8.3%	6	8.1%	9	13.6%	15	10.7%	4	5.0%	4	8.9%	8	6.4%
Between 5-10	19	20.7%	32	30.8%	51	26.0%	28	26.4%	37	37.8%	65	31.9%	16	21.6%	27	40.9%	43	30.7%	21	26.3%	18	40.0%	39	31.2%
Between 11-20	36	39.1%	28	26.9%	64	32.7%	54	50.9%	24	24.5%	78	38.2%	31	41.9%	15	22.7%	46	32.9%	33	41.3%	11	24.4%	44	35.2%
More than 20	30	32.6%	26	25.0%	56	28.6%	20	18.9%	22	22.4%	42	20.6%	21	28.4%	15	22.7%	36	25.7%	22	27.5%	11	24.4%	33	26.4%
Total	92	100.0%	104	100.0%	196	100.0%	106	100.0%	98	100.0%	204	100.0%	74	100.0%	66	100.0%	140	100.0%	80	100.0%	45	100.0%	125	100.0%
Rated 11 or more	66	71.7%	54	51.9%	120	61.2%	74	69.8%	46	46.9%	120	58.8%	52	70.3%	30	45.5%	82	58.6%	55	68.8%	22	48.9%	77	61.6%
Mean	3.96		3.60		3.77		3.85		3.52		3.69		3.91		3.55		3.74		3.91		3.60		3.80	
Number of written papers or reports 20 pages or more																								
None	81	89.0%	43	41.3%	124	63.6%	92	86.8%	35	36.1%	127	62.6%	66	88.0%	24	36.4%	90	63.8%	72	90.0%	22	48.9%	94	75.2%
Between 1-4	6	6.6%	57	54.8%	63	32.3%	10	9.4%	52	53.6%	62	30.5%	7	9.3%	38	57.6%	45	31.9%	6	7.5%	19	42.2%	25	20.0%
Between 5-10	2	2.2%	3	2.9%	5	2.6%	2	1.9%	4	4.1%	6	3.0%	0	0.0%	3	4.5%	3	2.1%	1	1.3%	3	6.7%	4	3.2%
Between 11-20	2	2.2%	1	1.0%	3	1.5%	2	1.9%	3	3.1%	5	2.5%	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	2.2%	2	1.6%
More than 20	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	3.1%	3	1.5%	2	2.7%	1	1.5%	3	2.1%	0	0.0%	0	0.0%	0	0.0%
Total	91	100.0%	104	100.0%	195	100.0%	106	100.0%	97	100.0%	203	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Rated 11 or more	2	2.2%	1	1.0%	3	1.5%	2	1.9%	6	6.2%	8	3.9%	2	2.7%	1	1.5%	3	2.1%	1	1.3%	1	2.2%	2	1.6%
Mean	1.18		1.63		1.42		1.19		1.84		1.50		1.20		1.73		1.45		1.14		1.62		1.31	
Number of written papers or reports of between 5 and 19 pages																								
None	1	1.1%	5	4.8%	6	3.0%	4	3.8%	7	7.1%	11	5.4%	2	2.7%	2	3.0%	4	2.8%	4	5.0%	2	4.4%	6	4.8%
Between 1-4	37	40.2%	36	34.3%	73	37.1%	41	38.7%	29	29.6%	70	34.3%	29	38.7%	23	34.8%	52	36.9%	37	46.3%	18	40.0%	55	44.0%
Between 5-10	39	42.4%	42	40.0%	81	41.1%	42	39.6%	36	36.7%	78	38.2%	25	33.3%	24	36.4%	49	34.8%	28	35.0%	17	37.8%	45	36.0%
Between 11-20	12	13.0%	14	13.3%	26	13.2%	17	16.0%	13	13.3%	30	14.7%	17	22.7%	14	21.2%	31	22.0%	8	10.0%	6	13.3%	14	11.2%
More than 20	3	3.3%	8	7.6%	11	5.6%	2	1.9%	13	13.3%	15	7.4%	2	2.7%	3	4.5%	5	3.5%	3	3.8%	2	4.4%	5	4.0%
Total	92	100.0%	105	100.0%	197	100.0%	106	100.0%	98	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Rated 11 or more	15	16.3%	22	21.0%	37	18.8%	19	17.9%	26	26.5%	45	22.1%	19	25.3%	17	25.8%	36	25.5%	11	13.8%	8	17.8%	19	15.2%
Mean	2.77		2.85		2.81		2.74		2.96		2.84		2.84		2.89		2.87		2.61		2.73		2.66	

