

National Survey of Student Engagement (NSSE) 2004

Prepared by the Office of Institutional
Research



What is the NSSE?

(pronounced “nessie”)

- College student survey that assesses the extent to which students engage in educational practices associated with high levels of learning and development
- NSSE is supported by a grant from [The Pew Charitable Trusts](#)
- Co-sponsored by The [Carnegie Foundation for the Advancement of Teaching](#) and [The Pew Forum on Undergraduate Learning](#)
- In 2004, over 473 four-year institutions participated and 200,000 First-Year and senior students completed the survey.

- The following presentation looks at how Samford students responded to some of the questions related to:
 - Academic and Intellectual Experiences
 - Reading and Writing
 - Enriching Educational Experiences
 - Time Usage

Level of Academic Challenge

First-Year Students

		None	1-4	5-10	11 or more
4a Number of assigned books	<i>Master's</i>	1%	19%	37%	43%
	<i>Samford</i>	0%	7%	23%	69 %
4c Number of written papers: 20 pages or more	<i>Master's</i>	83%	12%	3%	1%
	<i>Samford</i>	90%	9%	1%	0%
4d Number of written papers: 5 to 19 pages	<i>Master's</i>	14%	50%	26%	10%
	<i>Samford</i>	5%	49%	38%	9%
4e Number of written papers: Less than 5 pages	<i>Master's</i>	3%	25%	33%	39%
	<i>Samford</i>	2%	25%	49%	24%

Level of Academic Challenge

First-Year Students

		Very Little/ Never	Sometimes	Quite a bit	Very Much
2b Coursework emphasizes analysis	<i>Master's</i>	2%	20%	46%	33%
	<i>Samford</i>	0%	8%	42%	50%
2c Coursework emphasizes synthesizing and organizing	<i>Master's</i>	5%	30%	42%	23%
	<i>Samford</i>	1%	23%	35%	42%
2d Coursework emphasizes making judgments	<i>Master's</i>	6%	29%	41%	23%
	<i>Samford</i>	4%	18%	38%	40%
2e Coursework emphasizes applying theories	<i>Master's</i>	4%	23%	41%	32%
	<i>Samford</i>	3%	20%	37%	40%
1r Worked harder than you thought you could	<i>Master's</i>	8%	40%	36%	15%
	<i>Samford</i>	8%	32%	41%	20%

Level of Academic Challenge

First-Year Students

		Very Little/ Never	Sometimes	Quite a bit	Very Much
10a Spending Significant time studying	Master's	2%	17%	48%	32%
	Samford	0%	5%	47%	48%
		5 hrs or less	6-10 hrs	11-20 hrs	Over 20 hrs
9a Preparing for class	Master's	23%	28%	34%	15%
	Samford	8%	23%	40%	29%

Level of Academic Challenge

Seniors

		None	1-4	5-10	11 or more
4a Number of assigned books	<i>Master's</i>	1%	25%	35%	39%
	<i>Samford</i>	2%	25%	36%	37%
4c Number of written papers: 20 pages or more	<i>Master's</i>	49%	42%	6%	2%
	<i>Samford</i>	39%	55%	4%	1%
4d Number of written papers: 5 to 19 pages	<i>Master's</i>	9%	42%	32%	17%
	<i>Samford</i>	6%	38%	40%	17%
4e Number of written papers: Less than 5 pages	<i>Master's</i>	7%	30%	26%	37%
	<i>Samford</i>	7%	34%	26%	32%

Level of Academic Challenge

Seniors

		Very Little/ Never	Sometimes	Quite a bit	Very Much
2b Coursework emphasizes analysis	<i>Master's</i>	1%	13%	42%	44%
	<i>Samford</i>	3%	4%	44%	49%
2c Coursework emphasizes synthesizing and organizing	<i>Master's</i>	3%	21%	41%	34%
	<i>Samford</i>	3%	9%	50%	38%
2d Coursework emphasizes making judgments	<i>Master's</i>	5%	23%	39%	33%
	<i>Samford</i>	2%	17%	45%	36%
2e Coursework emphasizes applying theories	<i>Master's</i>	3%	17%	36%	45%
	<i>Samford</i>	1%	13%	35%	51%
1r Worked harder than you thought you could	<i>Master's</i>	6%	34%	39%	20%
	<i>Samford</i>	5%	30%	44%	20%

Level of Academic Challenge

Seniors

		Very Little/ Never	Sometimes	Quite a bit	Very Much
10a Spending significant time studying	<i>Master's</i>	2%	18%	47%	32%
	<i>Samford</i>	0%	8%	51%	40%
		5 hrs or less	6-10 hrs	11-20 hrs	Over 20 hrs
9a Preparing for class	<i>Master's</i>	22%	27%	32%	18%
	<i>Samford</i>	18%	32%	35%	16%

Active and Collaborative Learning

First-Year Students

		Very Little/ Never	Sometimes	Quite a bit	Very Much
1a Asked questions in class	<i>Master's</i>	3%	37%	35%	25%
	<i>Samford</i>	1%	23%	36%	40%
1b Made a class presentation	<i>Master's</i>	15%	53%	24%	7%
	<i>Samford</i>	2%	28%	42%	28%
1g Worked with other students on projects in class	<i>Master's</i>	12%	48%	32%	8%
	<i>Samford</i>	5%	46%	40%	10%
1h Worked with classmates outside of class to prepare	<i>Master's</i>	15%	48%	28%	9%
	<i>Samford</i>	1%	18%	54%	26%
1j Tutored or taught other students	<i>Master's</i>	55%	32%	9%	4%
	<i>Samford</i>	47%	40%	11%	3%

Active and Collaborative Learning

First-Year Students

		Very Little/ Never	Sometimes	Quite a bit	Very Much
1k Participated in a community project as part of a regular course	<i>Master's</i>	62%	25%	8%	4%
	<i>Samford</i>	25%	32%	22%	20%
1t Discussed ideas from readings or classes with others outside of class	<i>Master's</i>	7%	38%	35%	20%
	<i>Samford</i>	1%	44%	30%	25%

Active and Collaborative Learning

Seniors

		Very Little/ Never	Sometimes	Quite a bit	Very Much
1a Asked questions in class	<i>Master's</i>	2%	23%	32%	43%
	<i>Samford</i>	1%	15%	38%	46%
1b Made a class presentation	<i>Master's</i>	4%	31%	38%	27%
	<i>Samford</i>	0%	12%	42%	45%
1g Worked with other students on projects in class	<i>Master's</i>	10%	43%	32%	14%
	<i>Samford</i>	7%	36%	35%	22%
1h Worked with classmates outside of class to prepare	<i>Master's</i>	7%	36%	35%	21%
	<i>Samford</i>	1%	19%	44%	36%
1j Tutored or taught other students	<i>Master's</i>	44%	34%	12%	9%
	<i>Samford</i>	43%	41%	12%	4%

