



National Survey of Student Engagement

Regent University

Mean Comparisons

August 2009

Interpreting the Mean Comparisons Report

Sample

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

Variables

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

Benchmark

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

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to:

www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm.

Class

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

Statistical Significance

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

Effect Size

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



**NSSE 2009 Mean Comparisons
NSSEville State University**

NSSEville State compared with:

Variable	Bench- mark	Class	NSSEville State			Mid East Public			Carnegie Class			NSSE 2009		
			Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
1. Academic and Intellectual Experiences														
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	2.94	2.61 ***	.40	2.64 ***	.35	2.78 ***	.18	2.91 ***	.39	3.07 ***	.21	
		SR	3.25	2.90 ***	.39	2.91 ***	.39	3.07 ***	.21					
b. Made a class presentation	CLPRESEN	ACL	2.22	2.11 **	.14	2.14 *	.10	2.27	-.07	2.65 ***	.54	2.80 ***	.36	
		SR	3.11	2.65 ***	.54	2.65 ***	.54	2.80 ***	.36					
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	2.73	2.50 ***	.23	2.56 ***	.18	2.65 *	.08	2.32 ***	.23	2.47 **	-.11	
		SR	2.36	2.32	.04	2.34	.03	2.47 **	-.11					
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	3.27	2.93 ***	.42	2.98 ***	.36	3.06 ***	.26	3.22 ***	.42	3.30 ***	.14	
		SR	3.40	3.22 ***	.42	3.23	.23	3.30 ***	.14					
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	2.88	2.67 ***	.23	2.72 ***	.18	2.78 *	.11	2.72 ***	.19	2.81 *	.09	
		SR	2.89	2.72 ***	.19	2.72 ***	.19	2.81 *	.09					
f. Come to class without completing readings or assignments	CLUNPREP	FY	1.96	2.07 **	-.14	2.05 **	-.12	2.01	-.07	2.21 ***	-.18	2.10	-.04	
		SR	2.07	2.22 ***	-.18	2.21 ***	-.18	2.10	-.04					

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

NSSE 2009 Mean Comparisons
Regent University

				Regent University compared with:										
				Regent University	CCC&U			Peer Group			NSSE 2009			
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
1. Academic and Intellectual Experiences														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	3.33	2.90	***	.51	3.05	**	.32	2.84	***	.58
				SR	3.56	3.27	***	.37	3.35	***	.26	3.11	***	.53
b.	Made a class presentation	CLPRESEN	ACL	FY	2.64	2.38	**	.33	2.32	***	.35	2.27	***	.45
				SR	2.71	2.94	***	-.28	2.68		.03	2.78		-.08
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	3.03	2.64	***	.41	2.83	*	.20	2.69	***	.35
				SR	2.74	2.39	***	.36	2.64		.10	2.49	***	.26
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.66	3.14	***	.70	3.20	***	.59	3.10	***	.71
				SR	3.76	3.44	***	.47	3.50	***	.39	3.33	***	.57
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	3.20	2.78	***	.49	2.86	***	.38	2.80	***	.45
				SR	3.22	2.95	***	.32	3.01	***	.24	2.83	***	.41
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.80	1.99	*	-.24	1.82		-.03	2.03	**	-.29
				SR	1.66	2.10	***	-.57	1.84	***	-.23	2.13	***	-.59
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.35	2.37		-.03	2.24		.12	2.44		-.11
				SR	2.16	2.53	***	-.41	2.37	**	-.21	2.55	***	-.44
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.53	2.58		-.05	2.30	*	.24	2.44		.11
				SR	2.29	2.85	***	-.65	2.50	**	-.20	2.76	***	-.51
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.81	2.62	*	.24	2.62	*	.23	2.63	*	.23
				SR	3.10	2.98		.14	2.95	*	.17	2.95	*	.18
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.37	1.68	***	-.37	1.57	**	-.25	1.69	***	-.37
				SR	1.32	1.93	***	-.64	1.67	***	-.39	1.86	***	-.57
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.30	1.86	***	-.62	1.57	***	-.33	1.56	***	-.32
				SR	1.40	1.97	***	-.61	1.70	***	-.33	1.71	***	-.34

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
Regent University**

				<i>Regent University compared with:</i>									
				Regent University	CCC&U			Peer Group			NSSE 2009		
	<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	3.24		.61	2.69	***	.52	2.64	***	.58
				SR	3.29	2.80	***	.48	2.99	***	.29	2.86	***
m.	Used e-mail to communicate with an instructor	EMAIL	SFI	FY	3.54		.42	3.22	***	.41	3.17	***	.46
				SR	3.70	3.46	***	.35	3.43	***	.38	3.42	***
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.81	*	.20	2.66		.17	2.64		.19
				SR	2.95	2.88		.08	2.81	*	.16	2.83	*
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.84		-.48	2.10	**	-.29	2.20	***	-.40
				SR	1.95	2.56	***	-.64	2.16	**	-.21	2.42	***
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.70		-.19	1.77		-.08	1.88	*	-.20
				SR	1.86	2.19	***	-.35	1.90		-.05	2.08	**
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	3.07		.45	2.77	***	.34	2.67	***	.47
				SR	3.19	2.92	***	.35	2.94	***	.30	2.81	***
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	3.06		.48	2.81	**	.29	2.68	***	.44
				SR	3.00	2.72	***	.33	2.83	**	.21	2.74	***
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.41		-.33	1.51		-.13	1.64	**	-.26
				SR	1.37	1.93	***	-.59	1.59	***	-.25	1.82	***
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	3.10		.27	2.91	*	.21	2.76	***	.38
				SR	3.13	2.99	*	.17	2.97	*	.18	2.90	***
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.67		.06	2.64		.03	2.62		.05
				SR	2.59	2.67		-.08	2.65		-.05	2.70	
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.44		-.19	2.58		-.14	2.72	**	-.28
				SR	2.43	2.64	**	-.21	2.56		-.13	2.76	***

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

^c Mean difference divided by the pooled standard deviation.

NSSE 2009 Mean Comparisons
Regent University

				Regent University compared with:												
				Regent University			CCC&U			Peer Group			NSSE 2009			
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>																
2. Mental Activities																
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.54	2.93	***	-.45	2.93	***	-.45	2.93	***	-.45	2.93	***	-.45
			SR	2.35	2.70	***	-.38	2.65	***	-.32	2.77	***	-.46	2.77	***	-.46
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.30	3.11	*	.25	3.12	*	.23	3.14	*	.20	3.14	*	.20
			SR	3.42	3.28	**	.19	3.28	**	.19	3.28	**	.19	3.28	**	.19
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	3.02	2.87		.18	2.91		.13	2.93		.11	2.93		.11
			SR	3.32	3.12	***	.25	3.11	***	.26	3.08	***	.29	3.08	***	.29
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	3.33	2.91	***	.50	2.98	***	.40	2.93	***	.47	2.93	***	.47
			SR	3.27	3.07	**	.24	3.10	**	.21	3.03	***	.28	3.03	***	.28
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	3.27	3.03	**	.28	3.09	*	.22	3.08	*	.23	3.08	*	.23
			SR	3.40	3.29		.14	3.27	*	.16	3.24	**	.19	3.24	**	.19
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>																
3. Reading and Writing																
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.41	3.34		.07	3.25		.16	3.26		.16	3.26		.16
			SR	3.55	3.45		.11	3.35	**	.20	3.19	***	.35	3.19	***	.35
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.39	2.12	*	.31	2.21		.19	2.09	**	.32	2.09	**	.32
			SR	2.32	2.24		.09	2.31		.01	2.21		.12	2.21		.12
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	1.61	1.23	***	.57	1.33	**	.36	1.30	**	.44	1.30	**	.44
			SR	1.54	1.68	*	-.17	1.71	**	-.20	1.65		-.13	1.65		-.13
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	2.45	2.31		.18	2.20	**	.31	2.28	*	.21	2.28	*	.21
			SR	2.89	2.82		.08	2.71	**	.19	2.55	***	.36	2.55	***	.36
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	3.54	3.33		.20	3.00	***	.51	3.05	***	.48	3.05	***	.48
			SR	3.38	3.45		-.06	3.03	***	.28	3.00	***	.33	3.00	***	.33

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
Regent University**

			<i>Regent University compared with:</i>											
			Regent University			CCC&U			Peer Group			NSSE 2009		
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig.^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig.^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig.^b</i>	<i>Effect Size^c</i>		
4. Problem Sets														
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>														
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.91	2.71	.18	2.75	.15	.20	2.69	*	.20		
			SR	2.98	2.59	***	.32	2.74	**	.19	2.61	***	.30	
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.52	2.79	*	-.23	2.71	-.15	2.75		-.19		
			SR	2.44	2.47		-.03	2.38	.05	2.34		.08		
5. Examinations														
<i>1=Very little to 7=Very much</i>														
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.86	5.52	**	.31	5.67	.17	5.45	***	.35		
			SR	5.76	5.44	***	.26	5.67	.07	5.45	***	.24		
6. Additional Collegiate Experiences														
<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	2.18	2.36	*	-.21	2.11	.07	2.18		-.01		
			SR	1.83	2.25	***	-.46	2.02	**	-.22	2.05	***	-.25	
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.64	3.00	***	-.37	2.86	*	-.21	2.82		-.17	
			SR	2.63	2.86	**	-.23	2.76		-.12	2.73		-.09	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	3.26	3.16		.11	2.99	**	.26	2.08	***	1.05	
			SR	3.47	3.07	***	.42	3.01	***	.45	2.15	***	1.16	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	3.17	2.90	**	.32	2.94	**	.26	2.62	***	.61	
			SR	3.25	2.97	***	.34	2.97	***	.33	2.73	***	.58	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	3.21	2.92	***	.36	2.97	**	.29	2.80	***	.48	
			SR	3.15	3.00	*	.18	3.01	*	.17	2.88	***	.32	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	3.19	3.01	*	.23	3.06		.16	2.88	***	.37	
			SR	3.20	3.07	*	.17	3.05	**	.19	2.92	***	.34	
7. Enriching Educational Experiences														
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>														
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.13	.09	.13	.10	.11	.08		.20		
			SR	.18	.61	***	-.88	.41	***	-.47	.52	***	-.69	