Appendix II
Trends in NSSE Benchmark Questions
Level of Academic Challenge

(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE					2003 NSSE					2004 NSSE					2006 NSSE								
	FR	SR	FR	SR	Total	FR	SR	FR	SR	Total	FR	SR	FR	SR	Total	FR	SR	FR	SR	Total				
Number of written papers or reports of fewer than 5 pages																								
None	5	5.4%	6	5.7%	11	5.6%	1	0.9%	4	4.1%	5	2.5%	1	1.3%	3	4.5%	4	2.8%	1	1.3%	2	4.4%	3	2.4%
Between 1-4	13	14.1%	21	20.0%	34	17.3%	28	26.4%	33	33.7%	61	29.9%	13	17.3%	18	27.3%	31	22.0%	19	23.8%	9	20.0%	28	22.4%
Between 5-10	28	30.4%	33	31.4%	61	31.0%	35	33.0%	24	24.5%	59	28.9%	17	22.7%	18	27.3%	35	24.8%	22	27.5%	13	28.9%	35	28.0%
Between 11-20	25	27.2%	28	26.7%	53	26.9%	18	17.0%	14	14.3%	32	15.7%	20	26.7%	12	18.2%	32	22.7%	21	26.3%	9	20.0%	30	24.0%
More than 20	21	22.8%	17	16.2%	38	19.3%	24	22.6%	23	23.5%	47	23.0%	24	32.0%	15	22.7%	39	27.7%	17	21.3%	12	26.7%	29	23.2%
Total	92	100.0%	105	100.0%	197	100.0%	106	100.0%	98	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Rated 11 or more	46	50.0%	45	42.9%	91	46.2%	42	39.6%	37	37.8%	79	38.7%	44	58.7%	27	40.9%	71	50.4%	38	47.5%	21	46.7%	59	47.2%
Mean	3.48		3.28		3.37		3.34		3.19		3.27		3.71		3.27		3.50		3.43		3.44		3.43	
Course work emphasizing analysis of the basic elements of an idea, experience or theory																								
Often	0	0.0%	0	0.0%	0	0.0%	1	0.9%	0	0.0%	1	0.5%	0	0.0%	1	1.5%	1	0.7%	0	0.0%	1	2.2%	1	0.8%
Some	6	6.5%	14	13.5%	20	10.2%	9	8.3%	8	8.1%	17	8.2%	8	10.5%	4	6.1%	12	8.5%	16	20.0%	4	8.9%	20	16.0%
Quite a bit	43	46.7%	37	35.6%	80	40.8%	37	34.3%	41	41.4%	78	37.7%	31	40.8%	18	27.3%	49	34.5%	41	51.3%	19	42.2%	60	48.0%
Very much	43	46.7%	53	51.0%	96	49.0%	61	56.5%	50	50.5%	111	53.6%	37	48.7%	43	65.2%	80	56.3%	23	28.8%	21	46.7%	44	35.2%
Total	92	100.0%	104	100.0%	196	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	45	100.0%	125	100.0%
Quite a bit/very much	86	93.5%	90	86.5%	176	89.8%	98	90.7%	91	91.9%	189	91.3%	68	89.5%	61	92.4%	129	90.8%	64	80.0%	40	88.9%	104	83.2%
Mean	3.40		3.38		3.39		3.46		3.42		3.44		3.38		3.56		3.46		3.09		3.33		3.18	
Course work emphasizing synthesis and organizing of ideas, informaion, or experiences into new, more complex interpretations and relationships																								
Often	1	1.1%	1	1.0%	2	1.0%	1	0.9%	1	1.0%	2	1.0%	2	2.6%	1	1.5%	3	2.1%	0	0.0%	1	2.2%	1	0.8%
Some	23	25.0%	11	10.5%	34	17.3%	24	22.4%	16	16.2%	40	19.4%	15	19.7%	5	7.6%	20	14.1%	20	25.3%	7	15.6%	27	21.8%
Quite a bit	45	48.9%	45	42.9%	90	45.7%	45	42.1%	43	43.4%	88	42.7%	33	43.4%	26	39.4%	59	41.5%	37	46.8%	17	37.8%	54	43.5%
Very much	23	25.0%	48	45.7%	71	36.0%	37	34.6%	39	39.4%	76	36.9%	26	34.2%	34	51.5%	60	42.3%	22	27.8%	20	44.4%	42	33.9%
Total	92	100.0%	105	100.0%	197	100.0%	107	100.0%	99	100.0%	206	100.0%	76	100.0%	66	100.0%	142	100.0%	79	100.0%	45	100.0%	124	100.0%
Quite a bit/very much	68	73.9%	93	88.6%	161	81.7%	82	76.6%	82	82.8%	164	79.6%	59	77.6%	60	90.9%	119	83.8%	59	74.7%	37	82.2%	96	77.4%
Mean	2.98		3.33		3.17		3.10		3.21		3.16		3.09		3.41		3.24		3.03		3.24		3.10	
Course work emphasizing the making of judgments about the value of information, arguments, or methods																								
Often	4	4.3%	5	4.8%	9	4.5%	3	2.8%	3	3.0%	6	2.9%	3	3.9%	2	3.0%	5	3.5%	6	7.5%	1	2.2%	7	5.6%
Some	22	23.7%	12	11.4%	34	17.2%	25	23.1%	24	24.2%	49	23.7%	15	19.7%	12	18.2%	27	19.0%	14	17.5%	9	20.0%	23	18.4%
Quite a bit	37	39.8%	41	39.0%	78	39.4%	43	39.8%	32	32.3%	75	36.2%	35	46.1%	21	31.8%	56	39.4%	38	47.5%	18	40.0%	56	44.8%
Very much	30	32.3%	47	44.8%	77	38.9%	37	34.3%	40	40.4%	77	37.2%	23	30.3%	31	47.0%	54	38.0%	22	27.5%	17	37.8%	39	31.2%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	45	100.0%	125	100.0%
Quite a bit/very much	67	72.0%	88	83.8%	155	78.3%	80	74.1%	72	72.7%	152	73.4%	58	76.3%	52	78.8%	110	77.5%	60	75.0%	35	77.8%	95	76.0%
Mean	3.00		3.24		3.13		3.06		3.10		3.08		3.03		3.23		3.12		2.95		3.13		3.02	
Course work emphasizing application of theories or concepts to practical problems or in new situations																								
Often	3	3.2%	2	1.9%	5	2.5%	3	2.8%	1	1.0%	4	1.9%	1	1.3%	0	0.0%	1	0.7%	1	1.3%	0	0.0%	1	0.8%
Some	16	17.2%	10	9.5%	26	13.1%	21	19.4%	12	12.1%	33	15.9%	10	13.2%	8	12.1%	18	12.7%	13	16.3%	9	20.0%	22	17.6%
Quite a bit	42	45.2%	34	32.4%	76	38.4%	40	37.0%	33	33.3%	73	35.3%	35	46.1%	17	25.8%	52	36.6%	40	50.0%	13	28.9%	53	42.4%
Very much	32	34.4%	59	56.2%	91	46.0%	44	40.7%	53	53.5%	97	46.9%	30	39.5%	41	62.1%	71	50.0%	26	32.5%	23	51.1%	49	39.2%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	45	100.0%	125	100.0%
Quite a bit/very much	74	79.6%	93	88.6%	167	84.3%	84	77.8%	86	86.9%	170	82.1%	65	85.5%	58	87.9%	123	86.6%	66	82.5%	36	80.0%	102	81.6%
Mean	3.11		3.43		3.28		3.16		3.39		3.27		3.24		3.50		3.36		3.14		3.31		3.20	

Appendix II
Trends in NSSE Benchmark Questions
Level of Academic Challenge

(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR		SR				FR		SR		Total		FR		SR		Total		FR		SR		Total	
Working harder than you thought you could to meet an instructor's standards or expectations																								
Never	8	8.6%	5	4.8%	13	6.6%	6	5.6%	5	5.1%	11	5.3%	13	17.1%	2	3.0%	15	10.6%	6	7.5%	3	6.5%	9	7.1%
Sometimes	27	29.0%	33	31.4%	60	30.3%	37	34.3%	36	36.4%	73	35.3%	20	26.3%	20	30.3%	40	28.2%	31	38.8%	20	43.5%	51	40.5%
Often	42	45.2%	47	44.8%	89	44.9%	46	42.6%	43	43.4%	89	43.0%	27	35.5%	28	42.4%	55	38.7%	34	42.5%	14	30.4%	48	38.1%
Very Often	16	17.2%	20	19.0%	36	18.2%	19	17.6%	15	15.2%	34	16.4%	16	21.1%	16	24.2%	32	22.5%	9	11.3%	9	19.6%	18	14.3%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	46	100.0%	126	100.0%
Quite a bit/very much	58	62.4%	67	63.8%	125	63.1%	65	60.2%	58	58.6%	123	59.4%	43	56.6%	44	66.7%	87	61.3%	43	53.8%	23	50.0%	66	52.4%
Mean	2.71		2.78		2.75		2.72		2.69		2.71		2.61		2.88		2.73		2.58		2.63		2.60	
Campus environment emphasizing time studying and on academic work																								
Very little	0	0.0%	1	1.0%	1	0.5%	0	0.0%	1	1.0%	1	0.5%	1	1.3%	0	0.0%	1	0.7%	1	1.3%	0	0.0%	1	0.8%
Some	4	4.3%	13	12.4%	17	8.6%	8	7.6%	10	10.1%	18	8.8%	11	14.7%	2	3.0%	13	9.2%	5	6.3%	6	13.6%	11	8.9%
Quite a bit	48	52.2%	52	49.5%	100	50.8%	41	39.0%	42	42.4%	83	40.7%	25	33.3%	35	53.0%	60	42.6%	37	46.3%	20	45.5%	57	46.0%
Very much	40	43.5%	39	37.1%	79	40.1%	56	53.3%	46	46.5%	102	50.0%	38	50.7%	29	43.9%	67	47.5%	37	46.3%	18	40.9%	55	44.4%
Total	92	100.0%	105	100.0%	197	100.0%	105	100.0%	99	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%	124	100.0%
Quite a bit/very much	88	95.7%	91	86.7%	179	90.9%	97	92.4%	88	88.9%	185	90.7%	63	84.0%	64	97.0%	127	90.1%	74	92.5%	38	86.4%	112	90.3%
Mean	3.39		3.23		3.30		3.46		3.34		3.40		3.33		3.41		3.37		3.38		3.27		3.34	

* Recalculated NSSE benchmarks for year-to-year comparisons based on 2006 NSSE report. 2006 scores were calculated internally on Macon campus undergraduate respondents only using NSSE weights.