Active and Collaborative Learning

Seniors

		Very Little/ Never	Sometimes	Quite a bit	Very Much
1k Participated in a community project as part of a regular course	<i>Master's</i>	52%	29%	12%	8%
	<i>Samford</i>	28%	48%	15%	9%
1t Discussed ideas from readings or classes with others outside of class	<i>Master's</i>	4%	32%	38%	26%
	<i>Samford</i>	5%	33%	32%	30%

Student-Faculty Interaction

First-Year Students

		Never	Sometimes	Often	Very Often
1n Discussed grades or assignments with instructor	<i>Master's</i>	8%	44%	32%	16%
	<i>Samford</i>	5%	33%	39%	23%
1o Talked about career plans with faculty or advisor	<i>Master's</i>	24%	48%	20%	8%
	<i>Samford</i>	19%	40%	25%	16%
1p Discussed ideas from readings or classes with faculty outside of class	<i>Master's</i>	43%	41%	12%	4%
	<i>Samford</i>	32%	51%	13%	4%
1s Worked with faculty on activities other than coursework	<i>Master's</i>	62%	26%	9%	3%
	<i>Samford</i>	49%	38%	12%	2%
1q Received prompt feedback from faculty on performance	<i>Master's</i>	8%	39%	40%	14%
	<i>Samford</i>	3%	36%	45%	17%

Student-Faculty Interaction

First-Year Students

		Un-decided	Do not plan to do	Plan to do	Done
7d Worked on a research project with faculty outside of course requirements	<i>Master's</i>	44%	30%	23%	3%
	<i>Samford</i>	48%	28%	17%	7%

Student-Faculty Interaction

Seniors

		Never	Sometimes	Often	Very Often
1n Discussed grades or assignments with instructor	<i>Master's</i>	4%	35%	35%	26%
	<i>Samford</i>	2%	32%	38%	28%
1o Talked about career plans with faculty or advisor	<i>Master's</i>	16%	40%	26%	18%
	<i>Samford</i>	5%	36%	35%	23%
1p Discussed ideas from readings or classes with faculty outside of class	<i>Master's</i>	26%	47%	19%	8%
	<i>Samford</i>	27%	45%	19%	9%
1s Worked with faculty on activities other than coursework	<i>Master's</i>	47%	30%	14%	9%
	<i>Samford</i>	31%	36%	20%	12%
1q Received prompt feedback from faculty on performance	<i>Master's</i>	4%	29%	46%	21%
	<i>Samford</i>	1%	19%	58%	22%

Student-Faculty Interaction

Seniors

		Un-decided	Do not plan to do	Plan to do	Done
7d Worked on a research project with faculty outside of course requirements	<i>Master's</i>	16%	58%	10%	17%
	<i>Samford</i>	6%	62%	0%	32%

Enriching Educational Experiences

First-Year Students

		Un-decided	Do not plan to do	Plan to do	Done
7a Practicum, internship, field experience, co-op, or clinical	<i>Master's</i>	14%	5%	74%	6%
	<i>Samford</i>	11%	4%	77%	8%
7b Community service or volunteer work	<i>Master's</i>	16%	8%	40%	36%
	<i>Samford</i>	8%	0%	21%	71%
7e Foreign language coursework	<i>Master's</i>	21%	30%	30%	20%
	<i>Samford</i>	9%	30%	29%	32%
7g Independent study or self-designed major	<i>Master's</i>	35%	47%	15%	3%
	<i>Samford</i>	22%	67%	9%	2%
7h Culminating senior experience	<i>Master's</i>	43%	15%	41%	1%
	<i>Samford</i>	20%	15%	63%	2%

Enriching Educational Experiences

First-Year Students

		Never	Sometimes	Often	Very Often
9d Participated in co-curricular activities	<i>Master's</i>	75%	17%	7%	2%
	<i>Samford</i>	52%	38%	6%	4%
1v Serious conversation with students who hold very different views from you	<i>Master's</i>	12%	34%	29%	26%
	<i>Samford</i>	16%	45%	25%	15%
1u Serious conversation with students of different race	<i>Master's</i>	18%	36%	25%	22%
	<i>Samford</i>	24%	42%	18%	16%
1l Used electronic medium to discuss/complete assignment	<i>Master's</i>	19%	29%	26%	26%
	<i>Samford</i>	17%	33%	22%	28%
10c Encouraged contact among students of different backgrounds	<i>Master's</i>	15%	34%	31%	20%
	<i>Samford</i>	11%	44%	25%	20%

Enriching Educational Experiences

Seniors

		Un-decided	Do not plan to do	Plan to do	Done
7a Practicum, internship, field experience, co-op, or clinical	Master's	8%	18%	21%	53%
	Samford	2%	14%	13%	72%
7b Community service or volunteer work	Master's	10%	20%	13%	57%
	Samford	4%	11%	5%	81%
7e Foreign language coursework	Master's	9%	47%	7%	38%
	Samford	2%	24%	3%	72%
7g Independent study or self-designed major	Master's	10%	62%	8%	20%
	Samford	4%	67%	5%	24%
7h Culminating senior experience	Master's	10%	30%	29%	31%
	Samford	4%	6%	27%	63%

Enriching Educational Experiences

Seniors

		Never	Sometimes	Often	Very Often
9d Participated in co-curricular activities	<i>Master's</i>	78%	15%	5%	3%
	<i>Samford</i>	64%	25%	11%	1%
1v Serious conversation with students who hold very different views from you	<i>Master's</i>	11%	35%	29%	25%
	<i>Samford</i>	8%	51%	27%	13%
1u Serious conversation with students of different race	<i>Master's</i>	15%	36%	26%	23%
	<i>Samford</i>	16%	49%	19%	16%
1l Used electronic medium to discuss/complete assignment	<i>Master's</i>	14%	27%	26%	33%
	<i>Samford</i>	12%	31%	23%	34%
10c Encouraged contact among students of different backgrounds	<i>Master's</i>	20%	37%	27%	16%
	<i>Samford</i>	21%	48%	21%	9%

Supportive Campus Environment First-Year Students

		Very Little	Some	Quite a bit	Very Much
10b Providing support to help academic success	<i>Master's</i>	3%	20%	45%	32%
	<i>Samford</i>	1%	12%	43%	44%
10d Coping with non-academic responsibilities	<i>Master's</i>	28%	40%	23%	9%
	<i>Samford</i>	16%	50%	25%	9%
10e Providing the support to thrive socially	<i>Master's</i>	20%	39%	30%	12%
	<i>Samford</i>	13%	38%	27%	21%