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
Regent University**

				<i>Regent University compared with:</i>									
				Regent University	CCC&U			Peer Group			NSSE 2009		
	<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.49		-.12	.43		.10	.39		.19
				SR	.49	.71	***	-.48	.58	*	-.17	.60	**
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.14		-.03	.13		.06	.18		-.09
				SR	.14	.33	***	-.40	.24	***	-.22	.26	***
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.04		-.03	.04		-.03	.05		-.08
				SR	.04	.17	***	-.34	.12	***	-.23	.19	***
e.	Foreign language coursework	FORLNG04	EEE	FY	.14		-.13	.15		-.01	.21	*	-.17
				SR	.15	.45	***	-.61	.28	***	-.29	.41	***
f.	Study abroad	STDABR04	EEE	FY	.04		.05	.03		.02	.03		.03
				SR	.04	.21	***	-.43	.13	***	-.28	.15	***
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.04		.04	.05		-.07	.04		.00
				SR	.09	.20	***	-.30	.17	***	-.22	.17	***
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		-.09	.03		-.11	.02		-.09
				SR	.21	.46	***	-.52	.28	*	-.15	.33	***
				<i>Select the circle that best represents the quality of your relationships with people at your institution.</i>									
				<i>1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>									
8. a.	Relationships with other students	ENVSTU	SCE	FY	5.56		-.21	5.79		-.18	5.47		.06
				SR	5.71	5.90	*	-.15	5.79		-.06	5.59	
				<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>									
b.	Relationships with faculty members	ENVFAC	SCE	FY	5.60		.01	5.61		.00	5.21	**	.30
				SR	5.71	5.85		-.12	5.72		-.01	5.42	**
				<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>									
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	5.39	*	.20	5.25		.09	4.74	***	.42
				SR	5.30	4.92	***	.24	5.15		.09	4.60	***

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
Regent University**

				<i>Regent University compared with:</i>											
				Regent University			CCC&U			Peer Group			NSSE 2009		
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>		<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>		
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>															
9. Time Usage															
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.61	4.33	.17	4.20	*	.25	4.17	*	.27		
				SR	4.95	4.32	***	.37	4.27	***	.40	4.23	***	.41	
b.	Working for pay on campus	WORKON01		FY	1.41	1.63	-.18	1.47		-.05	1.53		-.09		
				SR	1.02	2.05	***	-.67	1.68	***	-.44	1.83	***	-.50	
c.	Working for pay off campus	WORKOF01		FY	4.85	2.31	***	1.08	3.41	***	.47	2.35	***	1.12	
				SR	5.60	3.58	***	.73	4.79	***	.26	3.74	***	.67	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.65	2.36	***	-.46	1.93	*	-.20	2.30	***	-.40	
				SR	1.30	2.26	***	-.61	1.83	***	-.38	2.11	***	-.52	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.00	3.71	***	-.45	3.49	***	-.31	3.81	***	-.49	
				SR	2.83	3.42	***	-.41	3.24	***	-.29	3.53	***	-.45	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	3.81	1.81	***	1.09	2.81	**	.38	1.84	***	1.15	
				SR	4.48	2.31	***	.94	3.45	***	.37	2.47	***	.86	
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	1.58	1.97	***	-.42	2.01	***	-.40	2.32	***	-.66	
				SR	1.40	2.06	***	-.70	1.86	***	-.44	2.39	***	-.93	
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>															
10. Institutional Environment															
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.57	3.18	***	.54	3.20	***	.50	3.14	***	.56	
				SR	3.49	3.17	***	.44	3.21	***	.37	3.13	***	.47	
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.29	3.20	.11	3.22		.09	3.08	**	.26		
				SR	3.20	3.15	.07	3.14		.08	2.94	***	.31		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	3.03	2.84	*	.20	2.84		.19	2.72	**	.32	
				SR	2.82	2.73	.09	2.75		.06	2.55	***	.27		

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
Regent University**

				<i>Regent University compared with:</i>									
				Regent University	CCC&U			Peer Group			NSSE 2009		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	2.42	2.50		-.09	2.51		-.09	2.28		.14
			SR	2.09	2.32	**	-.24	2.27	*	-.17	2.00		.10
e.	Providing the support you need to thrive socially	ENVSOCAL	FY	2.69	2.68		.02	2.64		.06	2.50		.20
			SR	2.31	2.50	**	-.21	2.38		-.07	2.23		.08
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	2.70	2.96	*	-.27	2.73		-.02	2.85		-.16
			SR	2.57	2.75	*	-.18	2.43		.12	2.63		-.06
g.	Using computers in academic work	ENVCOMPT	FY	3.86	3.29	***	.72	3.42	***	.56	3.33	***	.67
			SR	3.84	3.45	***	.53	3.55	***	.39	3.47	***	.49

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

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

11. Educational and Personal Growth

a.	Acquiring a broad general education	GNGENLED	FY	3.34	3.25		.12	3.30		.05	3.16	*	.22
			SR	3.35	3.37		-.03	3.38		-.04	3.25		.12
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY	3.12	2.93	*	.22	3.03		.10	2.82	**	.32
			SR	3.19	3.16		.04	3.18		.01	3.06		.14
c.	Writing clearly and effectively	GNWRITE	FY	3.47	3.08	***	.48	3.17	***	.36	3.02	***	.53
			SR	3.59	3.20	***	.49	3.30	***	.38	3.11	***	.57
d.	Speaking clearly and effectively	GNSPEAK	FY	3.13	2.90	*	.26	3.03		.11	2.84	**	.31
			SR	3.03	3.09		-.07	3.07		-.04	2.99		.04
e.	Thinking critically and analytically	GNANALY	FY	3.56	3.29	***	.37	3.37	**	.26	3.23	***	.43
			SR	3.60	3.46	**	.21	3.47	**	.19	3.36	***	.32
f.	Analyzing quantitative problems	GNQUANT	FY	3.22	2.91	***	.35	3.04		.20	2.96	**	.29
			SR	3.22	3.02	**	.23	3.13		.10	3.08	*	.16
g.	Using computing and information technology	GNCMPTS	FY	3.57	2.96	***	.70	3.14	***	.49	3.05	***	.59
			SR	3.57	3.11	***	.54	3.30	***	.32	3.21	***	.42
h.	Working effectively with others	GNOTHERS	FY	3.29	3.10	*	.23	3.14		.17	3.01	**	.32
			SR	3.30	3.32		-.03	3.25		.05	3.16	*	.16

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
Regent University**

			<i>Regent University compared with:</i>										
			Regent University	CCC&U			Peer Group			NSSE 2009			
	Variable	Benchmark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.12	2.30		-.17	2.49	**	-.31	2.57	***	-.41
			SR	2.05	2.22	*	-.16	2.27	*	-.19	2.33	***	-.26
j.	Learning effectively on your own	GNINQ	FY	3.29	2.98	**	.37	3.14		.18	2.99	**	.35
			SR	3.45	3.09	***	.43	3.23	***	.25	3.05	***	.45
k.	Understanding yourself	GNSELF	FY	3.08	3.00		.09	3.04		.05	2.83	*	.26
			SR	3.26	3.08	**	.20	3.03	***	.24	2.82	***	.44
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.85	2.71		.15	2.80		.05	2.71		.15
			SR	2.91	2.75	*	.16	2.76		.14	2.67	***	.24
m.	Solving complex real-world problems	GNPROBSV	FY	3.06	2.74	***	.35	2.87		.20	2.72	***	.36
			SR	3.05	2.85	**	.22	2.92		.14	2.80	***	.26
n.	Developing a personal code of values and ethics	GNETHICS	FY	3.29	3.07	*	.24	3.11		.19	2.72	***	.58
			SR	3.31	3.18		.14	3.12	**	.20	2.72	***	.58
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.78	2.84		-.06	2.75		.03	2.50	**	.29
			SR	2.76	2.90		-.14	2.75		.01	2.49	***	.26
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	3.41	3.22	*	.22	2.99	***	.38	2.17	***	1.13
			SR	3.42	3.15	***	.30	2.93	***	.45	1.96	***	1.34
12. Academic Advising			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	3.24	3.24		.00	3.24		.00	3.04	*	.24
			SR	3.00	3.13	*	-.15	3.07		-.08	2.89		.12
13. Satisfaction			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.51	3.39		.17	3.42		.13	3.21	***	.41
			SR	3.52	3.39	**	.19	3.43		.14	3.21	***	.41
14.			<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>										
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.64	3.40	***	.31	3.46	**	.24	3.23	***	.50
			SR	3.52	3.34	**	.22	3.42		.12	3.20	***	.37