Appendix II
Trends in NSSE Benchmark Questions
Active and Collaborative Learning
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

Active and Collaborative Learning

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR		SR		Total		FR		SR		Total		FR		SR		Total		FR		SR		Total	
Benchmark Score *	49.8		55.5				51.1		52.5				50.9		58.2				48.5		56.0			
Asked questions in class or contributed to class discussions																								
Never	2	2.2%	1	1.0%	3	1.5%	1	0.9%	1	1.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	1	1.2%	1	2.2%	2	1.6%
Sometimes	26	28.0%	14	13.3%	40	20.2%	28	25.9%	22	22.2%	50	24.2%	19	25.0%	12	18.2%	31	21.8%	27	33.3%	12	26.1%	39	30.7%
Often	33	35.5%	34	32.4%	67	33.8%	31	28.7%	32	32.3%	63	30.4%	24	31.6%	15	22.7%	39	27.5%	22	27.2%	16	34.8%	38	29.9%
Very often	32	34.4%	56	53.3%	88	44.4%	48	44.4%	44	44.4%	92	44.4%	33	43.4%	39	59.1%	72	50.7%	31	38.3%	17	37.0%	48	37.8%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	65	69.9%	90	85.7%	155	78.3%	79	73.1%	76	76.8%	155	74.9%	57	75.0%	54	81.8%	111	78.2%	53	65.4%	33	71.7%	86	67.7%
Mean	3.02		3.38		3.21		3.17		3.20		3.18		3.18		3.41		3.29		3.02		3.07		3.04	
Made a class presentation																								
Never	5	5.4%	5	4.8%	10	5.1%	10	9.3%	3	3.0%	13	6.3%	7	9.2%	0	0.0%	7	4.9%	7	8.6%	1	2.2%	8	6.3%
Sometimes	60	64.5%	27	25.7%	87	43.9%	65	60.2%	38	38.4%	103	49.8%	49	64.5%	13	19.7%	62	43.7%	52	64.2%	9	19.6%	61	48.0%
Often	25	26.9%	49	46.7%	74	37.4%	29	26.9%	44	44.4%	73	35.3%	18	23.7%	38	57.6%	56	39.4%	19	23.5%	24	52.2%	43	33.9%
Very often	3	3.2%	24	22.9%	27	13.6%	4	3.7%	14	14.1%	18	8.7%	2	2.6%	15	22.7%	17	12.0%	3	3.7%	12	26.1%	15	11.8%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	28	30.1%	73	69.5%	101	51.0%	33	30.6%	58	58.6%	91	44.0%	20	26.3%	53	80.3%	73	51.4%	22	27.2%	36	78.3%	58	45.7%
Mean	2.28		2.88		2.60		2.25		2.70		2.46		2.20		3.03		2.58		2.22		3.02		2.51	
Worked with other students on projects during class																								
Never	13	14.0%	11	10.5%	24	12.1%	11	10.2%	10	10.1%	21	10.1%	11	14.5%	5	7.6%	16	11.3%	9	11.1%	6	13.0%	15	11.8%
Sometimes	39	41.9%	48	45.7%	87	43.9%	53	49.1%	47	47.5%	100	48.3%	36	47.4%	31	47.0%	67	47.2%	41	50.6%	20	43.5%	61	48.0%
Often	29	31.2%	32	30.5%	61	30.8%	36	33.3%	30	30.3%	66	31.9%	18	23.7%	19	28.8%	37	26.1%	27	33.3%	14	30.4%	41	32.3%
Very often	12	12.9%	14	13.3%	26	13.1%	8	7.4%	12	12.1%	20	9.7%	11	14.5%	11	16.7%	22	15.5%	4	4.9%	6	13.0%	10	7.9%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	41	44.1%	46	43.8%	87	43.9%	44	40.7%	42	42.4%	86	41.5%	29	38.2%	30	45.5%	59	41.5%	31	38.3%	20	43.5%	51	40.2%
Mean	2.43		2.47		2.45		2.38		2.44		2.41		2.38		2.55		2.46		2.32		2.43		2.36	
Worked with classmates outside of class to prepare class assignments																								
Never	3	3.2%	0	0.0%	3	1.5%	5	4.6%	2	2.0%	7	3.4%	2	2.6%	0	0.0%	2	1.4%	4	4.9%	1	2.2%	5	3.9%
Sometimes	34	36.6%	26	24.8%	60	30.3%	43	39.8%	30	30.3%	73	35.3%	31	40.8%	18	27.3%	49	34.5%	37	45.7%	11	23.9%	48	37.8%
Often	39	41.9%	46	43.8%	85	42.9%	46	42.6%	41	41.4%	87	42.0%	30	39.5%	21	31.8%	51	35.9%	28	34.6%	20	43.5%	48	37.8%
Very often	17	18.3%	33	31.4%	50	25.3%	14	13.0%	26	26.3%	40	19.3%	13	17.1%	27	40.9%	40	28.2%	12	14.8%	14	30.4%	26	20.5%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	56	60.2%	79	75.2%	135	68.2%	60	55.6%	67	67.7%	127	61.4%	43	56.6%	48	72.7%	91	64.1%	40	49.4%	34	73.9%	74	58.3%
Mean	2.75		3.07		2.92		2.64		2.92		2.77		2.71		3.14		2.91		2.59		3.02		2.75	
Tutored or taught other students																								
Never	29	31.2%	32	30.5%	61	30.8%	26	24.1%	25	25.3%	51	24.6%	22	28.9%	17	25.8%	39	27.5%	22	27.2%	15	32.6%	37	29.1%
Sometimes	40	43.0%	45	42.9%	85	42.9%	53	49.1%	46	46.5%	99	47.8%	29	38.2%	32	48.5%	61	43.0%	27	33.3%	15	32.6%	42	33.1%
Often	16	17.2%	17	16.2%	33	16.7%	15	13.9%	18	18.2%	33	15.9%	14	18.4%	5	7.6%	19	13.4%	18	22.2%	7	15.2%	25	19.7%
Very often	8	8.6%	11	10.5%	19	9.6%	14	13.0%	10	10.1%	24	11.6%	11	14.5%	12	18.2%	23	16.2%	14	17.3%	9	19.6%	23	18.1%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	24	25.8%	28	26.7%	52	26.3%	29	26.9%	28	28.3%	57	27.5%	25	32.9%	17	25.8%	42	29.6%	32	39.5%	16	34.8%	48	37.8%
Mean	2.03		2.07		2.05		2.16		2.13		2.14		2.18		2.18		2.18		2.30		2.22		2.27	