Supportive Campus Environment

First-Year Students

		Unfriendly 1	2	3	4	5	6	Friendly 7
8a Quality of relationships with other students	<i>Master's</i>	1%	2%	4%	9%	21%	31%	31%
	<i>Samford</i>	0%	0%	5%	4%	15%	30%	47%
8b Quality of relationships with faculty	<i>Master's</i>	1%	1%	4%	10%	26%	36%	22%
	<i>Samford</i>	0%	0%	3%	4%	28%	42%	23%
8c Quality of relationships with administrative personnel and offices	<i>Master's</i>	2%	4%	7%	16%	26%	28%	17%
	<i>Samford</i>	0%	1%	5%	12%	24%	37%	21%

Supportive Campus Environment

Seniors

		Very Little	Some	Quite a bit	Very Much
10b Providing support to help academic success	<i>Master's</i>	4%	24%	45%	27%
	<i>Samford</i>	0%	21%	37%	41%
10d Coping with non-academic responsibilities	<i>Master's</i>	39%	38%	17%	7%
	<i>Samford</i>	29%	50%	14%	7%
10e Providing the support to thrive socially	<i>Master's</i>	28%	41%	22%	8%
	<i>Samford</i>	21%	41%	28%	9%

Supportive Campus Environment

Seniors

		Unfriendly 1	2	3	4	5	6	Friendly 7
8a Quality of relationships with other students	<i>Master's</i>	1%	2%	4%	9%	20%	31%	34%
	<i>Samford</i>	1%	2%	1%	10%	14%	29%	43%
8b Quality of relationships with faculty	<i>Master's</i>	1%	1%	3%	8%	20%	36%	30%
	<i>Samford</i>	0%	2%	2%	4%	19%	38%	36%
8c Quality of relationships with administrative personnel and offices	<i>Master's</i>	4%	6%	10%	17%	23%	23%	17%
	<i>Samford</i>	3%	8%	3%	18%	24%	27%	17%

First – Year Students

		Very Little/ Never	Sometimes	Quite a bit	Very Much
11p Developing a deepened sense of spirituality	<i>Master's</i>	39%	29%	18%	14%
	<i>Samford</i>	5%	26%	31%	38%
		Poor	Fair	Good	Excellent
13 How would you evaluate your entire educational experience at this institution?	<i>Master's</i>	2%	12%	53%	33%
	<i>Samford</i>	1%	3%	40%	56%
		No	Probably Not	Probably Yes	Yes
14 In retrospect, would you attend the same institution?	<i>Master's</i>	5%	12%	42%	41%
	<i>Samford</i>	5%	2%	26%	67%

Seniors

		Very Little/ Never	Sometimes	Quite a bit	Very Much
11p Developing a deepened sense of spirituality	Master's	44%	26%	16%	14%
	Samford	14%	27%	25%	34%
		Poor	Fair	Good	Excellent
13 How would you evaluate your entire educational experience at this institution?	Master's	2%	11%	49%	37%
	Samford	1%	5%	32%	62%
		No	Probably Not	Probably Yes	Yes
14 In retrospect, would you attend the same institution?	Master's	5%	14%	41%	40%
	Samford	6%	8%	32%	53%

First – Year Students

		No High School	High School/ Some College	Bachelor's	Graduate Degree
28a Father's Education	<i>Master's</i>	9%	53%	23%	17%
	<i>Samford</i>	3%	34%	24%	37%
28b Mother's Education	<i>Master's</i>	7%	56%	23%	12%
	<i>Samford</i>	3%	38%	38%	20%

Seniors

		No High School	High School/ College	Bachelor's	Graduate Degree
28a Father's Education	<i>Master's</i>	12%	51%	22%	15%
	<i>Samford</i>	2%	24%	44%	30%
28b Mother's Education	<i>Master's</i>	10%	59%	21%	11%
	<i>Samford</i>	1%	39%	39%	22%

NSSE Benchmarks

Benchmarks of Effective Educational Practice

Level of Academic Challenge

Active & Collaborative Learning

Student Faculty Interaction

Enriching Educational Experiences

Supportive Campus Environment

NSSE developed five indicators, or benchmarks, of effective educational practices to represent the multi-dimensional nature of student engagement at the institutional, sector, and national levels

NSSE Benchmarks

- The following information summarizes how Samford performed with regard to the 5 NSSE Benchmarks of Effective Educational Practice
- It compares Samford to over 200 other Master's level institutions.
- Examples of Master's level institutions participating in NSSE include: Rollins, University of Richmond, Drake, Villanova, Loyola Marymount, Abilene Christian
- Information is broken out by first-year students and seniors