IPEDS: 231651

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2009 Detailed Statistics ^a

**Regent University
First-Year Students**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	Regent University	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009	Regent University compared with:			Regent University compared with:		
																	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009
CLQUEST	103	3.33	2.90	3.05	2.84	.07	.01	.01	.00	.74	.84	.87	.85	6,863	6,298	329,122	.000	.001	.000	.51	.32	.58
CLPRESENT	102	2.64	2.38	2.32	2.27	.09	.01	.01	.00	.90	.78	.91	.81	103	6,319	101	.005	.000	.000	.33	.35	.45
REWROPAP	102	3.03	2.64	2.83	2.69	.09	.01	.01	.00	.93	.98	1.00	.98	104	105	101	.000	.033	.000	.41	.20	.35
INTEGRAT	104	3.66	3.14	3.20	3.10	.06	.01	.01	.00	.58	.76	.78	.79	108	109	103	.000	.000	.000	.70	.59	.71
DIVCLASS	104	3.20	2.78	2.86	2.80	.08	.01	.01	.00	.86	.86	.90	.88	6,873	6,330	329,169	.000	.000	.000	.49	.38	.45
CLUNPREP	104	1.80	1.99	1.82	2.03	.08	.01	.01	.00	.82	.76	.78	.78	106	6,337	103	.024	.757	.005	-.24	-.03	-.29
CLASSGRP	104	2.35	2.37	2.24	2.44	.10	.01	.01	.00	1.00	.84	.93	.86	105	6,326	103	.807	.239	.327	-.03	.12	-.11
OCCGRP	104	2.53	2.58	2.30	2.44	.10	.01	.01	.00	.98	.85	.98	.89	105	6,339	330,675	.632	.015	.282	-.05	.24	.11
INTIDEAS	102	2.81	2.62	2.62	2.63	.08	.01	.01	.00	.84	.80	.86	.82	6,560	6,097	311,554	.015	.024	.023	.24	.23	.23
TUTOR	103	1.37	1.68	1.57	1.69	.06	.01	.01	.00	.63	.82	.81	.85	107	108	102	.000	.002	.000	-.37	-.25	-.37
COMMPROJ	102	1.30	1.86	1.57	1.56	.07	.01	.01	.00	.68	.91	.83	.82	107	106	101	.000	.000	.000	-.62	-.33	-.32
ITACADEM	103	3.24	2.63	2.69	2.64	.10	.01	.01	.00	.99	1.01	1.08	1.03	6,578	106	312,776	.000	.000	.000	.61	.52	.58
EMAIL	103	3.54	3.22	3.22	3.17	.07	.01	.01	.00	.68	.77	.80	.81	6,574	107	102	.000	.000	.000	.42	.41	.46
FACGRADE	103	2.81	2.65	2.66	2.64	.09	.01	.01	.00	.92	.83	.89	.87	6,564	6,115	312,317	.048	.088	.054	.20	.17	.19
FACPLANS	103	1.84	2.25	2.10	2.20	.09	.01	.01	.00	.93	.86	.91	.90	6,571	6,119	312,371	.000	.004	.000	-.48	-.29	-.40
FACIDEAS	103	1.70	1.87	1.77	1.88	.09	.01	.01	.00	.87	.86	.90	.90	6,579	6,130	312,776	.056	.445	.045	-.19	-.08	-.20
FACFEED	103	3.07	2.71	2.77	2.67	.08	.01	.01	.00	.83	.80	.86	.84	6,469	6,070	306,904	.000	.001	.000	.45	.34	.47
WORKHARD	103	3.06	2.66	2.81	2.68	.09	.01	.01	.00	.90	.82	.86	.85	6,469	6,068	306,945	.000	.003	.000	.48	.29	.44
FACOTHER	102	1.41	1.69	1.51	1.64	.07	.01	.01	.00	.71	.83	.80	.86	106	106	101	.000	.149	.002	-.33	-.13	-.26
OOCIDEAS	102	3.10	2.87	2.91	2.76	.09	.01	.01	.00	.93	.84	.88	.87	6,468	6,061	306,788	.006	.038	.000	.27	.21	.38
DIVRSTUD	102	2.67	2.61	2.64	2.62	.11	.01	.01	.00	1.11	1.00	1.05	1.02	103	6,067	307,038	.596	.802	.637	.06	.03	.05
DIFFSTU2	102	2.44	2.62	2.58	2.72	.09	.01	.01	.00	.93	.95	1.02	.98	6,481	105	307,369	.055	.127	.004	-.19	-.14	-.28
MEMORIZE	100	2.54	2.93	2.93	2.93	.08	.01	.01	.00	.85	.85	.87	.86	6,410	6,036	304,944	.000	.000	.000	-.45	-.45	-.45
ANALYZE	100	3.30	3.11	3.12	3.14	.08	.01	.01	.00	.80	.76	.77	.78	6,395	6,032	303,867	.014	.025	.044	.25	.23	.20
SYNTHESZ	100	3.02	2.87	2.91	2.93	.09	.01	.01	.00	.92	.82	.85	.84	6,388	6,013	303,474	.073	.198	.278	.18	.13	.11
EVALUATE	100	3.33	2.91	2.98	2.93	.08	.01	.01	.00	.80	.84	.86	.85	6,409	6,030	304,033	.000	.000	.000	.50	.40	.47
APPLYING	100	3.27	3.03	3.09	3.08	.08	.01	.01	.00	.83	.82	.83	.84	103	6,028	304,617	.007	.031	.024	.28	.22	.23
READASGN	102	3.41	3.34	3.25	3.26	.10	.01	.01	.00	.96	.94	.97	.98	6,374	6,000	304,242	.469	.105	.116	.07	.16	.16

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
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NSSE 2009 Detailed Statistics ^a

**Regent University
First-Year Students**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
		Regent University	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009	Regent University compared with:	Regent University compared with:	Regent University compared with:	CCC&U	Peer Group
READOWN	102	2.39	2.12	2.21	2.09	.10	.01	.01	.00	1.06	.86	.94	.93	103	103	101	.012	.095	.005	.31	.19	.32
WRITEMOR	101	1.61	1.23	1.33	1.30	.09	.01	.01	.00	.93	.64	.74	.71	101	102	100	.000	.004	.001	.57	.36	.44
WRITEMID	101	2.45	2.31	2.20	2.28	.08	.01	.01	.00	.81	.80	.82	.83	6,362	5,985	303,339	.067	.002	.038	.18	.31	.21
WRITESML	102	3.54	3.33	3.00	3.05	.12	.01	.01	.00	1.24	1.04	1.05	1.04	103	103	101	.095	.000	.000	.20	.51	.48
PROBSETA	101	2.91	2.71	2.75	2.69	.12	.01	.01	.00	1.17	1.12	1.15	1.11	6,352	5,966	303,043	.068	.148	.045	.18	.15	.20
PROBSETB	100	2.52	2.79	2.71	2.75	.13	.02	.02	.00	1.33	1.19	1.24	1.22	101	5,975	303,121	.045	.138	.064	-.23	-.15	-.19
EXAMS	102	5.86	5.52	5.67	5.45	.12	.01	.01	.00	1.18	1.07	1.11	1.16	6,361	6,016	304,050	.002	.084	.000	.31	.17	.35
ATDART07	102	2.18	2.36	2.11	2.18	.10	.01	.01	.00	1.02	.91	.94	.92	6,306	5,937	300,284	.038	.483	.947	-.21	.07	-.01
EXRCSE05	101	2.64	3.00	2.86	2.82	.10	.01	.01	.00	.99	.97	1.04	1.04	6,306	5,931	300,157	.000	.035	.083	-.37	-.21	-.17
WORSHPO5	102	3.26	3.16	2.99	2.08	.08	.01	.01	.00	.85	.89	1.05	1.12	6,305	106	101	.289	.002	.000	.11	.26	1.05
OWNVIEW	102	3.17	2.90	2.94	2.62	.08	.01	.01	.00	.78	.84	.86	.89	6,297	5,942	101	.001	.009	.000	.32	.26	.61
OTHRVIEW	102	3.21	2.92	2.97	2.80	.08	.01	.01	.00	.76	.81	.82	.86	6,297	5,949	299,846	.000	.003	.000	.36	.29	.48
CHNGVIEW	101	3.19	3.01	3.06	2.88	.08	.01	.01	.00	.82	.80	.81	.84	103	5,950	300,368	.029	.104	.000	.23	.16	.37
INTERN04	101	.13	.09	.10	.08	.03	.00	.00	.00	.34	.29	.30	.26	102	102	100	.256	.343	.111	.13	.11	.20
VOLNTR04	102	.49	.55	.43	.39	.05	.01	.01	.00	.50	.50	.50	.49	6,194	5,870	101	.221	.295	.068	-.12	.10	.19
LRNCOM04	102	.14	.15	.13	.18	.03	.00	.00	.00	.35	.36	.33	.38	6,172	5,844	294,186	.790	.581	.381	-.03	.06	-.09
RESRCH04	101	.04	.04	.04	.05	.02	.00	.00	.00	.19	.20	.20	.22	6,193	5,874	295,139	.765	.754	.437	-.03	-.03	-.08
FORLNG04	102	.14	.19	.15	.21	.03	.01	.00	.00	.35	.40	.35	.41	105	5,882	101	.150	.897	.043	-.13	-.01	-.17
STDABR04	101	.04	.03	.03	.03	.02	.00	.00	.00	.19	.16	.18	.17	6,185	5,859	294,727	.647	.848	.735	.05	.02	.03
INDSTD04	101	.04	.03	.05	.04	.02	.00	.00	.00	.19	.17	.23	.19	6,166	5,830	294,478	.681	.487	.967	.04	-.07	.00
SNRX04	99	.01	.02	.03	.02	.01	.00	.00	.00	.09	.14	.16	.14	6,200	108	295,567	.372	.069	.382	-.09	-.11	-.09
ENVSTU	101	5.56	5.82	5.79	5.47	.14	.02	.02	.00	1.43	1.23	1.29	1.37	102	103	295,090	.071	.103	.554	-.21	-.18	.06
ENVFAC	101	5.60	5.60	5.61	5.21	.14	.02	.02	.00	1.39	1.20	1.27	1.32	102	5,853	295,198	.957	.978	.003	.01	.00	.30
ENVADM	101	5.39	5.10	5.25	4.74	.15	.02	.02	.00	1.49	1.44	1.50	1.53	6,188	5,839	294,891	.045	.371	.000	.20	.09	.42
ACADPR01	100	4.61	4.33	4.20	4.17	.19	.02	.02	.00	1.88	1.63	1.65	1.64	102	102	99	.150	.034	.021	.17	.25	.27
WORKON01	101	1.41	1.63	1.47	1.53	.13	.02	.02	.00	1.33	1.19	1.25	1.23	103	5,807	292,978	.107	.634	.343	-.18	-.05	-.09
WORKOF01	101	4.85	2.31	3.41	2.35	.30	.03	.04	.00	3.05	2.33	3.09	2.24	102	5,803	100	.000	.000	.000	1.08	.47	1.12
COCURR01	100	1.65	2.36	1.93	2.30	.11	.02	.02	.00	1.12	1.55	1.40	1.61	105	5,810	99	.000	.048	.000	-.46	-.20	-.40