Appendix II
Trends in NSSE Benchmark Questions
Active and Collaborative Learning

(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR	SR	Total			FR	SR	Total			FR	SR	Total			FR	SR	Total						
Participated in a community-based project as part of a regular course																								
Never	30	32.3%	48	45.7%	78	39.4%	21	19.6%	45	45.5%	66	32.0%	26	34.2%	29	43.9%	55	38.7%	40	52.6%	16	24.2%	56	39.4%
Sometimes	37	39.8%	42	40.0%	79	39.9%	49	45.8%	41	41.4%	90	43.7%	32	42.1%	29	43.9%	61	43.0%	21	27.6%	20	30.3%	41	28.9%
Often	16	17.2%	13	12.4%	29	14.6%	22	20.6%	9	9.1%	31	15.0%	10	13.2%	3	4.5%	13	9.2%	12	15.8%	5	7.6%	17	12.0%
Very often	10	10.8%	2	1.9%	12	6.1%	15	14.0%	4	4.0%	19	9.2%	8	10.5%	5	7.6%	13	9.2%	8	10.5%	5	7.6%	13	9.2%
Total	93	100.0%	105	100.0%	198	100.0%	107	100.0%	99	100.0%	206	100.0%	76	100.0%	66	100.0%	142	100.0%	76	100.0%	66	100.0%	142	100.0%
Quite a bit/very much	26	28.0%	15	14.3%	41	20.7%	37	34.6%	13	13.1%	50	24.3%	18	23.7%	8	12.1%	26	18.3%	20	26.3%	10	15.2%	30	21.1%
Mean	2.06		1.70		1.87		2.29		1.72		2.01		2.00		1.76		1.89		1.97		1.38		1.70	
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)																								
Never	2	2.2%	1	1.0%	3	1.5%	6	5.6%	2	2.0%	8	3.9%	1	1.3%	1	1.5%	2	1.4%	1	1.3%	0	0.0%	1	0.8%
Sometimes	28	30.1%	25	23.8%	53	26.8%	38	35.2%	26	26.3%	64	30.9%	22	29.3%	12	18.2%	34	24.1%	37	46.3%	16	34.8%	53	42.1%
Often	40	43.0%	44	41.9%	84	42.4%	35	32.4%	46	46.5%	81	39.1%	32	42.7%	30	45.5%	62	44.0%	24	30.0%	14	30.4%	38	30.2%
Very often	23	24.7%	35	33.3%	58	29.3%	29	26.9%	25	25.3%	54	26.1%	20	26.7%	23	34.8%	43	30.5%	18	22.5%	16	34.8%	34	27.0%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	46	100.0%	126	100.0%
Often/Very often	63	67.7%	79	75.2%	142	71.7%	64	59.3%	71	71.7%	135	65.2%	52	69.3%	53	80.3%	105	74.5%	42	52.5%	30	65.2%	72	57.1%
Mean	2.90		3.08		2.99		2.81		2.95		2.87		2.95		3.14		3.04		2.74		3.00		2.83	

* Recalculated NSSE benchmarks for year-to-year comparisons based on 2006 NSSE report. 2006 scores were calculated internally on Macon campus undergraduate respondents only using NSSE weights.

Appendix II
Trends in NSSE Benchmark Questions
Student-Faculty Interaction

(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

Student-Faculty Interaction

Benchmark Score *	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR	SR	Total		FR	SR	Total		FR	SR	Total		FR	SR	Total		FR	SR	Total					
	39.5	54.9			46.6	49.8			46.9	58.6			43.1	54.5										
Discussed grades or assignments with an instructor																								
Never	9	9.7%	1	1.0%	10	5.1%	2	1.9%	4	4.0%	6	2.9%	3	3.9%	0	0.0%	3	2.1%	3	3.7%	3	6.5%	6	4.7%
Sometimes	31	33.3%	25	23.8%	56	28.3%	40	37.0%	32	32.3%	72	34.8%	30	39.5%	23	34.8%	53	37.3%	32	39.5%	12	26.1%	44	34.6%
Often	40	43.0%	41	39.0%	81	40.9%	37	34.3%	40	40.4%	77	37.2%	23	30.3%	22	33.3%	45	31.7%	26	32.1%	18	39.1%	44	34.6%
Very often	13	14.0%	38	36.2%	51	25.8%	29	26.9%	23	23.2%	52	25.1%	20	26.3%	21	31.8%	41	28.9%	20	24.7%	13	28.3%	33	26.0%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	53	57.0%	79	75.2%	132	66.7%	66	61.1%	63	63.6%	129	62.3%	43	56.6%	43	65.2%	86	60.6%	46	56.8%	31	67.4%	77	60.6%
Mean	2.61		3.10		2.87		2.86		2.83		2.85		2.79		2.97		2.87		2.78		2.89		2.82	
Talked about career plans with a faculty member or advisor																								
Never	16	17.2%	15	14.3%	31	15.7%	23	21.3%	14	14.1%	37	17.9%	10	13.2%	3	4.5%	13	9.2%	11	13.6%	2	4.3%	13	10.2%
Sometimes	50	53.8%	34	32.4%	84	42.4%	50	46.3%	37	37.4%	87	42.0%	40	52.6%	17	25.8%	57	40.1%	45	56.6%	17	37.0%	62	48.8%
Often	23	24.7%	33	31.4%	56	28.3%	21	19.4%	30	30.3%	51	24.6%	18	23.7%	26	39.4%	44	31.0%	20	24.7%	17	37.0%	37	29.1%
Very often	4	4.3%	23	21.9%	27	13.6%	14	13.0%	18	18.2%	32	15.5%	8	10.5%	20	30.3%	28	19.7%	5	6.2%	10	21.7%	15	11.8%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	27	29.0%	56	53.3%	83	41.9%	35	32.4%	48	48.5%	83	40.1%	26	34.2%	46	69.7%	72	50.7%	25	30.9%	27	58.7%	52	40.9%
Mean	2.16		2.61		2.40		2.24		2.53		2.38		2.32		2.95		2.61		2.23		2.76		2.43	
Discussed ideas from your readings or classes with faculty members outside of class																								
Never	30	32.3%	12	11.4%	42	21.2%	37	34.3%	16	16.2%	53	25.6%	25	32.9%	6	9.1%	31	21.8%	24	29.6%	7	15.2%	31	24.4%
Sometimes	50	53.8%	48	45.7%	98	49.5%	47	43.5%	50	50.5%	97	46.9%	32	42.1%	32	48.5%	64	45.1%	39	48.1%	21	45.7%	60	47.2%
Often	8	8.6%	31	29.5%	39	19.7%	16	14.8%	21	21.2%	37	17.9%	14	18.4%	19	28.8%	33	23.2%	18	22.2%	12	26.1%	30	23.6%
Very often	5	5.4%	14	13.3%	19	9.6%	8	7.4%	12	12.1%	20	9.7%	5	6.6%	9	13.6%	14	9.9%	0	0.0%	6	13.0%	6	4.7%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	13	14.0%	45	42.9%	58	29.3%	24	22.2%	33	33.3%	57	27.5%	19	25.0%	28	42.4%	47	33.1%	18	22.2%	18	39.1%	36	28.3%
Mean	1.87		2.45		2.18		1.95		2.29		2.12		1.99		2.47		2.21		1.93		2.37		2.09	
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)																								
Never	42	45.2%	35	33.3%	77	38.9%	40	37.0%	37	37.4%	77	37.2%	27	35.5%	13	19.7%	40	28.2%	38	47.5%	11	23.9%	49	38.9%
Sometimes	43	46.2%	38	36.2%	81	40.9%	41	38.0%	38	38.4%	79	38.2%	35	46.1%	27	40.9%	62	43.7%	35	43.8%	18	39.1%	53	42.1%
Often	8	8.6%	19	18.1%	27	13.6%	15	13.9%	18	18.2%	33	15.9%	9	11.8%	17	25.8%	26	18.3%	6	7.5%	9	19.6%	15	11.9%
Very often	0	0.0%	13	12.4%	13	6.6%	12	11.1%	6	6.1%	18	8.7%	5	6.6%	9	13.6%	14	9.9%	1	1.3%	8	17.4%	9	7.1%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	46	100.0%	126	100.0%
Often/Very often	8	8.6%	32	30.5%	40	20.2%	27	25.0%	24	24.2%	51	24.6%	14	18.4%	26	39.4%	40	28.2%	7	8.8%	17	37.0%	24	19.0%
Mean	1.63		2.10		1.88		1.99		1.93		1.96		1.89		2.33		2.10		1.63		2.30		1.87	
Received prompt feedback from faculty on your academic performance (written or oral)																								
Never	5	5.4%	2	1.9%	7	3.5%	4	3.7%	3	3.0%	7	3.4%	2	2.6%	0	0.0%	2	1.4%	2	2.5%	2	4.3%	4	3.2%
Sometimes	36	38.7%	25	23.8%	61	30.8%	32	29.6%	21	21.2%	53	25.6%	21	27.6%	14	21.2%	35	24.6%	25	31.3%	11	23.9%	36	28.6%
Often	38	40.9%	54	51.4%	92	46.5%	47	43.5%	52	52.5%	99	47.8%	34	44.7%	35	53.0%	69	48.6%	40	50.0%	25	54.3%	65	51.6%
Very often	14	15.1%	24	22.9%	38	19.2%	25	23.1%	23	23.2%	48	23.2%	19	25.0%	17	25.8%	36	25.4%	13	16.3%	8	17.4%	21	16.7%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	46	100.0%	126	100.0%
Often/Very often	52	55.9%	78	74.3%	130	65.7%	72	66.7%	75	75.8%	147	71.0%	53	69.7%	52	78.8%	105	73.9%	53	66.3%	33	71.7%	86	68.3%
Mean	2.66		2.95		2.81		2.86		2.96		2.91		2.92		3.05		2.98		2.80		2.85		2.82	