Level of Academic Challenge

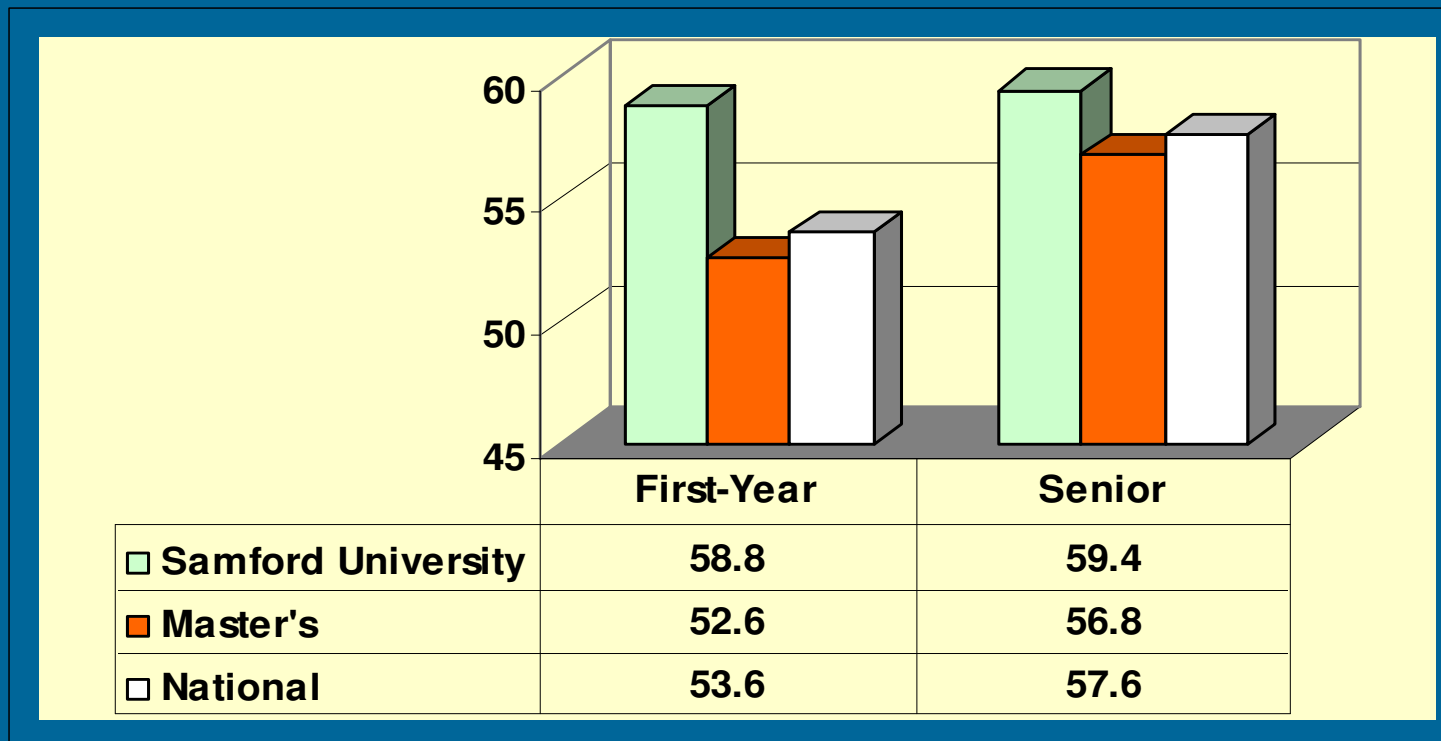
- ***Definition:***

- Challenging intellectual and creative 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.

- ***Survey Items Included in Benchmark:***

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Level of Academic Challenge



Samford's benchmark score for Level of Academic Challenges, was higher for both freshmen and seniors. This was in comparison to all Master's level institutions and the national average.

2004 Benchmark Institutional Percentile Rank Level of Academic Challenge

Level of Academic		Samford University	Master's	National
	First-Year	55.2	51.6	52.6
	Senior	58.6	56	56.5

The chart displays the percentile ranks for Samford University's First-Year and Senior students. The y-axis is labeled with 56, 58, and 60. The bars for Samford University are light blue. The Master's and National benchmarks are shown as red and green bars respectively. The Samford University First-Year bar is at 55.2, Senior at 58.6, Master's at 51.6, and National at 52.6.

On this Benchmark:

Samford First-Year student responses place the institution at the 90th percentile, and Senior responses place it in the 70th percentile of all Master's institutions participating.

Active and Collaborative Learning

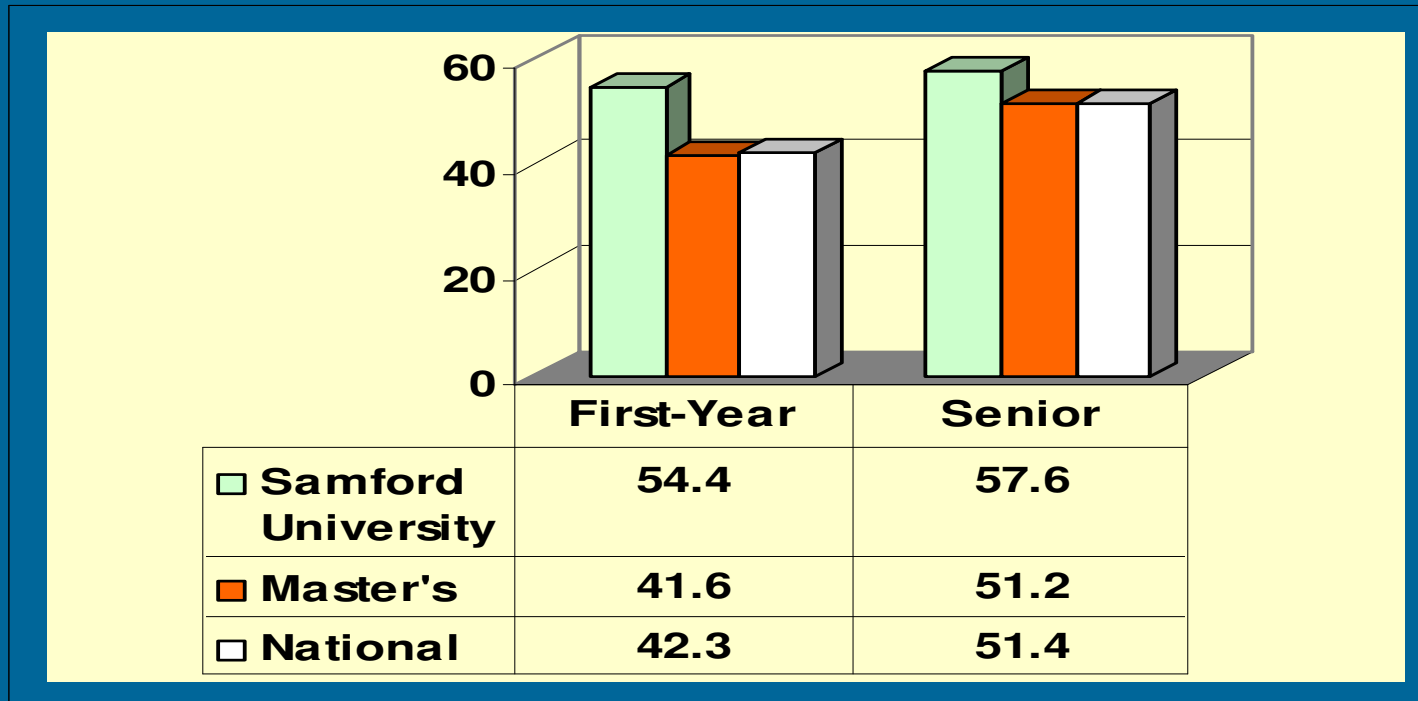
■ ***Definition:***

- 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 they will encounter daily during and after college.