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2009 Detailed Statistics ^a

**Regent University
First-Year Students**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	Regent University	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009	Regent University compared with:			Regent University compared with:		
SOCIAL05	100	3.00	3.71	3.49	3.81	.13	.02	.02	.00	1.30	1.58	1.56	1.65	104	104	99	.000	.000	.000	-.45	-.31	-.49
CAREDE01	100	3.81	1.81	2.81	1.84	.30	.02	.04	.00	2.95	1.82	2.65	1.72	100	102	99	.000	.001	.000	1.09	.38	1.15
COMMUTE	100	1.58	1.97	2.01	2.32	.10	.01	.01	.00	1.01	.93	1.09	1.13	102	5,784	291,801	.000	.000	.000	-.42	-.40	-.66
ENVSCHOL	100	3.57	3.18	3.20	3.14	.06	.01	.01	.00	.62	.71	.73	.76	6,078	5,721	289,038	.000	.000	.000	.54	.50	.56
ENVSUPRT	101	3.29	3.20	3.22	3.08	.08	.01	.01	.00	.83	.75	.76	.80	103	5,726	288,113	.309	.378	.010	.11	.09	.26
ENVDIVRS	101	3.03	2.84	2.84	2.72	.10	.01	.01	.00	1.00	.95	.98	.97	6,066	5,703	287,785	.044	.054	.002	.20	.19	.32
ENVNACAD	100	2.42	2.50	2.51	2.28	.11	.01	.01	.00	1.09	.93	1.01	.97	101	5,713	99	.464	.384	.203	-.09	-.09	.14
ENVSOCAL	99	2.69	2.68	2.64	2.50	.11	.01	.01	.00	1.06	.91	.99	.94	100	5,676	98	.886	.588	.080	.02	.06	.20
ENVEVENT	101	2.70	2.96	2.73	2.85	.12	.01	.01	.00	1.16	.94	1.11	.94	102	5,695	100	.031	.840	.203	-.27	-.02	-.16
ENVCOMPT	100	3.86	3.29	3.42	3.33	.04	.01	.01	.00	.40	.79	.78	.78	113	113	99	.000	.000	.000	.72	.56	.67
NGENLED	97	3.34	3.25	3.30	3.16	.09	.01	.01	.00	.85	.75	.78	.79	6,002	5,629	284,083	.234	.605	.031	.12	.05	.22
GNWORK	96	3.12	2.93	3.03	2.82	.09	.01	.01	.00	.93	.89	.90	.93	6,003	5,639	283,974	.031	.323	.002	.22	.10	.32
GNWRITE	97	3.47	3.08	3.17	3.02	.08	.01	.01	.00	.77	.82	.82	.85	6,014	5,662	284,410	.000	.000	.000	.48	.36	.53
GNSPEAK	97	3.13	2.90	3.03	2.84	.09	.01	.01	.00	.91	.88	.90	.92	6,005	5,658	283,646	.011	.294	.002	.26	.11	.31
GNANALY	97	3.56	3.29	3.37	3.23	.07	.01	.01	.00	.64	.74	.74	.78	101	101	96	.000	.004	.000	.37	.26	.43
GNQUANT	95	3.22	2.91	3.04	2.96	.09	.01	.01	.00	.89	.86	.88	.87	5,972	5,632	283,027	.001	.051	.005	.35	.20	.29
GNCMPTS	96	3.57	2.96	3.14	3.05	.07	.01	.01	.00	.71	.87	.87	.88	5,995	100	284,089	.000	.000	.000	.70	.49	.59
GNOTHERS	97	3.29	3.10	3.14	3.01	.09	.01	.01	.00	.85	.82	.87	.87	6,004	5,652	284,269	.026	.101	.001	.23	.17	.32
GNCITIZN	96	2.12	2.30	2.49	2.57	.12	.01	.02	.00	1.13	1.03	1.17	1.08	5,927	98	279,766	.095	.003	.000	-.17	-.31	-.41
GNINQ	95	3.29	2.98	3.14	2.99	.09	.01	.01	.00	.92	.83	.83	.85	97	97	94	.002	.114	.002	.37	.18	.35
GNSELF	95	3.08	3.00	3.04	2.83	.10	.01	.01	.00	.97	.89	.93	.96	5,918	5,557	278,737	.389	.655	.012	.09	.05	.26
GNDIVERS	97	2.85	2.71	2.80	2.71	.10	.01	.01	.00	1.00	.94	.98	.96	5,905	5,550	279,513	.138	.595	.149	.15	.05	.15
GNPROBSV	97	3.06	2.74	2.87	2.72	.09	.01	.01	.00	.93	.88	.92	.93	5,925	5,572	279,655	.001	.052	.000	.35	.20	.36
GNETHICS	97	3.29	3.07	3.11	2.72	.09	.01	.01	.00	.93	.90	.95	.98	5,930	5,569	279,635	.018	.067	.000	.24	.19	.58
GNCOMMUN	95	2.78	2.84	2.75	2.50	.11	.01	.01	.00	1.04	.94	1.04	.99	97	5,580	279,562	.577	.754	.005	-.06	.03	.29
GNSPIRIT	97	3.41	3.22	2.99	2.17	.09	.01	.02	.00	.88	.90	1.11	1.10	5,937	101	96	.036	.000	.000	.22	.38	1.13
ADVISE	97	3.24	3.24	3.24	3.04	.08	.01	.01	.00	.81	.74	.77	.83	6,008	5,640	283,416	.964	.988	.020	.00	.00	.24
ENTIREXP	97	3.51	3.39	3.42	3.21	.07	.01	.01	.00	.68	.68	.68	.72	6,003	5,646	283,414	.092	.217	.000	.17	.13	.41
SAMECOLL	97	3.64	3.40	3.46	3.23	.07	.01	.01	.00	.67	.77	.75	.82	101	101	96	.001	.009	.000	.31	.24	.50

^a All statistics are weighted by gender, enrollment status, and institutional size.

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^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2009 Detailed Statistics ^a