Appendix II
Trends in NSSE Benchmark Questions
Student-Faculty Interaction

(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR		SR		Total		FR		SR		Total		FR		SR		Total		FR		SR		Total	
Worked with a faculty member on a research project outside of course or program requirements (2004)																								
Have not decided													27	36.0%	7	10.6%	34	24.1%	40	50.0%	6	13.3%	46	36.8%
Do not plan to do													20	26.7%	40	60.6%	60	42.6%	16	20.0%	28	62.2%	44	35.2%
Plan to do													26	34.7%	5	7.6%	31	22.0%	21	26.3%	3	6.7%	24	19.2%
Done													2	2.7%	14	21.2%	16	11.3%	3	3.8%	8	17.8%	11	8.8%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Plan to do/Done													28	37.3%	19	28.8%	47	33.3%	24	30.0%	11	24.4%	35	28.0%
Mean													NA		NA		NA		NA		NA		NA	
Worked with a faculty member on a research project outside of course or program requirements (2002/2003)																								
Undecided	45	48.4%	8	7.6%	53	26.8%	52	49.5%	15	15.3%	67	33.0%												
No	21	22.6%	64	61.0%	85	42.9%	17	16.2%	54	55.1%	71	35.0%												
Yes	27	29.0%	33	31.4%	60	30.3%	36	34.3%	29	29.6%	65	32.0%												
Total	93	100.0%	105	100.0%	198	100.0%	105	100.0%	98	100.0%	203	100.0%												
Mean	NA		NA		NA		NA		NA		NA													

* Recalculated NSSE benchmarks for year-to-year comparisons based on 2006 NSSE report. 2006 scores were calculated internally on Macon campus undergraduate respondents only using NSSE weights.

Appendix II
Trends in NSSE Benchmark Questions
Enriching Educational Experiences
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

Enriching Educational Experiences

Benchmark Score *	2002 NSSE					2003 NSSE					2004 NSSE					2006 NSSE								
	FR	SR	Total			FR	SR	Total			FR	SR	Total			FR	SR	Total						
	62.4	54.0				66.7	54.8				31.1	49.9				29.0	54.4							
Participating in co-curricular activities (organizations, publications, student government, sports, etc.)																								
0 hr/wk	18	19.4%	25	24.3%	43	21.9%	15	14.3%	26	26.3%	41	20.1%	8	10.7%	15	23.1%	23	16.4%	15	18.8%	5	11.4%	20	16.1%
1-5 hr/wk	38	40.9%	34	33.0%	72	36.7%	46	43.8%	35	35.4%	81	39.7%	33	44.0%	21	32.3%	54	38.6%	33	41.3%	16	36.4%	49	39.5%
6-10 hr/wk	22	23.7%	17	16.5%	39	19.9%	18	17.1%	16	16.2%	34	16.7%	17	22.7%	12	18.5%	29	20.7%	12	15.0%	9	20.5%	21	16.9%
11-15 hr/wk	7	7.5%	17	16.5%	24	12.2%	10	9.5%	9	9.1%	19	9.3%	11	14.7%	7	10.8%	18	12.9%	9	11.3%	4	9.1%	13	10.5%
16-20 hr/wk	8	8.6%	7	6.8%	15	7.7%	4	3.8%	4	4.0%	8	3.9%	2	2.7%	4	6.2%	6	4.3%	5	6.3%	7	15.9%	12	9.7%
21-25 hr/wk	0	0.0%	2	1.9%	2	1.0%	5	4.8%	6	6.1%	11	5.4%	1	1.3%	2	3.1%	3	2.1%	1	1.3%	0	0.0%	1	0.8%
26-30 hr/wk	0	0.0%	1	1.0%	1	0.5%	3	2.9%	0	0.0%	3	1.5%	0	0.0%	2	3.1%	2	1.4%	1	1.3%	1	2.3%	2	1.6%
30+ hr/wk	0	0.0%	0	0.0%	0	0.0%	4	3.8%	3	3.0%	7	3.4%	3	4.0%	2	3.1%	5	3.6%	4	5.0%	2	4.5%	6	4.8%
Total	93	100.0%	103	100.0%	196	100.0%	105	100.0%	99	100.0%	204	100.0%	75	100.0%	65	100.0%	140	100.0%	80	100.0%	44	100.0%	124	100.0%
Rated over 20 hr/wk	0	0.0%	3	2.9%	3	1.5%	12	11.4%	9	9.1%	21	10.3%	4	5.3%	6	9.2%	10	7.1%	6	7.5%	3	6.8%	9	7.3%
Mean	2.45		2.58		2.52		2.90		2.63		2.76		2.79		2.82		2.80		2.79		3.14		2.91	
Practicum, internship, field experience, co-op experience, or clinical assignment (2004)																								
Have not decided													10	13.3%	5	7.6%	15	10.6%	11	13.8%	2	4.4%	13	10.4%
Do not plan to do													1	1.3%	20	30.3%	21	14.9%	0	0.0%	5	11.1%	5	4.0%
Plan to do													58	77.3%	5	7.6%	63	44.7%	64	80.0%	2	4.4%	66	52.8%
Done													6	8.0%	33	50.0%	39	27.7%	5	6.3%	36	80.0%	41	32.8%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Plan to do/Done													64	85.3%	38	57.6%	102	72.3%	69	86.3%	38	84.4%	107	85.6%
Mean													NA		NA		NA		NA		NA		NA	
Practicum, internship, field experience, co-op experience, or clinical assignment (2002, 2003)																								
Undecided	19	20.7%	7	6.7%	26	13.2%	15	14.3%	7	7.1%	22	10.8%												
No	4	4.3%	34	32.4%	38	19.3%	1	1.0%	24	24.5%	25	12.3%												
Yes	69	75.0%	64	61.0%	133	67.5%	89	84.8%	67	68.4%	156	76.8%												
Total	92	100.0%	105	100.0%	197	100.0%	105	100.0%	98	100.0%	203	100.0%												
Mean	NA		NA		NA		NA		NA		NA													
Community service or volunteer work																								
Have not decided													3	4.0%	5	7.6%	8	5.7%	4	5.0%	2	4.4%	6	4.8%
Do not plan to do													1	1.3%	8	12.1%	9	6.4%	2	2.5%	3	6.7%	5	4.0%
Plan to do													31	41.3%	5	7.6%	36	25.5%	31	38.8%	0	0.0%	31	24.8%
Done													40	53.3%	48	72.7%	88	62.4%	43	53.8%	40	88.9%	83	66.4%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Plan to do/Done													71	94.7%	53	80.3%	124	87.9%	74	92.5%	40	88.9%	114	91.2%
Mean													NA		NA		NA		NA		NA		NA	
Community service or volunteer work																								
Undecided	11	11.8%	6	5.7%	17	8.6%	8	7.5%	4	4.1%	12	5.9%												
No	6	6.5%	24	22.9%	30	15.2%	3	2.8%	22	22.4%	25	12.3%												
Yes	76	81.7%	75	71.4%	151	76.3%	95	89.6%	72	73.5%	167	81.9%												
Total	93	100.0%	105	100.0%	198	100.0%	106	100.0%	98	100.0%	204	100.0%												
Mean	NA		NA		NA		NA		NA		NA													