■ ***Survey Items Included in Benchmark:***

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

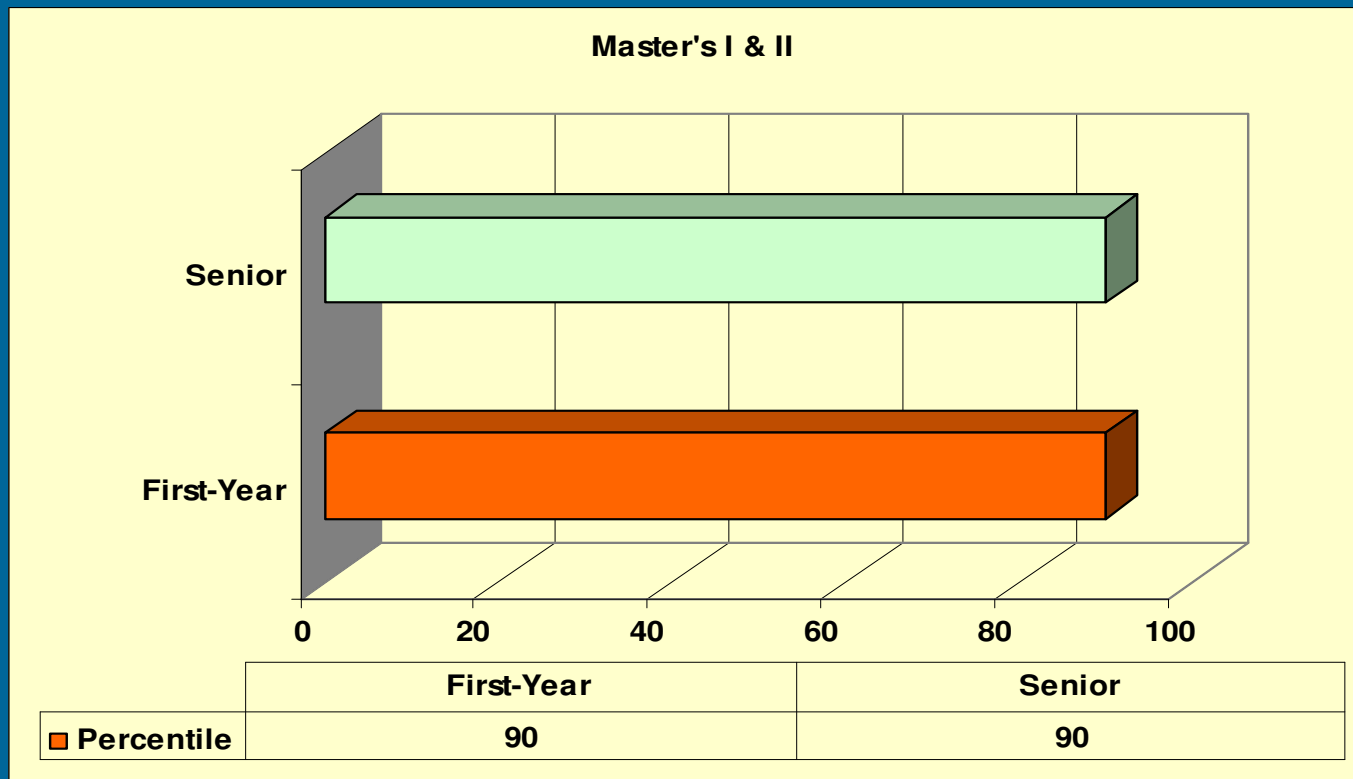
Active and Collaborative Learning



Samford's benchmark score for Active and Collaborative Learning was higher for both freshmen and seniors. This was in comparison to all Master's level institutions and the national average.

2004 Benchmark Institutional Percentile Rank

Active and Collaborative Learning



**On this Benchmark:
Samford First-Year student responses place the institution at the 90th percentile, and Senior responses place it in the 90th percentile of all Master's institutions participating.**

Student-Faculty Interaction

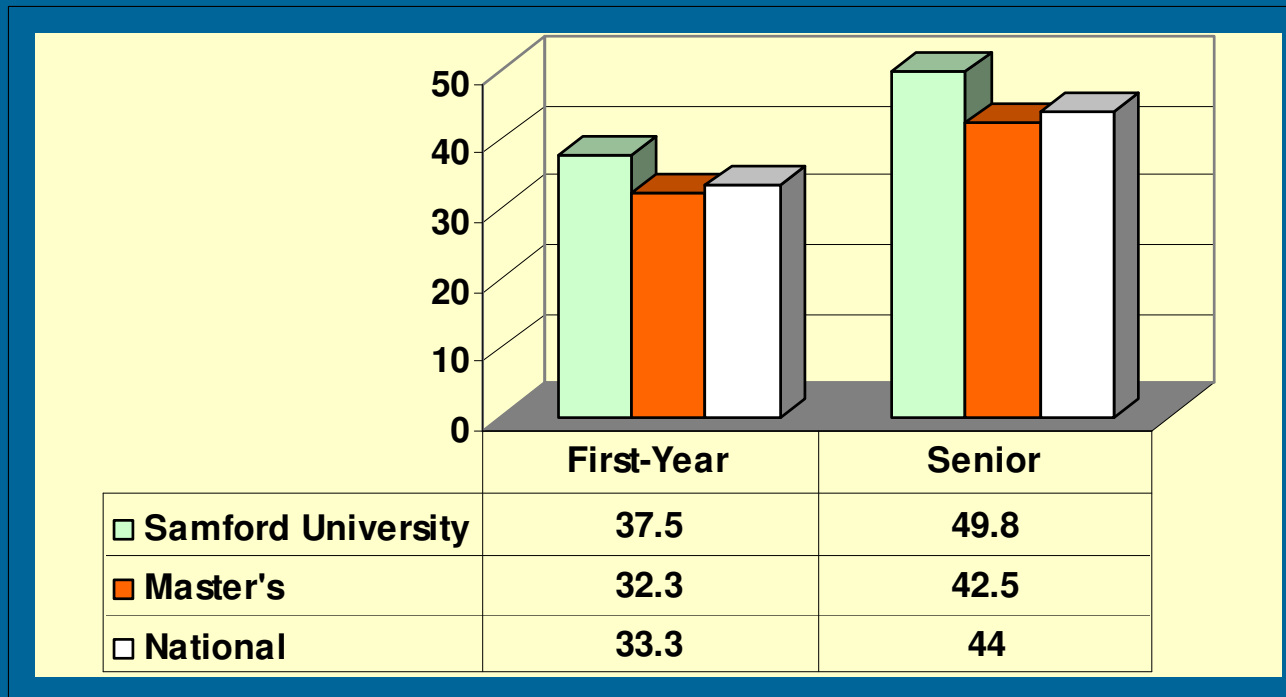
- ***Definition:***

- Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- ***Survey Items Included in Benchmark:***

- Discussed grades or assignments with an instructor
- 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 feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