**Regent University
Seniors**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	Regent University	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009	Regent University compared with:			Regent University compared with:		
																	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009
CLQUEST	203	3.56	3.27	3.35	3.11	.05	.01	.01	.00	.73	.81	.80	.86	219	218	202	.000	.000	.000	.37	.26	.53
CLPRESEN	204	2.71	2.94	2.68	2.78	.07	.01	.01	.00	.98	.84	1.02	.88	214	6,303	203	.001	.677	.299	-.28	.03	-.08
REWROPAP	203	2.74	2.39	2.64	2.49	.08	.01	.01	.00	1.09	.98	1.02	.98	213	6,295	202	.000	.167	.001	.36	.10	.26
INTEGRAT	205	3.76	3.44	3.50	3.33	.03	.01	.01	.00	.48	.68	.68	.74	234	232	205	.000	.000	.000	.47	.39	.57
DIVCLASS	204	3.22	2.95	3.01	2.83	.06	.01	.01	.00	.82	.85	.88	.93	6,040	6,305	327,414	.000	.001	.000	.32	.24	.41
CLUNPREP	204	1.66	2.10	1.84	2.13	.05	.01	.01	.00	.71	.78	.78	.80	6,051	6,318	327,583	.000	.001	.000	-.57	-.23	-.59
CLASSGRP	204	2.16	2.53	2.37	2.55	.07	.01	.01	.00	1.01	.89	1.00	.90	6,038	6,315	327,825	.000	.003	.000	-.41	-.21	-.44
OCCGRP	204	2.29	2.85	2.50	2.76	.07	.01	.01	.00	.95	.86	1.05	.92	215	220	328,704	.000	.002	.000	-.65	-.20	-.51
INTIDEAS	202	3.10	2.98	2.95	2.95	.06	.01	.01	.00	.88	.80	.85	.82	213	6,173	201	.066	.016	.017	.14	.17	.18
TUTOR	201	1.32	1.93	1.67	1.86	.05	.01	.01	.00	.74	.96	.90	.95	224	220	200	.000	.000	.000	-.64	-.39	-.57
COMMPROJ	200	1.40	1.97	1.70	1.71	.05	.01	.01	.00	.74	.96	.91	.90	224	220	200	.000	.000	.000	-.61	-.33	-.34
ITACADEM	202	3.29	2.80	2.99	2.86	.07	.01	.01	.00	1.01	1.02	1.04	1.01	5,930	6,213	318,625	.000	.000	.000	.48	.29	.42
EMAIL	201	3.70	3.46	3.43	3.42	.04	.01	.01	.00	.58	.70	.74	.73	220	222	200	.000	.000	.000	.35	.38	.39
FACGRADE	199	2.95	2.88	2.81	2.83	.06	.01	.01	.00	.81	.85	.90	.87	5,921	214	198	.260	.014	.029	.08	.16	.15
FACPLANS	202	1.95	2.56	2.16	2.42	.07	.01	.01	.00	.99	.96	1.00	.96	214	6,197	201	.000	.004	.000	-.64	-.21	-.48
FACIDEAS	202	1.86	2.19	1.90	2.08	.07	.01	.01	.00	.97	.93	.94	.93	5,935	6,205	201	.000	.488	.001	-.35	-.05	-.24
FACFEED	200	3.19	2.92	2.94	2.81	.06	.01	.01	.00	.80	.76	.81	.82	213	6,160	315,081	.000	.000	.000	.35	.30	.47
WORKHARD	200	3.00	2.72	2.83	2.74	.06	.01	.01	.00	.81	.85	.84	.86	214	213	199	.000	.003	.000	.33	.21	.31
FACOTHER	198	1.37	1.93	1.59	1.82	.05	.01	.01	.00	.75	.96	.88	.95	220	215	197	.000	.000	.000	-.59	-.25	-.47
OOIDEAS	200	3.13	2.99	2.97	2.90	.06	.01	.01	.00	.86	.83	.88	.85	212	6,166	315,294	.026	.015	.000	.17	.18	.26
DIVRSTUD	199	2.59	2.67	2.65	2.70	.07	.01	.01	.00	1.03	.99	1.04	1.00	5,883	6,160	315,523	.272	.485	.122	-.08	-.05	-.11
DIFFSTU2	199	2.43	2.64	2.56	2.76	.07	.01	.01	.00	1.04	.95	.99	.97	210	6,166	315,632	.007	.071	.000	-.21	-.13	-.34
MEMORIZE	196	2.35	2.70	2.65	2.77	.07	.01	.01	.00	1.01	.93	.93	.92	5,854	6,150	196	.000	.000	.000	-.38	-.32	-.46
ANALYZE	197	3.42	3.28	3.28	3.28	.05	.01	.01	.00	.70	.73	.74	.74	5,836	6,140	312,877	.008	.009	.007	.19	.19	.19
SYNTHESZ	198	3.32	3.12	3.11	3.08	.05	.01	.01	.00	.76	.82	.83	.83	5,836	6,137	312,570	.001	.000	.000	.25	.26	.29
EVALUATE	197	3.27	3.07	3.10	3.03	.06	.01	.01	.00	.86	.84	.84	.86	5,842	6,137	312,920	.001	.004	.000	.24	.21	.28
APPLYING	198	3.40	3.29	3.27	3.24	.06	.01	.01	.00	.79	.78	.78	.81	5,848	6,147	313,554	.056	.028	.006	.14	.16	.19
READASGN	197	3.55	3.45	3.35	3.19	.07	.01	.01	.00	.98	1.02	1.02	1.04	5,839	6,122	312,834	.142	.006	.000	.11	.20	.35

^a All statistics are weighted by gender, enrollment status, and institutional size.

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^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

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National Survey of Student Engagement

NSSE 2009 Detailed Statistics ^a

Regent University Seniors

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
		Regent University	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009	Regent University compared with:	Peer Group	NSSE 2009	Regent University compared with:	Peer Group
READOWN	197	2.32	2.24	2.31	2.21	.07	.01	.01	.00	.98	.94	.96	.98	5,840	6,117	312,662	.228	.858	.104	.09	.01	.12
WRITEMOR	197	1.54	1.68	1.71	1.65	.05	.01	.01	.00	.74	.79	.87	.81	5,840	6,120	312,669	.016	.007	.064	-.17	-.20	-.13
WRITEMID	195	2.89	2.82	2.71	2.55	.06	.01	.01	.00	.90	.96	.93	.96	5,832	6,105	194	.283	.009	.000	.08	.19	.36
WRITESML	198	3.38	3.45	3.03	3.00	.09	.02	.02	.00	1.29	1.14	1.20	1.15	208	209	197	.448	.000	.000	-.06	.28	.33
PROBSETA	197	2.98	2.59	2.74	2.61	.08	.02	.02	.00	1.18	1.21	1.21	1.21	211	210	197	.000	.007	.000	.32	.19	.30
PROBSETB	193	2.44	2.47	2.38	2.34	.09	.02	.02	.00	1.29	1.24	1.21	1.22	5,787	6,086	311,017	.701	.524	.278	-.03	.05	.08
EXAMS	197	5.76	5.44	5.67	5.45	.09	.02	.02	.00	1.21	1.22	1.20	1.24	5,834	6,129	312,431	.000	.340	.001	.26	.07	.24
ATDART07	196	1.83	2.25	2.02	2.05	.06	.01	.01	.00	.80	.93	.88	.91	213	6,084	309,747	.000	.003	.001	-.46	-.22	-.25
EXRCSE05	196	2.63	2.86	2.76	2.73	.07	.01	.01	.00	1.01	1.00	1.03	1.04	5,791	6,091	309,673	.001	.089	.195	-.23	-.12	-.09
WORSHPO5	197	3.47	3.07	3.01	2.15	.06	.01	.01	.00	.80	.94	1.04	1.14	216	219	197	.000	.000	.000	.42	.45	1.16
OWNVIEW	196	3.25	2.97	2.97	2.73	.06	.01	.01	.00	.82	.82	.83	.89	5,795	6,085	309,206	.000	.000	.000	.34	.33	.58
OTHRVIEW	195	3.15	3.00	3.01	2.88	.06	.01	.01	.00	.81	.81	.80	.85	5,799	6,085	309,298	.012	.021	.000	.18	.17	.32
CHNGVIEW	194	3.20	3.07	3.05	2.92	.06	.01	.01	.00	.79	.79	.79	.82	5,805	6,095	309,929	.020	.009	.000	.17	.19	.34
INTERN04	196	.18	.61	.41	.52	.03	.01	.01	.00	.39	.49	.49	.50	218	217	196	.000	.000	.000	-.88	-.47	-.69
VOLNTR04	194	.49	.71	.58	.60	.04	.01	.01	.00	.50	.45	.49	.49	205	206	194	.000	.026	.005	-.48	-.17	-.21
LRNCOM04	194	.14	.33	.24	.26	.03	.01	.01	.00	.35	.47	.43	.44	218	212	194	.000	.000	.000	-.40	-.22	-.27
RESRCH04	196	.04	.17	.12	.19	.01	.01	.00	.00	.21	.37	.32	.40	243	228	196	.000	.000	.000	-.34	-.23	-.38
FORLNG04	196	.15	.45	.28	.41	.03	.01	.01	.00	.36	.50	.45	.49	223	216	196	.000	.000	.000	-.61	-.29	-.52
STDABR04	195	.04	.21	.13	.15	.01	.01	.00	.00	.20	.41	.34	.36	258	235	195	.000	.000	.000	-.43	-.28	-.31
INDSTD04	194	.09	.20	.17	.17	.02	.01	.00	.00	.28	.40	.37	.38	222	217	194	.000	.000	.000	-.30	-.22	-.23
SNRX04	194	.21	.46	.28	.33	.03	.01	.01	.00	.41	.50	.45	.47	214	209	194	.000	.022	.000	-.52	-.15	-.27
ENVSTU	194	5.71	5.90	5.79	5.59	.09	.02	.02	.00	1.29	1.23	1.30	1.32	5,765	6,031	306,246	.040	.418	.202	-.15	-.06	.09
ENVFAC	195	5.71	5.85	5.72	5.42	.10	.02	.02	.00	1.41	1.15	1.26	1.34	203	6,036	306,241	.180	.918	.002	-.12	-.01	.22
ENVADM	195	5.30	4.92	5.15	4.60	.11	.02	.02	.00	1.48	1.57	1.61	1.67	5,762	6,035	194	.001	.196	.000	.24	.09	.42
ACADPR01	194	4.95	4.32	4.27	4.23	.13	.02	.02	.00	1.76	1.70	1.71	1.75	5,748	6,014	304,479	.000	.000	.000	.37	.40	.41
WORKON01	194	1.02	2.05	1.68	1.83	.02	.02	.02	.00	.27	1.56	1.52	1.60	842	772	202	.000	.000	.000	-.67	-.44	-.50
WORKOF01	194	5.60	3.58	4.79	3.74	.21	.04	.04	.01	2.92	2.79	3.18	2.80	5,743	209	304,343	.000	.000	.000	.73	.26	.67
COCURR01	194	1.30	2.26	1.83	2.11	.05	.02	.02	.00	.75	1.60	1.40	1.57	260	241	194	.000	.000	.000	-.61	-.38	-.52

^a All statistics are weighted by gender, enrollment status, and institutional size.