Appendix II
Trends in NSSE Benchmark Questions
Enriching Educational Experiences
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR	SR	Total	FR	SR	Total	FR	SR	Total	FR	SR	Total	FR	SR	Total	FR	SR	Total						
Foreign language coursework																								
Have not decided													7	9.3%	5	7.6%	12	8.5%	9	11.3%	2	4.4%	11	8.8%
Do not plan to do													14	18.7%	24	36.4%	38	27.0%	12	15.0%	13	28.9%	25	20.0%
Plan to do													38	50.7%	2	3.0%	40	28.4%	39	48.8%	1	2.2%	40	32.0%
Done													16	21.3%	35	53.0%	51	36.2%	20	25.0%	29	64.4%	49	39.2%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Plan to do/Done													54	72.0%	37	56.1%	91	64.5%	59	73.8%	30	66.7%	89	71.2%
Mean													NA		NA		NA		NA		NA		NA	
Foreign language coursework																								
Undecided	42	45.2%	35	33.3%	77	38.9%	19	17.9%	8	8.2%	27	13.3%												
No	43	46.2%	38	36.2%	81	40.9%	19	17.9%	44	45.4%	63	31.0%												
Yes	0	0.0%	13	12.4%	13	6.6%	68	64.2%	45	46.4%	113	55.7%												
Total	93	100.0%	105	100.0%	198	100.0%	106	100.0%	97	100.0%	203	100.0%												
Mean	NA		NA		NA		NA		NA		NA										NA		NA	
Study abroad																								
Have not decided													21	28.0%	4	6.1%	25	17.7%	21	26.3%	3	6.8%	24	19.4%
Do not plan to do													17	22.7%	45	68.2%	62	44.0%	15	18.8%	32	72.7%	47	37.9%
Plan to do													36	48.0%	3	4.5%	39	27.7%	43	53.8%	3	6.8%	46	37.1%
Done													1	1.3%	14	21.2%	15	10.6%	1	1.3%	6	13.6%	7	5.6%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%	124	100.0%
Plan to do/Done													37	49.3%	17	25.8%	54	38.3%	44	55.0%	9	20.5%	53	42.7%
Mean													NA		NA		NA		NA		NA		NA	
Study abroad																								
Undecided	24	25.8%	2	1.9%	26	13.1%	39	36.8%	12	12.4%	51	25.1%												
No	32	34.4%	76	72.4%	108	54.5%	29	27.4%	64	66.0%	93	45.8%												
Yes	37	39.8%	27	25.7%	64	32.3%	38	35.8%	21	21.6%	59	29.1%												
Total	93	100.0%	105	100.0%	198	100.0%	106	100.0%	97	100.0%	203	100.0%												
Mean	NA		NA		NA		NA		NA		NA													
Independent study or self-designed major																								
Have not decided													25	33.3%	3	4.5%	28	19.9%	25	31.3%	3	6.7%	28	22.4%
Do not plan to do													33	44.0%	39	59.1%	72	51.1%	38	47.5%	35	77.8%	73	58.4%
Plan to do													17	22.7%	3	4.5%	20	14.2%	17	21.3%	1	2.2%	18	14.4%
Done													0	0.0%	31	47.0%	31	22.0%	0	0.0%	6	13.3%	6	4.8%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Plan to do/Done													17	22.7%	34	51.5%	51	36.2%	17	21.3%	7	15.6%	24	19.2%
Mean													NA		NA		NA		NA		NA		NA	
Independent study or self-designed major																								
Undecided	41	44.1%	2	1.9%	5	4.8%	48	45.3%	8	8.2%	56	27.5%												
No	41	44.1%	25	23.8%	66	63.5%	34	32.1%	68	69.4%	102	50.0%												
Yes	11	11.8%	24	22.9%	33	31.7%	24	22.6%	22	22.4%	46	22.5%												
Total	93	100.0%	105	100.0%	104	100.0%	106	100.0%	98	100.0%	204	100.0%												
Mean	NA		NA		NA		NA		NA		NA													

Appendix II
Trends in NSSE Benchmark Questions
Enriching Educational Experiences
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR	SR	Total		FR	SR	Total		FR	SR	Total		FR	SR	Total		FR	SR	Total					
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)																								
Have not decided												9	12.0%	2	3.0%	11	7.8%	12	15.2%	2	4.4%	14	11.3%	
Do not plan to do												5	6.7%	3	4.5%	8	5.7%	6	7.6%	3	6.7%	9	7.3%	
Plan to do												60	80.0%	15	22.7%	75	53.2%	61	77.2%	8	17.8%	69	55.6%	
Done												1	1.3%	46	69.7%	47	33.3%	0	0.0%	32	71.1%	32	25.8%	
Total												75	100.0%	66	100.0%	141	100.0%	79	100.0%	45	100.0%	124	100.0%	
Plan to do/Done												61	81.3%	61	92.4%	122	86.5%	61	77.2%	40	88.9%	101	81.5%	
Mean												NA		NA		NA		NA		NA		NA		
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)																								
Undecided	13	14.0%	0	0.0%	13	6.6%	21	19.8%	1	1.0%	22	10.8%												
No	5	5.4%	6	5.8%	11	5.6%	8	7.5%	4	4.1%	12	5.9%												
Yes	75	80.6%	98	94.2%	173	87.8%	77	72.6%	93	94.9%	170	83.3%												
Total	93	100.0%	104	100.0%	197	100.0%	106	100.0%	98	100.0%	204	100.0%												
Mean	NA		NA		NA		NA		NA		NA													
Serious conversations with students of a different race or ethnicity																								
Never	6	6.5%	9	8.6%	15	7.6%	7	6.5%	5	5.1%	12	5.8%	3	3.9%	7	10.6%	10	7.0%	4	5.0%	3	6.5%	7	5.6%
Sometimes	26	28.0%	39	37.1%	65	32.8%	28	26.2%	28	28.3%	56	27.2%	24	31.6%	14	21.2%	38	26.8%	30	37.5%	5	10.9%	35	27.8%
Often	35	37.6%	28	26.7%	63	31.8%	35	32.7%	35	35.4%	70	34.0%	27	35.5%	22	33.3%	49	34.5%	31	38.8%	15	32.6%	46	36.5%
Very often	26	28.0%	29	27.6%	55	27.8%	37	34.6%	31	31.3%	68	33.0%	22	28.9%	23	34.8%	45	31.7%	15	18.8%	23	50.0%	38	30.2%
Total	93	100.0%	105	100.0%	198	100.0%	107	100.0%	99	100.0%	206	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	46	100.0%	126	100.0%
Often/Very often	61	65.6%	57	54.3%	118	59.6%	72	67.3%	66	66.7%	138	67.0%	49	64.5%	45	68.2%	94	66.2%	46	57.5%	38	82.6%	84	66.7%
Mean	2.87		2.73		2.80		2.95		2.93		2.94		2.89		2.92		2.91		2.71		3.26		2.91	
Serious conversations with students of different religious beliefs, political opinions, or personal values																								
Never	4	4.3%	7	6.7%	11	5.6%	3	2.8%	7	7.1%	10	4.8%	3	3.9%	5	7.6%	8	5.6%	5	6.3%	0	0.0%	5	4.0%
Sometimes	23	24.7%	31	29.5%	54	27.3%	30	27.8%	33	33.3%	63	30.4%	17	22.4%	18	27.3%	35	24.6%	27	33.8%	10	21.7%	37	29.4%
Often	37	39.8%	34	32.4%	71	35.9%	30	27.8%	30	30.3%	60	29.0%	26	34.2%	17	25.8%	43	30.3%	27	33.8%	13	28.3%	40	31.7%
Very often	29	31.2%	33	31.4%	62	31.3%	45	41.7%	29	29.3%	74	35.7%	30	39.5%	26	39.4%	56	39.4%	21	26.3%	23	50.0%	44	34.9%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	80	100.0%	46	100.0%	126	100.0%
Often/Very often	66	71.0%	67	63.8%	133	67.2%	75	69.4%	59	59.6%	134	64.7%	56	73.7%	43	65.2%	99	69.7%	48	60.0%	36	78.3%	84	66.7%
Mean	2.98		2.89		2.93		3.08		2.82		2.96		3.09		2.97		3.04		2.80		3.28		2.98	
Using electronic technology to discuss or complete an assignment																								
Never	19	20.4%	8	7.6%	27	13.6%	13	12.0%	11	11.1%	24	11.6%	12	15.8%	7	10.6%	19	13.4%	9	11.1%	2	4.3%	11	8.7%
Sometimes	22	23.7%	33	31.4%	55	27.8%	37	34.3%	23	23.2%	60	29.0%	19	25.0%	15	22.7%	34	23.9%	33	40.7%	20	43.5%	53	41.7%
Often	26	28.0%	26	24.8%	52	26.3%	32	29.6%	30	30.3%	62	30.0%	20	26.3%	20	30.3%	40	28.2%	22	27.2%	11	23.9%	33	26.0%
Very often	26	28.0%	38	36.2%	64	32.3%	26	24.1%	35	35.4%	61	29.5%	25	32.9%	24	36.4%	49	34.5%	17	21.0%	13	28.3%	30	23.6%
Total	93	100.0%	105	100.0%	198	100.0%	108	100.0%	99	100.0%	207	100.0%	76	100.0%	66	100.0%	142	100.0%	81	100.0%	46	100.0%	127	100.0%
Often/Very often	52	55.9%	64	61.0%	116	58.6%	58	53.7%	65	65.7%	123	59.4%	45	59.2%	44	66.7%	89	62.7%	39	48.1%	24	52.2%	63	49.6%
Mean	2.63		2.90		2.77		2.66		2.90		2.77		2.76		2.92		2.84		2.58		2.76		2.65	