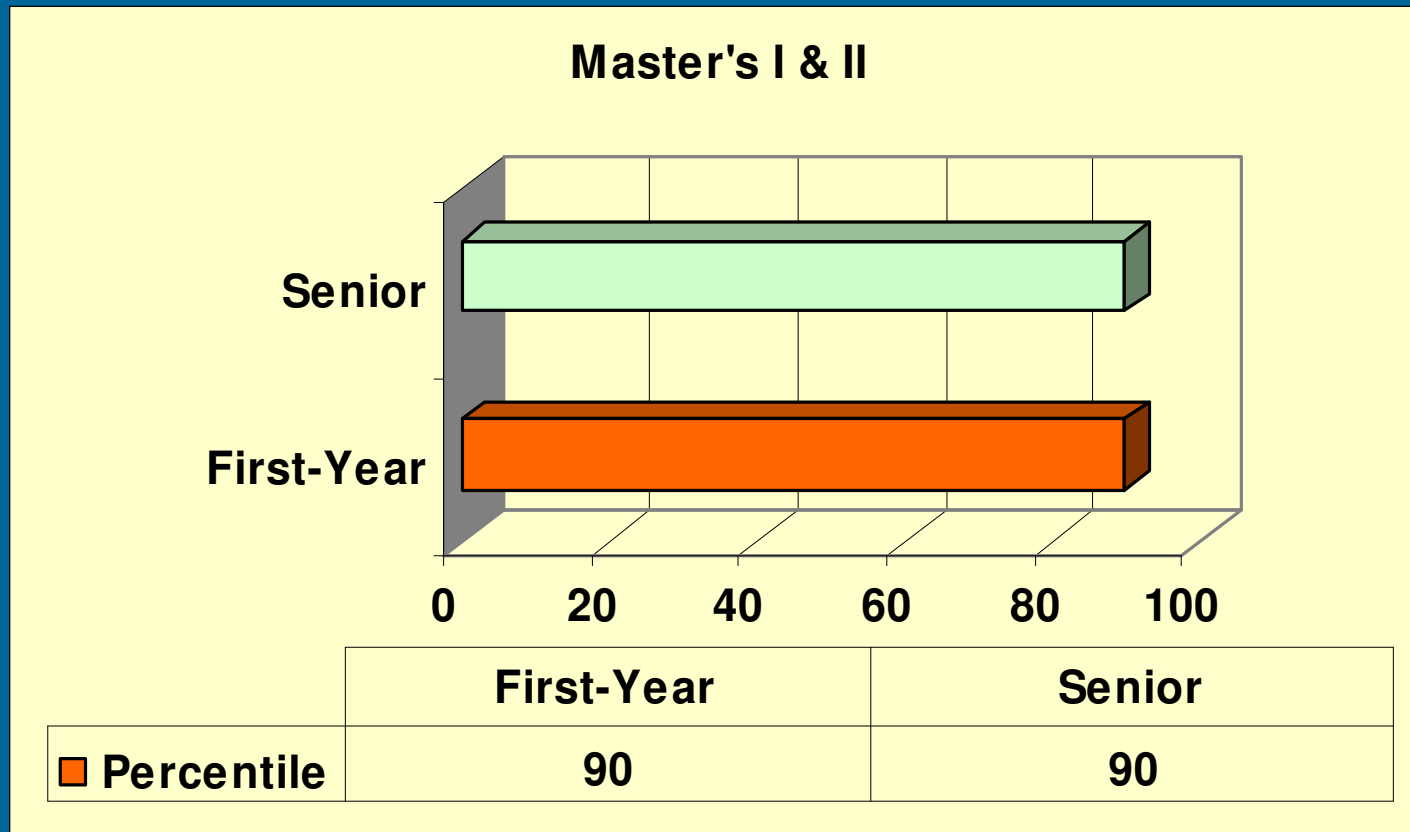
Student-Faculty Interaction



Samford's benchmark score for Student Faculty Interaction, was higher for both freshmen and seniors. This was in comparison to all Master's level institutions and the national average.

2004 Benchmark Institutional Percentile Rank

Student-Faculty Interaction



On this Benchmark:

Samford First-Year student responses place the institution at the 90th percentile, and Senior responses place it in the 90th percentile of all Master's institutions participating.

Enriching Educational Experiences

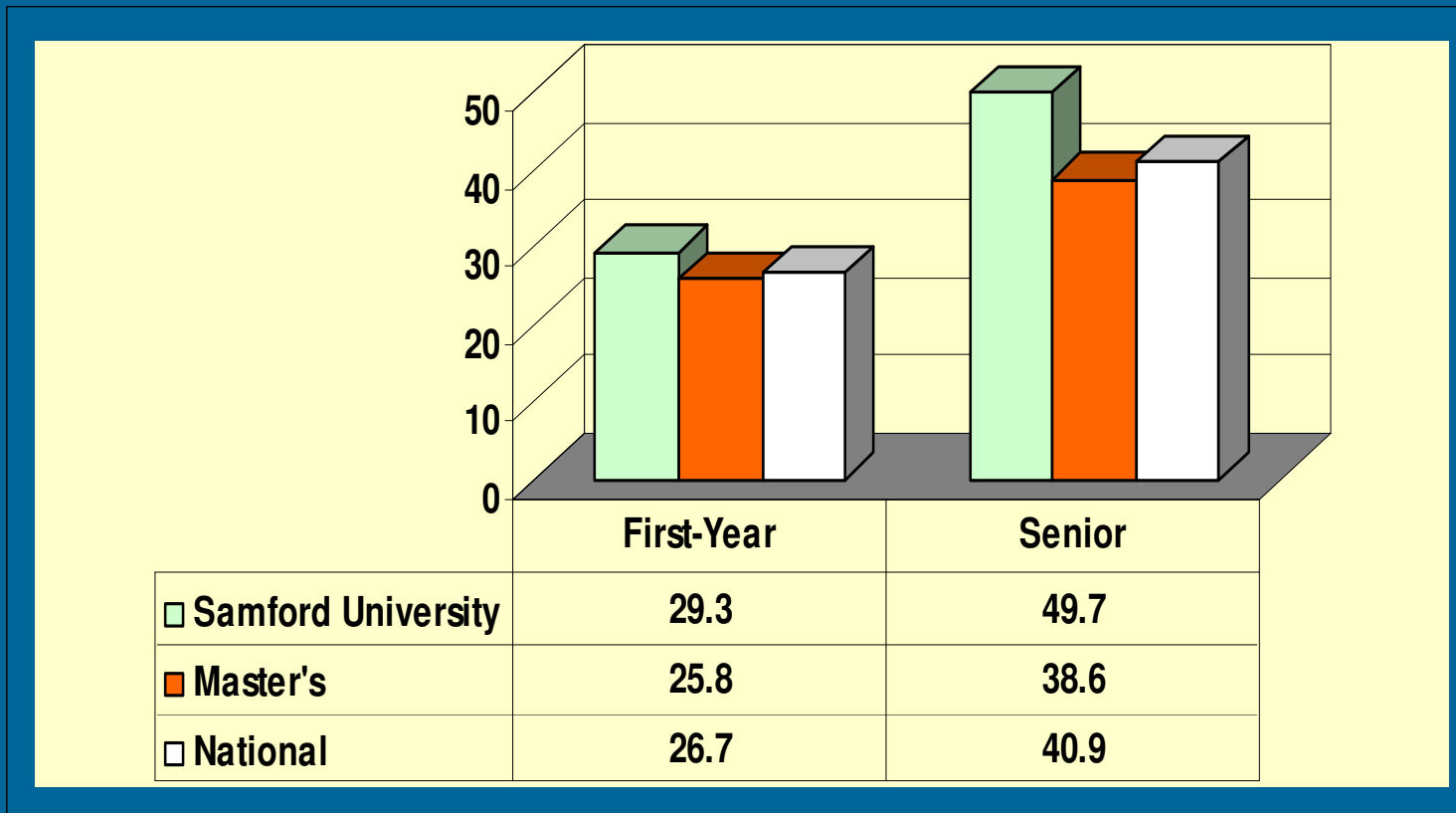
■ ***Definition:***

- Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

■ ***Survey Items Included in Benchmark:***

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment.
- Community service or volunteer work
- Independent study or self-designed majors
- Culminating senior experience (comprehensive exam, capstone course, thesis project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