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^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

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**National Survey
of Student Engagement**

NSSE 2009 Detailed Statistics ^a

**Regent University
Seniors**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	Regent University	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	Regent University	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009	Regent University compared with:			Regent University compared with:		
																	CCC&U	Peer Group	NSSE 2009	CCC&U	Peer Group	NSSE 2009
SOCIAL05	195	2.83	3.42	3.24	3.53	.08	.02	.02	.00	1.17	1.46	1.39	1.54	216	213	194	.000	.000	.000	-.41	-.29	-.45
CAREDE01	194	4.48	2.31	3.45	2.47	.20	.03	.04	.00	2.85	2.31	2.83	2.34	202	5,971	193	.000	.000	.000	.94	.37	.86
COMMUTE	195	1.40	2.06	1.86	2.39	.06	.01	.01	.00	.90	.94	1.04	1.07	5,741	6,000	194	.000	.000	.000	-.70	-.44	-.93
ENVSCHOL	193	3.49	3.17	3.21	3.13	.05	.01	.01	.00	.64	.74	.78	.78	5,709	5,965	301,591	.000	.000	.000	.44	.37	.47
ENVSUPRT	194	3.20	3.15	3.14	2.94	.06	.01	.01	.00	.79	.77	.81	.85	5,692	5,946	300,687	.337	.298	.000	.07	.08	.31
ENVDIVRS	192	2.82	2.73	2.75	2.55	.08	.01	.01	.00	1.04	.97	1.00	1.00	5,686	5,941	300,444	.225	.396	.000	.09	.06	.27
ENVNACAD	190	2.09	2.32	2.27	2.00	.08	.01	.01	.00	1.04	.96	1.03	.95	5,686	5,945	190	.001	.021	.214	-.24	-.17	.10
ENVSOCAL	190	2.31	2.50	2.38	2.23	.07	.01	.01	.00	1.01	.95	1.03	.94	5,673	5,921	299,715	.005	.320	.268	-.21	-.07	.08
ENVEVENT	191	2.57	2.75	2.43	2.63	.08	.01	.01	.00	1.11	1.01	1.13	.97	201	5,896	190	.027	.089	.449	-.18	.12	-.06
ENVCOMPT	193	3.84	3.45	3.55	3.47	.03	.01	.01	.00	.48	.75	.75	.74	225	224	192	.000	.000	.000	.53	.39	.49
NGNENLED	190	3.35	3.37	3.38	3.25	.06	.01	.01	.00	.83	.75	.77	.80	199	199	297,488	.738	.581	.095	-.03	-.04	.12
GNWORK	192	3.19	3.16	3.18	3.06	.07	.01	.01	.00	.90	.88	.90	.92	5,649	5,906	297,796	.614	.880	.057	.04	.01	.14
GNWRITE	193	3.59	3.20	3.30	3.11	.05	.01	.01	.00	.67	.80	.78	.85	212	210	192	.000	.000	.000	.49	.38	.57
GNSPEAK	189	3.03	3.09	3.07	2.99	.08	.01	.01	.00	1.06	.84	.92	.90	197	198	189	.431	.615	.615	-.07	-.04	.04
GNANALY	192	3.60	3.46	3.47	3.36	.05	.01	.01	.00	.66	.69	.70	.75	205	205	191	.004	.006	.000	.21	.19	.32
GNQUANT	188	3.22	3.02	3.13	3.08	.07	.01	.01	.00	.95	.88	.88	.88	199	198	188	.005	.214	.042	.23	.10	.16
GNCMPTS	193	3.57	3.11	3.30	3.21	.05	.01	.01	.00	.71	.86	.84	.85	212	210	192	.000	.000	.000	.54	.32	.42
GNOTHERS	193	3.30	3.32	3.25	3.16	.06	.01	.01	.00	.83	.76	.84	.85	203	5,904	298,034	.753	.468	.028	-.03	.05	.16
GNCITIZN	187	2.05	2.22	2.27	2.33	.08	.01	.02	.00	1.12	1.04	1.14	1.09	5,575	200	294,552	.031	.010	.000	-.16	-.19	-.26
GNINQ	190	3.45	3.09	3.23	3.05	.06	.01	.01	.00	.79	.84	.85	.88	5,587	5,800	294,279	.000	.001	.000	.43	.25	.45
GNSELF	188	3.26	3.08	3.03	2.82	.06	.01	.01	.00	.86	.89	.96	1.00	5,583	5,790	187	.006	.001	.000	.20	.24	.44
GNDIVERS	189	2.91	2.75	2.76	2.67	.07	.01	.01	.00	.99	.96	.99	.99	5,592	5,809	294,445	.031	.054	.001	.16	.14	.24
GNPROBSV	189	3.05	2.85	2.92	2.80	.07	.01	.01	.00	.91	.90	.93	.95	5,588	5,802	294,592	.002	.050	.000	.22	.14	.26
GNETHICS	188	3.31	3.18	3.12	2.72	.06	.01	.01	.00	.87	.88	.96	1.03	5,589	5,816	187	.059	.007	.000	.14	.20	.58
GNCOMMUN	189	2.76	2.90	2.75	2.49	.08	.01	.01	.00	1.06	.96	1.04	1.02	199	5,801	294,563	.083	.914	.000	-.14	.01	.26
GNSPIRIT	190	3.42	3.15	2.93	1.96	.06	.01	.01	.00	.79	.93	1.12	1.09	207	215	189	.000	.000	.000	.30	.45	1.34
ADVISE	190	3.00	3.13	3.07	2.89	.07	.01	.01	.00	.94	.85	.90	.94	5,649	5,900	298,079	.040	.305	.098	-.15	-.08	.12
ENTIREXP	191	3.52	3.39	3.43	3.21	.05	.01	.01	.00	.73	.69	.69	.74	5,648	5,905	298,092	.010	.061	.000	.19	.14	.41
SAMECOLL	191	3.52	3.34	3.42	3.20	.05	.01	.01	.00	.73	.81	.78	.85	207	5,904	190	.001	.098	.000	.22	.12	.37

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



NSSE 2009 Mean Comparisons^a
Council for Christian Colleges & Universities Consortium
Regent University

Council for Christian Colleges & Universities Consortium Questions				Regent University	<i>Regent University compared with CCC&U</i>		
<i>Refer to the CCC&U consortium codebook for response option values.</i>							
	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig.^b</i>	<i>Effect size^c</i>	
1. How much do you agree or disagree with the following statements?							
1a.	I have a personally meaningful relationship with God.	CCC0901A	FY	4.80	4.49	***	.40
			SR	4.87	4.47	***	.51
1b.	My relationship with God contributes to my sense of well-being.	CCC0901B	FY	4.85	4.53	***	.43
			SR	4.89	4.51	***	.49
1c.	The way I do things from day to day is often affected by my relationship with God.	CCC0901C	FY	4.55	4.30	**	.29
			SR	4.77	4.31	***	.54
1d.	Even if the people around me were opposed to my Christian convictions, I would still hold fast to them.	CCC0901D	FY	4.78	4.47	***	.41
			SR	4.88	4.48	***	.55
1e.	I believe that I need to be open to consider new insights and truths about my faith.	CCC0901E	FY	4.61	4.34	***	.35
			SR	4.51	4.41		.13
1f.	General education (Liberal Arts) courses at this institution help students develop values that are consistent with faith in Jesus Christ.	CCC0901F	FY	4.35	4.00	***	.37
			SR	4.38	3.92	***	.47
1g.	Courses in my major have helped me think about how Christian values relate to my future profession.	CCC0901G	FY	4.60	4.07	***	.54
			SR	4.57	4.18	***	.41
1h.	When appropriate, professors here take time to talk about their values and personal beliefs in class.	CCC0901H	FY	4.17	4.13		.04
			SR	4.12	4.19		-.08
1i.	Faculty here interact with students outside of class in ways that help us clarify our personal values.	CCC0901I	FY	3.53	3.76	*	-.25
			SR	3.43	3.80	***	-.39
1j.	There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ.	CCC0901J	FY	4.27	4.21		.07
			SR	4.22	4.08	*	.15

^a Weighted by gender, enrollment status, and institution size

^b * p<.05 ** p<.01 ***p<.001

^c Mean difference divided by the pooled s.d.



NSSE 2009 Mean Comparisons^a
Council for Christian Colleges & Universities Consortium
Regent University

Council for Christian Colleges & Universities Consortium Questions			Regent University	<i>Regent University compared with CCC&U</i>		
<i>Refer to the CCC&U consortium codebook for response option values.</i>						
	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig.^b</i>	<i>Effect size^c</i>
1k.	At my institution I am challenged to think about issues from a Christian perspective.	FY	4.62	4.28	***	.41
		SR	4.66	4.25	***	.49
1l.	This institution has helped me to critically evaluate whether or not my behavior is consistent with Christian values.	FY	4.27	4.11		.18
		SR	4.43	4.04	***	.42
1m.	This institution encourages students to worship God in meaningful ways.	FY	4.46	4.30		.18
		SR	4.45	4.15	***	.33
1n.	As a result of my experience at this institution, I am more aware of what my own personal values are.	FY	4.50	4.18	***	.36
		SR	4.47	4.20	***	.29
1o.	As a result of my experience at this institution, my values are more consistent with a Christian world-view and lifestyle.	FY	4.15	3.88	**	.28
		SR	4.24	3.82	***	.42
1p.	This institution has reinforced values that I have always held.	FY	4.38	4.02	***	.40
		SR	4.41	3.85	***	.57
1q.	This institution has challenged me to critically evaluate and reconsider values that I have always held.	FY	3.80	3.72		.08
		SR	3.90	3.83		.08
1r.	As a result of my experience at this institution, I have learned principles of Christian leadership.	FY	4.33	3.89	***	.48
		SR	4.28	3.93	***	.37
1s.	Faculty at this institution do a good job using technology to improve classroom instruction.	FY	4.28	4.03	*	.30
		SR	4.31	3.99	***	.38
1t.	I would take classes over the Internet at this institution if given the opportunity.	FY	4.15	3.34	***	.65
		SR	4.43	3.42	***	.80

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^a Weighted by gender, enrollment status, and institution size

^b * p<.05 ** p<.01 ***p<.001

^c Mean difference divided by the pooled s.d.