Appendix II
Trends in NSSE Benchmark Questions
Enriching Educational Experiences
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR		SR		Total		FR		SR		Total		FR		SR		Total		FR		SR		Total	
Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds																								
Very Little	9	9.7%	29	27.6%	38	19.2%	11	10.5%	20	20.2%	31	15.2%	4	5.3%	9	13.6%	13	9.2%	12	15.0%	5	11.4%	17	13.7%
Some	27	29.0%	35	33.3%	62	31.3%	29	27.6%	34	34.3%	63	30.9%	31	41.3%	22	33.3%	53	37.6%	25	31.3%	16	36.4%	41	33.1%
Quite a Bit	32	34.4%	25	23.8%	57	28.8%	39	37.1%	33	33.3%	72	35.3%	23	30.7%	21	31.8%	44	31.2%	27	33.8%	16	36.4%	43	34.7%
Very Much	25	26.9%	16	15.2%	41	20.7%	26	24.8%	12	12.1%	38	18.6%	17	22.7%	14	21.2%	31	22.0%	16	20.0%	7	15.9%	23	18.5%
Total	93	100.0%	105	100.0%	198	100.0%	105	100.0%	99	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%	124	100.0%
Often/Very often	57	61.3%	41	39.0%	98	49.5%	65	61.9%	45	45.5%	110	53.9%	40	53.3%	35	53.0%	75	53.2%	43	53.8%	23	52.3%	66	53.2%
Mean	2.78		2.27		2.51		2.76		2.37		2.57		2.71		2.61		2.66		2.59		2.57		2.58	
Participate in a learning community or some other formal program where groups of students take two or more classes together																								
Have not decided													33	44.0%	11	16.7%	44	31.2%	31	38.8%	2	4.4%	33	26.4%
Do not plan to do													25	33.3%	31	47.0%	56	39.7%	21	26.3%	29	64.4%	50	40.0%
Plan to do													8	10.7%	4	6.1%	12	8.5%	17	21.3%	3	6.7%	20	16.0%
Done													9	12.0%	20	30.3%	29	20.6%	11	13.8%	11	24.4%	22	17.6%
Total													75	100.0%	66	100.0%	141	100.0%	80	100.0%	45	100.0%	125	100.0%
Plan to do/Done													17	22.7%	24	36.4%	41	29.1%	28	35.0%	14	31.1%	42	33.6%
Mean													NA		NA		NA		NA		NA		NA	

* Due to the large number of changes to the questions underlying the Enriching Educational Experiences benchmark, year-to-year comparisons of benchmark scores is not appropriate.

Appendix II
Trends in NSSE Benchmark Questions
Supportive Campus Environment
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