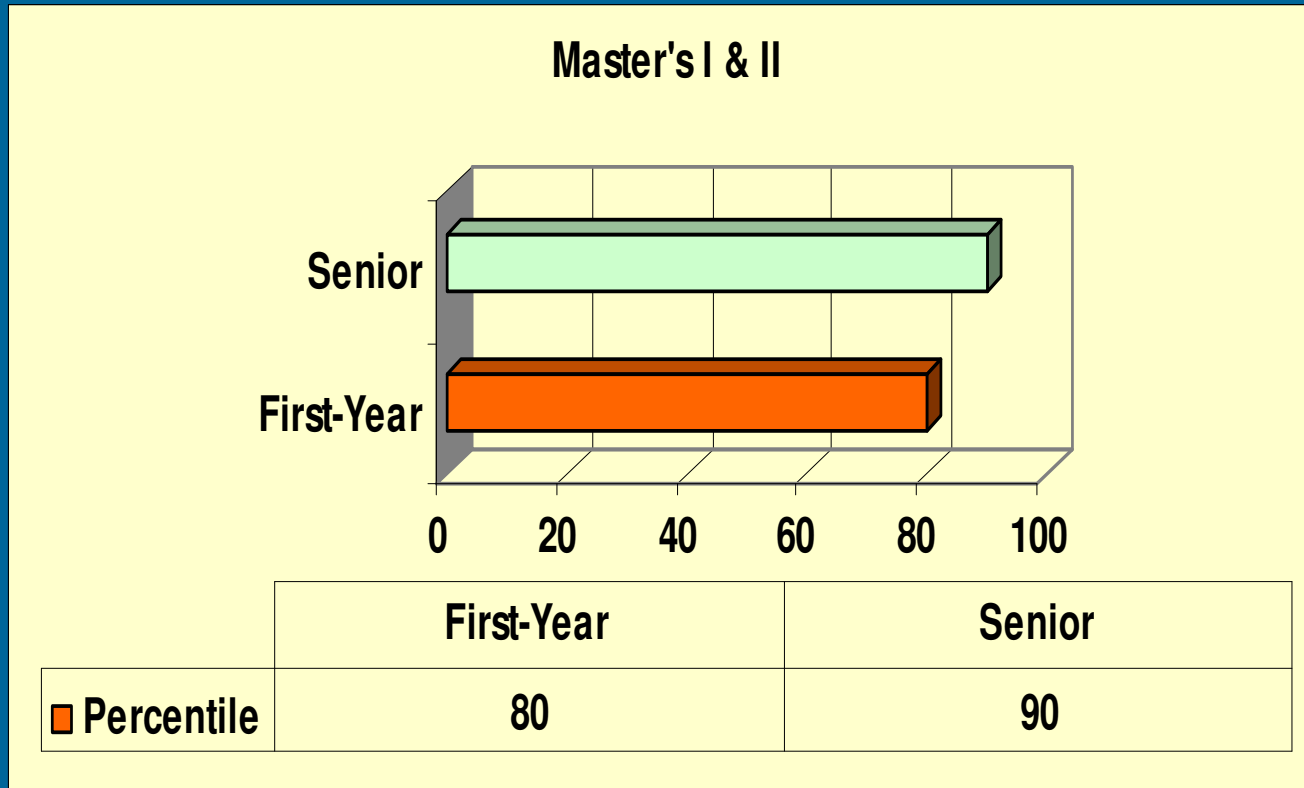
Enriching Educational Experiences



Samford's benchmark score for Enriching Educational Experiences, was higher for both freshmen and seniors. This was in comparison to all Master's level institutions and the national average.

2004 Benchmark Institutional Percentile Rank

Enriching Educational Experiences



On this Benchmark:

Samford First-Year student responses place the institution at the 80th percentile, and Senior responses place it in the 90th percentile of all Master's institutions participating.

Supportive Campus Environment

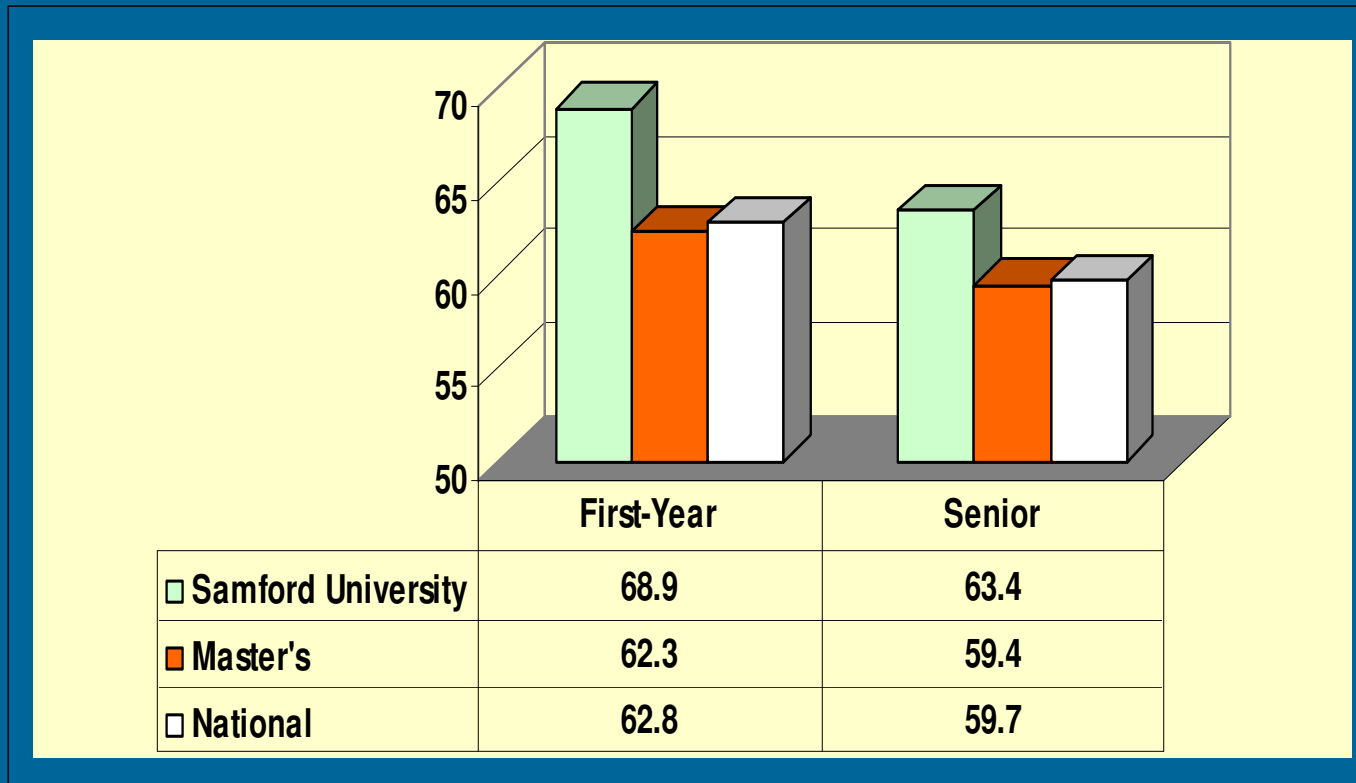
- ***Definition:***

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

- ***Survey Items Included in Benchmark:***

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your nonacademic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