NSSE 2009 Detailed Statistics ^a
Council for Christian Colleges & Universities Consortium
Regent University

First-Year Students

Seniors

	First-Year Students									Seniors										
	N	Mean	Standard Error of the Mean ^b		Standard deviation ^c		DF ^d	Sig. ^e	Effect size ^f	N	Mean	Standard Error of the Mean ^b		Standard deviation ^c		DF ^d	Sig. ^e	Effect size ^f		
	Regent University	Regent University	CCC&U	Regent University	CCC&U	Regent University	CCC&U	CCC&U	Regent University compared with CCC&U	Regent University	Regent University	CCC&U	Regent University	CCC&U	Regent University	CCC&U	CCC&U	Regent University compared with CCC&U		
CCC0901A	94	4.80	4.49	.05	.01	.46	.78	102	.000	.40	187	4.87	4.47	.03	.01	.35	.79	261	.000	.51
CCC0901B	95	4.85	4.53	.04	.01	.42	.77	106	.000	.43	186	4.89	4.51	.02	.01	.32	.78	270	.000	.49
CCC0901C	94	4.55	4.30	.08	.01	.78	.86	97	.003	.29	187	4.77	4.31	.04	.01	.54	.87	224	.000	.54
CCC0901D	95	4.78	4.47	.06	.01	.58	.76	100	.000	.41	186	4.88	4.48	.02	.01	.33	.75	262	.000	.55
CCC0901E	95	4.61	4.34	.07	.01	.66	.78	99	.000	.35	185	4.51	4.41	.06	.01	.77	.75	5304	.079	.13
CCC0901F	95	4.35	4.00	.09	.01	.87	.95	5559	.000	.37	187	4.38	3.92	.06	.01	.84	1.00	5312	.000	.47
CCC0901G	95	4.60	4.07	.08	.01	.80	.98	99	.000	.54	187	4.57	4.18	.05	.01	.75	.96	209	.000	.41
CCC0901H	95	4.17	4.13	.08	.01	.80	.80	5465	.678	.04	186	4.12	4.19	.06	.01	.87	.80	5259	.268	-.08
CCC0901I	95	3.53	3.76	.10	.01	1.01	.91	96	.035	-.25	184	3.43	3.80	.07	.01	.96	.95	5257	.000	-.39
CCC0901J	92	4.27	4.21	.09	.01	.89	.86	5454	.531	.07	185	4.22	4.08	.06	.01	.86	.92	5249	.044	.15
CCC0901K	94	4.62	4.28	.08	.01	.75	.84	97	.000	.41	186	4.66	4.25	.05	.01	.64	.84	208	.000	.49
CCC0901L	95	4.27	4.11	.09	.01	.87	.91	5450	.084	.18	182	4.43	4.04	.06	.01	.86	.95	5247	.000	.42
CCC0901M	95	4.46	4.30	.08	.01	.81	.84	5454	.077	.18	186	4.45	4.15	.06	.01	.79	.89	5253	.000	.33
CCC0901N	95	4.50	4.18	.08	.01	.74	.89	5463	.000	.36	185	4.47	4.20	.06	.01	.87	.91	5257	.000	.29
CCC0901O	95	4.15	3.88	.09	.01	.91	.95	5408	.007	.28	184	4.24	3.82	.07	.01	.99	.99	5211	.000	.42
CCC0901P	93	4.38	4.02	.09	.01	.83	.91	5408	.000	.40	185	4.41	3.85	.06	.01	.81	.99	204	.000	.57
CCC0901Q	95	3.80	3.72	.12	.01	1.13	1.01	96	.471	.08	183	3.90	3.83	.08	.01	1.12	.98	193	.361	.08
CCC0901R	95	4.33	3.89	.09	.01	.88	.93	5400	.000	.48	182	4.28	3.93	.07	.01	.94	.96	5204	.000	.37
CCC0901S	93	4.28	4.03	.10	.01	.93	.83	95	.012	.30	184	4.31	3.99	.07	.01	.89	.86	196	.000	.38
CCC0901T	95	4.15	3.34	.13	.02	1.30	1.24	5415	.000	.65	185	4.43	3.42	.07	.02	.98	1.28	207	.000	.80

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^a. All statistics are weighted by gender, enrollment status, and institutional size.

^b. The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c. A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d. Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

^e. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^f. Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.



National Survey of Student Engagement

Regent University

Frequency Distributions

August 2009

Interpreting the Frequency Distributions Report

Sample

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

Variables

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

Variable Names

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

Benchmark

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

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Response Options

Response options listed just as they appear on the instrument.

Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students.

Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers. For more information about weighting, please visit the NSSE Web site at

www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm.

Class

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



NSSE 2009 Engagement Item Frequency Distributions*
NSSEville State University

Variable	Response Options	First-Year Students				Seniors			
		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009	
		Count	%	Count	%	Count	%	Count	%
la. Asked questions in class or contributed to class discussions	Never	10	2%	1,003	5%	1,917	6%	6,351	4%
	Sometimes	158	31%	9,276	45%	14,476	42%	65,653	37%
	Often	191	38%	7,127	34%	12,442	34%	64,626	35%
	Very often	150	29%	3,377	16%	7,030	18%	44,696	24%
	Total	509	100%	20,783	100%	35,865	100%	181,326	100%
lb. Made a class presentation	Never	57	11%	3,518	19%	5,573	18%	23,434	15%
	Sometimes	310	61%	11,820	56%	19,707	55%	96,070	52%
	Often	116	22%	4,398	20%	8,225	21%	46,873	25%
	Very often	26	5%	1,037	5%	2,274	6%	14,562	8%
	Total	509	100%	20,773	100%	35,779	100%	180,939	100%
lc. Prepared two or more drafts of a paper or assignment before turning it in	Never	49	10%	3,263	18%	5,137	16%	23,636	13%
	Sometimes	152	29%	6,885	33%	11,440	32%	58,221	31%
	Often	187	39%	6,567	30%	11,717	32%	58,917	32%
	Very often	121	22%	4,072	19%	7,540	20%	40,343	23%
	Total	509	100%	20,787	100%	35,834	100%	181,117	100%
ld. Worked on a paper or project that required integrating ideas or information from various sources	Never	5	1%	597	4%	894	3%	3,635	2%
	Sometimes	63	13%	5,196	26%	8,045	24%	36,672	21%
	Often	218	44%	9,614	45%	16,368	44%	82,244	45%
	Very often	222	42%	5,384	25%	10,532	28%	58,631	32%
	Total	508	100%	20,791	100%	35,839	100%	181,182	100%
le. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	Never	21	4%	1,486	8%	2,468	8%	10,808	7%
	Sometimes	141	28%	7,408	35%	12,131	34%	57,446	32%
	Often	219	43%	7,953	37%	13,742	38%	70,683	38%
	Very often	127	24%	3,904	19%	7,456	21%	41,971	23%
	Total	508	100%	20,751	100%	35,797	100%	180,908	100%
	Never	7	1%	1,109	6%	1,545	6%	8,445	5%
	Sometimes	121	21%	8,839	41%	12,395	42%	61,770	34%
	Often	222	43%	8,362	34%	11,854	33%	72,438	36%
	Very often	172	35%	4,691	19%	7,007	19%	49,038	24%
	Total	522	100%	23,015	100%	32,829	100%	191,862	100%
	Never	82	16%	4,379	20%	6,096	20%	31,065	16%
	Sometimes	240	47%	9,607	42%	13,342	41%	74,803	38%
	Often	120	22%	5,583	24%	8,216	24%	50,342	27%
	Very often	81	15%	3,423	14%	5,128	15%	35,502	18%
	Total	523	100%	22,992	100%	32,782	100%	191,712	100%
	Never	2	0%	263	1%	339	1%	1,927	1%
	Sometimes	48	9%	3,381	16%	4,706	16%	23,178	13%
	Often	209	41%	9,613	41%	13,373	41%	74,885	40%
	Very often	262	50%	9,729	41%	14,375	42%	91,727	46%
	Total	521	100%	22,986	100%	32,793	100%	191,717	100%
	Never	29	6%	1,616	9%	2,411	9%	12,010	7%
	Sometimes	147	29%	7,895	35%	11,050	34%	59,116	31%
	Often	182	36%	7,873	33%	11,133	33%	66,426	34%
	Very often	161	29%	5,575	23%	8,138	24%	53,888	27%
	Total	519	100%	22,959	100%	32,732	100%	191,440	100%

Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

Column Percentage (%)