Supportive Campus Environment

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR	SR	Total		FR	SR	Total		FR	SR	Total		FR	SR	Total		FR	SR	Total					
Benchmark Score *	64.5		58.2		65.9		59.4		68.5		65.4		63.4		62.3									
Quality of relationships with other students																								
Sense of Alienation	1	1.1%	1	1.0%	2	1.0%	1	0.9%	1	1.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
2	2	2.2%	1	1.0%	3	1.5%	1	0.9%	3	3.1%	4	2.0%	0	0.0%	1	1.5%	1	0.7%	1	1.3%	1	2.3%		
3	3	3.2%	1	1.0%	4	2.0%	1	0.9%	3	3.1%	4	2.0%	1	1.3%	0	0.0%	1	0.7%	5	6.3%	0	0.0%		
4	8	8.6%	8	7.6%	16	8.1%	11	10.4%	6	6.1%	17	8.3%	8	10.7%	6	9.1%	14	9.9%	3	3.8%	4	9.3%		
5	19	20.4%	22	21.0%	41	20.7%	15	14.2%	23	23.5%	38	18.6%	13	17.3%	9	13.6%	22	15.6%	25	31.3%	5	11.6%		
6	29	31.2%	35	33.3%	64	32.3%	37	34.9%	30	30.6%	67	32.8%	23	30.7%	23	34.8%	46	32.6%	21	26.3%	17	39.5%		
7 Friendly, Supportive, Sense of	31	33.3%	37	35.2%	68	34.3%	40	37.7%	32	32.7%	72	35.3%	30	40.0%	27	40.9%	57	40.4%	25	31.3%	16	37.2%		
Total	93	100.0%	105	100.0%	198	100.0%	106	100.0%	98	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	43	100.0%		
Rated 5, 6, or 7	79	84.9%	94	89.5%	173	87.4%	92	86.8%	85	86.7%	177	86.8%	66	88.0%	59	89.4%	125	88.7%	71	88.8%	38	88.4%		
Mean	5.72		5.88		5.80		5.92		5.70		5.81		5.97		6.03		6.00		5.69		5.98			
Quality of relationships with faculty members																								
Unsympathetic	0	0.0%	2	1.9%	2	1.0%	1	0.9%	1	1.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		
2	1	1.1%	0	0.0%	1	0.5%	2	1.9%	0	0.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	2.3%		
3	3	3.2%	3	2.9%	6	3.0%	3	2.8%	1	1.0%	4	2.0%	0	0.0%	0	0.0%	0	0.0%	2	2.5%	0	0.0%		
4	9	9.7%	7	6.7%	16	8.1%	6	5.7%	6	6.1%	12	5.9%	6	8.0%	6	9.1%	12	8.5%	6	7.5%	2	4.5%		
5	24	25.8%	24	22.9%	48	24.2%	20	18.9%	16	16.3%	36	17.6%	19	25.3%	9	13.6%	28	19.9%	22	27.5%	8	18.2%		
6	35	37.6%	33	31.4%	68	34.3%	56	52.8%	40	40.8%	96	47.1%	24	32.0%	23	34.8%	47	33.3%	34	42.5%	24	54.5%		
7 Available, Helpful,	21	22.6%	36	34.3%	57	28.8%	18	17.0%	34	34.7%	52	25.5%	26	34.7%	28	42.4%	54	38.3%	15	18.8%	9	20.5%		
Total	93	100.0%	105	100.0%	198	100.0%	106	100.0%	98	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%		
Rated 5, 6, or 7	80	86.0%	93	88.6%	173	87.4%	94	88.7%	90	91.8%	184	90.2%	69	92.0%	60	90.9%	129	91.5%	71	88.8%	41	93.2%		
Mean	5.63		5.80		5.72		5.66		5.98		5.81		5.93		6.11		6.01		5.64		5.84			
Quality of relationships with administrative personnel and offices																								
1 Unhelpful, Inconsiderate, Rigid	1	1.1%	9	8.6%	10	5.1%	0	0.0%	5	5.1%	5	2.5%	0	0.0%	1	1.5%	1	0.7%	3	3.8%	0	0.0%		
2	2	2.2%	8	7.6%	10	5.1%	3	2.8%	6	6.1%	9	4.4%	0	0.0%	5	7.6%	5	3.5%	1	1.3%	5	11.4%		
3	11	11.8%	14	13.3%	25	12.6%	7	6.6%	9	9.2%	16	7.8%	3	4.0%	6	9.1%	9	6.4%	7	8.8%	2	4.5%		
4	15	16.1%	23	21.9%	38	19.2%	18	17.0%	21	21.4%	39	19.1%	15	20.0%	15	22.7%	30	21.3%	22	27.5%	15	34.1%		
5	21	22.6%	29	27.6%	50	25.3%	35	33.0%	31	31.6%	66	32.4%	26	34.7%	14	21.2%	40	28.4%	22	27.5%	7	15.9%		
6	29	31.2%	15	14.3%	44	22.2%	25	23.6%	20	20.4%	45	22.1%	16	21.3%	15	22.7%	31	22.0%	20	25.0%	11	25.0%		
7 Helpful, Considerate, Flexible	14	15.1%	7	6.7%	21	10.6%	18	17.0%	6	6.1%	24	11.8%	15	20.0%	10	15.2%	25	17.7%	5	6.3%	4	9.1%		
Total	93	100.0%	105	100.0%	198	100.0%	106	100.0%	98	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%		
Rated 5, 6, or 7	64	68.8%	51	48.6%	115	58.1%	78	73.6%	57	58.2%	135	66.2%	57	76.0%	39	59.1%	96	68.1%	47	58.8%	22	50.0%		
Mean	5.11		4.22		4.64		5.19		4.54		4.88		5.33		4.83		5.10		4.74		4.66			
Providing the support you need to help you succeed academically																								
Very little	0	0.0%	6	5.7%	6	3.0%	0	0.0%	3	3.1%	3	1.5%	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	2.3%		
Some	9	9.7%	22	21.0%	31	15.7%	16	15.2%	19	19.4%	35	17.2%	6	8.0%	12	18.2%	18	12.8%	13	16.3%	6	13.6%		
Quite a bit	48	51.6%	47	44.8%	95	48.0%	51	48.6%	39	39.8%	90	44.3%	31	41.3%	26	39.4%	57	40.4%	31	38.8%	22	50.0%		
Very much	36	38.7%	30	28.6%	66	33.3%	38	36.2%	37	37.8%	75	36.9%	38	50.7%	28	42.4%	66	46.8%	35	43.8%	15	34.1%		
Total	93	100.0%	105	100.0%	198	100.0%	105	100.0%	98	100.0%	203	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%		
Quite a bit/very much	84	90.3%	77	73.3%	161	81.3%	89	84.8%	76	77.6%	165	81.3%	69	92.0%	54	81.8%	123	87.2%	66	82.5%	37	84.1%		
Mean	3.29		2.96		3.12		3.21		3.12		3.17		3.43		3.24		3.34		3.25		3.16			

Appendix II
Trends in NSSE Benchmark Questions
Supportive Campus Environment
(Macon Campus Undergraduate Only - Unweighted Frequencies and Means)

	2002 NSSE						2003 NSSE						2004 NSSE						2006 NSSE					
	FR		SR		Total		FR		SR		Total		FR		SR		Total		FR		SR		Total	
Helping you cope with your non-academic responsibilities (work, family, etc.)																								
Very little	22	23.7%	33	31.4%	55	27.8%	19	18.1%	28	28.3%	47	23.0%	10	13.3%	18	27.3%	28	19.9%	16	20.0%	11	25.0%	27	21.8%
Some	40	43.0%	44	41.9%	84	42.4%	54	51.4%	44	44.4%	98	48.0%	46	61.3%	27	40.9%	73	51.8%	43	53.8%	20	45.5%	63	50.8%
Quite a bit	22	23.7%	20	19.0%	42	21.2%	20	19.0%	24	24.2%	44	21.6%	12	16.0%	18	27.3%	30	21.3%	19	23.8%	11	25.0%	30	24.2%
Very much	9	9.7%	8	7.6%	17	8.6%	12	11.4%	3	3.0%	15	7.4%	7	9.3%	3	4.5%	10	7.1%	2	2.5%	2	4.5%	4	3.2%
Total	93	100.0%	105	100.0%	198	100.0%	105	100.0%	99	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	44	100.0%	124	100.0%
Quite a bit/very much	31	33.3%	28	26.7%	59	29.8%	32	30.5%	27	27.3%	59	28.9%	19	25.3%	21	31.8%	40	28.4%	21	26.3%	13	29.5%	34	27.4%
Mean	2.19		2.03		2.11		2.24		2.02		2.13		2.21		2.09		2.16		2.09		2.09		2.09	
Providing the support you need to thrive socially																								
Very little	11	11.8%	27	25.7%	38	19.2%	13	12.4%	27	27.3%	40	19.6%	3	4.0%	7	10.6%	10	7.1%	15	18.8%	7	16.3%	22	17.9%
Some	47	50.5%	52	49.5%	99	50.0%	43	41.0%	47	47.5%	90	44.1%	37	49.3%	29	43.9%	66	46.8%	26	32.5%	20	46.5%	46	37.4%
Quite a bit	23	24.7%	19	18.1%	42	21.2%	38	36.2%	19	19.2%	57	27.9%	27	36.0%	21	31.8%	48	34.0%	34	42.5%	13	30.2%	47	38.2%
Very much	12	12.9%	7	6.7%	19	9.6%	11	10.5%	6	6.1%	17	8.3%	8	10.7%	9	13.6%	17	12.1%	5	6.3%	3	7.0%	8	6.5%
Total	93	100.0%	105	100.0%	198	100.0%	105	100.0%	99	100.0%	204	100.0%	75	100.0%	66	100.0%	141	100.0%	80	100.0%	43	100.0%	123	100.0%
Quite a bit/very much	35	37.6%	26	24.8%	61	30.8%	49	46.7%	25	25.3%	74	36.3%	35	46.7%	30	45.5%	65	46.1%	39	48.8%	16	37.2%	55	44.4%
Mean	2.39		2.06		2.21		2.45		2.04		2.25		2.53		2.48		2.51		2.36		2.28		2.33	

* Recalculated NSSE benchmarks for year-to-year comparisons based on 2006 NSSE report. 2006 scores were calculated internally on Macon campus undergraduate respondents only using NSSE weights.