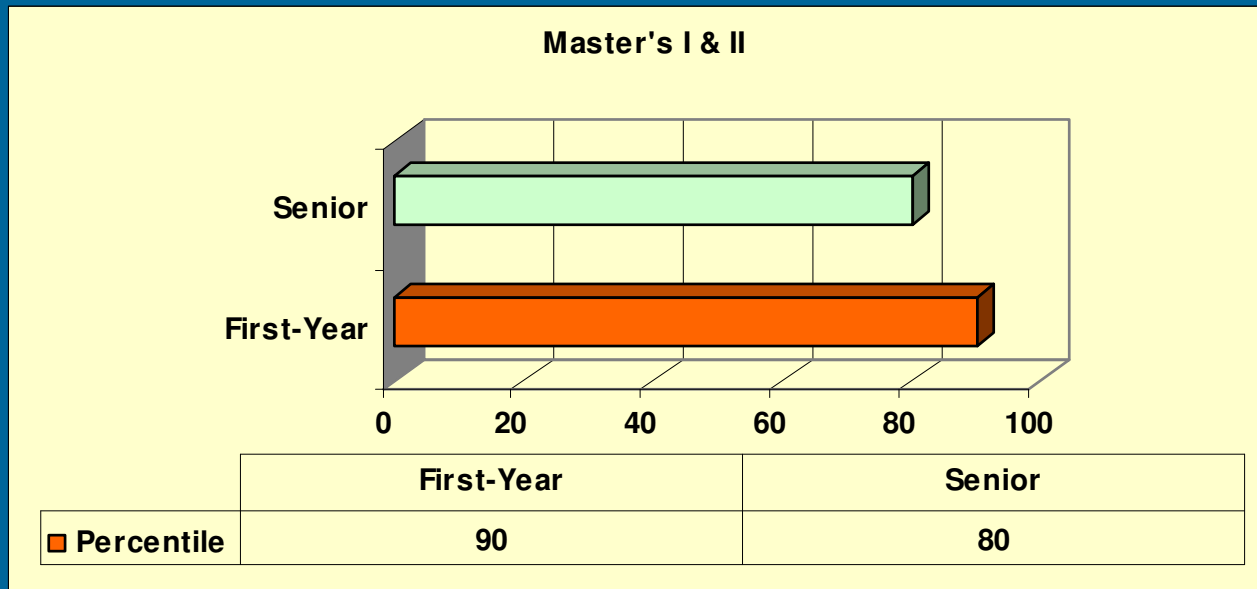
Supportive Campus Environment



Samford's benchmark score for Supportive Campus Environment, was higher for both freshmen and seniors. This was in comparison to all Master's level institutions and the national average.

2004 Benchmark Institutional Percentile Rank

Supportive Campus Environment



On this Benchmark:

Samford First-Year student responses place the institution at the 90th percentile, and Senior responses place it in the 80th percentile of all Master's institutions participating.

Explanation of Statistics

■ Benchmark Score

- The arithmetic average (mean) of the corresponding items is calculated for each student after each item is re-scaled to range from 0 to 100. Each benchmark is the weighted mean of student's scores at your institution. Each comparison group benchmark score is the mean of all institutional benchmark scores within the group.

■ Score Difference

- The result of subtracting the comparison group score (Carnegie Classification or national) from your institution's score on each benchmark.

■ Standard Deviation

- The average amount each institution's benchmark score deviates from the mean of all benchmark scores in the comparison group. The greater the dispersion of scores the larger the standard deviation.

■ Standard Score

- In statistical terms, this is a z score, the standardized magnitude of the difference between your school's benchmark score and the mean of the comparison group. It is calculated by dividing the score difference by the standard deviation of the distribution of scores for the comparison group.

Benchmark Comparison Freshmen

Freshmen				
Benchmark	Samford Score	Comparison Group Statistics	Master's	National
Level of Academic Challenge	58.8	Benchmark Score Score Difference Standard Deviation Stand Score	52.6 6.2 3.5 1.7	53.6 5.2 4.0 1.3
Active and Collaborative Learning	54.4	Benchmark Score Score Difference Standard Deviation Stand Score	41.6 12.8 4.2 3.1	42.3 12.1 4.8 2.5
Student-Faculty Interaction	37.5	Benchmark Score Score Difference Standard Deviation Stand Score	32.3 5.1 3.7 1.4	33.3 4.2 4.9 0.9
Enriching Educational Experiences	29.3	Benchmark Score Score Difference Standard Deviation Stand Score	25.8 3.5 3.5 1.0	26.7 2.6 4.1 0.6
Supportive Campus Environment	68.9	Benchmark Score Score Difference Standard Deviation Stand Score	62.3 6.6 4.7 1.4	62.8 6.0 5.2 1.2
		Number of Institutions	201	458

Benchmark Comparison Seniors

Senior				
Benchmark	Samford Score	Comparison Group Statistics	Master's	National
Level of Academic Challenge	59.4	Benchmark Score Score Difference Standard Deviation Stand Score	56.8 2.6 3.1 0.8	57.6 1.8 3.8 0.5
Active and Collaborative Learning	57.6	Benchmark Score Score Difference Standard Deviation Stand Score	51.2 6.3 3.7 1.7	51.4 6.1 4.3 1.4
Student-Faculty Interaction	49.8	Benchmark Score Score Difference Standard Deviation Stand Score	42.5 7.4 3.7 1.4	44.0 5.8 4.9 0.9
Enriching Educational Experiences	49.7	Benchmark Score Score Difference Standard Deviation Stand Score	38.6 11.1 6.4 1.7	40.9 8.8 7.9 1.1
Supportive Campus Environment	63.4	Benchmark Score Score Difference Standard Deviation Stand Score	59.4 4.0 4.4 0.9	59.7 3.7 5.5 0.7
		Number of Institutions	202	459