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

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	1	1%	146	2%	153	3%	4,507	3%	4	2%	59	1%	96	2%	2,966	2%
		Sometimes	14	13%	2,079	34%	1,478	27%	54,536	36%	15	7%	1,216	20%	875	15%	40,874	26%
		Often	37	38%	2,109	35%	1,629	32%	56,505	35%	44	22%	1,906	31%	1,588	29%	54,658	32%
		Very often	51	48%	1,701	28%	1,802	38%	43,431	26%	140	68%	3,012	48%	2,942	54%	75,466	41%
	Total		103	100%	6,035	100%	5,062	100%	158,979	100%	203	100%	6,193	100%	5,501	100%	173,964	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	9	10%	516	9%	839	18%	20,010	15%	24	12%	171	3%	732	15%	8,981	6%
		Sometimes	37	36%	3,267	53%	2,248	43%	83,957	52%	59	29%	1,803	30%	1,503	28%	56,334	34%
		Often	36	35%	1,672	28%	1,392	27%	41,581	25%	68	33%	2,360	38%	1,716	30%	64,540	36%
		Very often	20	19%	591	10%	596	12%	13,676	9%	53	25%	1,877	30%	1,565	26%	44,612	24%
	Total		102	100%	6,046	100%	5,075	100%	159,224	100%	204	100%	6,211	100%	5,516	100%	174,467	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	8	7%	773	13%	596	12%	19,450	13%	35	18%	1,196	19%	870	15%	28,260	16%
		Sometimes	20	19%	2,024	33%	1,294	25%	48,668	30%	47	23%	2,506	40%	1,823	32%	66,241	38%
		Often	36	36%	1,861	31%	1,614	32%	51,621	33%	56	28%	1,441	23%	1,467	28%	46,457	27%
		Very often	38	37%	1,368	23%	1,550	31%	38,999	25%	65	32%	1,055	17%	1,348	26%	33,244	19%
	Total		102	100%	6,026	100%	5,054	100%	158,738	100%	203	100%	6,198	100%	5,508	100%	174,202	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	0	0%	71	2%	78	2%	2,785	2%	0	0%	20	0%	36	1%	1,770	1%
		Sometimes	6	6%	1,100	18%	836	17%	30,014	20%	5	2%	585	10%	452	8%	20,012	13%
		Often	23	22%	2,767	45%	2,085	41%	70,504	44%	40	20%	2,215	36%	1,725	31%	64,747	38%
		Very often	75	72%	2,115	35%	2,091	41%	56,054	34%	160	78%	3,397	54%	3,318	59%	88,088	49%
	Total		104	100%	6,053	100%	5,090	100%	159,357	100%	205	100%	6,217	100%	5,531	100%	174,617	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	1	1%	309	6%	297	7%	9,295	7%	3	2%	208	3%	236	4%	11,496	8%
		Sometimes	25	25%	2,000	33%	1,490	29%	48,984	31%	42	20%	1,771	29%	1,390	25%	51,149	30%
		Often	29	27%	2,376	39%	1,910	37%	62,388	38%	68	33%	2,337	37%	1,970	35%	60,399	34%
		Very often	49	47%	1,351	22%	1,384	28%	38,404	24%	91	45%	1,893	30%	1,924	35%	51,275	28%
	Total		104	100%	6,036	100%	5,081	100%	159,071	100%	204	100%	6,209	100%	5,520	100%	174,319	100%
1f. Come to class without completing readings or assignments	CLUNPREP	Never	41	40%	1,491	25%	1,721	36%	38,482	23%	94	47%	1,224	19%	1,835	35%	34,935	19%
		Sometimes	48	46%	3,481	58%	2,616	50%	91,470	57%	87	43%	3,615	58%	2,798	49%	99,778	57%
		Often	9	9%	763	13%	507	9%	20,514	14%	19	9%	989	16%	632	11%	27,078	16%
		Very often	6	5%	301	5%	241	5%	8,764	6%	4	2%	390	7%	264	4%	12,637	8%
	Total		104	100%	6,036	100%	5,085	100%	159,230	100%	204	100%	6,218	100%	5,529	100%	174,428	100%
1g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	24	23%	809	13%	1,090	23%	19,165	12%	63	31%	676	11%	1,125	22%	19,069	11%
		Sometimes	37	35%	2,825	46%	2,108	40%	69,043	43%	69	34%	2,661	43%	2,011	36%	70,703	40%
		Often	27	27%	1,797	30%	1,351	26%	52,311	33%	44	22%	1,849	30%	1,467	26%	54,941	31%
		Very often	16	15%	607	11%	529	11%	18,744	12%	28	13%	1,022	17%	921	16%	29,812	17%
	Total		104	100%	6,038	100%	5,078	100%	159,263	100%	204	100%	6,208	100%	5,524	100%	174,525	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	16	16%	466	8%	1,021	24%	19,555	14%	40	20%	255	4%	987	21%	13,137	8%
		Sometimes	35	33%	2,455	40%	1,838	35%	66,125	41%	87	44%	1,960	32%	1,576	29%	56,660	33%
		Often	34	32%	2,191	36%	1,496	27%	51,610	31%	47	22%	2,380	38%	1,650	28%	60,445	34%
		Very often	19	19%	946	15%	735	13%	22,458	14%	30	14%	1,632	26%	1,324	22%	44,739	25%
		Total	104	100%	6,058	100%	5,090	100%	159,748	100%	204	100%	6,227	100%	5,537	100%	174,981	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	4	4%	317	6%	386	9%	9,321	7%	7	4%	150	3%	219	5%	5,028	3%
		Sometimes	34	34%	2,370	41%	1,827	37%	58,985	39%	47	23%	1,544	25%	1,348	25%	44,009	26%
		Often	40	39%	2,280	39%	1,879	38%	59,407	39%	66	33%	2,651	43%	2,216	40%	72,416	43%
		Very often	24	23%	818	14%	813	17%	23,756	15%	82	40%	1,737	29%	1,621	30%	48,053	28%
		Total	102	100%	5,785	100%	4,905	100%	151,469	100%	202	100%	6,082	100%	5,404	100%	169,506	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	72	70%	2,995	51%	2,841	59%	78,798	52%	161	81%	2,447	40%	2,901	56%	74,402	44%
		Sometimes	24	23%	1,999	35%	1,437	28%	49,579	32%	22	11%	2,223	36%	1,585	28%	58,890	35%
		Often	6	6%	562	10%	467	9%	16,236	11%	10	5%	836	14%	553	10%	20,783	12%
		Very often	1	1%	239	4%	177	4%	7,370	5%	8	4%	592	10%	374	7%	15,951	9%
		Total	103	100%	5,795	100%	4,922	100%	151,983	100%	201	100%	6,098	100%	5,413	100%	170,026	100%
1k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	82	80%	2,448	43%	2,800	61%	89,423	61%	143	72%	2,286	37%	2,794	55%	85,824	53%
		Sometimes	12	13%	2,024	35%	1,334	25%	40,352	25%	41	21%	2,287	37%	1,579	27%	52,292	30%
		Often	5	5%	929	16%	535	10%	14,891	9%	9	4%	936	16%	650	11%	19,574	11%
		Very often	3	2%	371	6%	225	4%	6,554	4%	8	4%	586	10%	389	7%	11,792	6%
		Total	102	100%	5,772	100%	4,894	100%	151,220	100%	201	100%	6,095	100%	5,412	100%	169,482	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	8	8%	880	15%	758	17%	23,799	16%	18	9%	690	11%	551	10%	18,009	11%
		Sometimes	18	16%	1,854	32%	1,416	28%	46,812	31%	25	12%	1,806	29%	1,310	24%	46,380	27%
		Often	20	20%	1,651	29%	1,242	25%	42,728	28%	39	19%	1,633	27%	1,241	23%	46,552	28%
		Very often	57	56%	1,415	25%	1,507	30%	38,695	26%	120	60%	1,977	32%	2,335	43%	59,249	35%
		Total	103	100%	5,800	100%	4,923	100%	152,034	100%	202	100%	6,106	100%	5,437	100%	170,190	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	0	0%	33	1%	48	1%	1,669	2%	0	0%	15	0%	22	0%	759	1%
		Sometimes	10	10%	1,071	19%	942	20%	28,518	21%	13	6%	655	11%	718	14%	19,008	13%
		Often	26	25%	2,188	38%	1,742	35%	55,118	36%	33	17%	1,859	31%	1,528	28%	50,799	31%
		Very often	67	65%	2,500	43%	2,193	44%	66,615	41%	155	77%	3,574	58%	3,161	57%	99,493	56%
		Total	103	100%	5,792	100%	4,925	100%	151,920	100%	201	100%	6,103	100%	5,429	100%	170,059	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	6	6%	322	5%	372	7%	10,201	7%	2	1%	179	3%	231	5%	6,594	4%
		Sometimes	35	36%	2,484	42%	2,011	40%	60,515	41%	62	32%	2,103	34%	2,055	38%	57,776	35%
		Often	31	31%	2,001	35%	1,560	32%	50,897	33%	75	37%	2,117	35%	1,620	29%	58,063	34%
		Very often	31	28%	980	17%	974	21%	30,224	19%	61	29%	1,698	28%	1,519	28%	47,577	27%
		Total	103	100%	5,787	100%	4,917	100%	151,837	100%	200	100%	6,097	100%	5,425	100%	170,010	100%

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**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	44	44%	1,043	18%	1,281	28%	32,015	23%	78	39%	792	13%	1,473	30%	26,016	17%
		Sometimes	39	36%	2,817	48%	2,209	44%	69,261	45%	78	38%	2,335	38%	2,075	38%	67,780	41%
		Often	12	12%	1,401	24%	987	19%	34,674	22%	21	10%	1,743	29%	1,104	19%	44,903	25%
		Very often	8	8%	531	9%	443	9%	15,906	10%	25	12%	1,231	20%	770	13%	31,310	17%
	Total		103	100%	5,792	100%	4,920	100%	151,856	100%	202	100%	6,101	100%	5,422	100%	170,009	100%
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	51	50%	2,349	39%	2,359	48%	59,798	40%	95	46%	1,511	24%	2,113	41%	46,953	29%
		Sometimes	39	37%	2,381	41%	1,662	33%	59,592	38%	62	31%	2,684	44%	2,022	36%	73,836	43%
		Often	6	6%	766	14%	627	13%	22,669	15%	26	14%	1,246	21%	828	15%	31,745	18%
		Very often	7	7%	304	6%	282	6%	9,992	7%	19	9%	669	11%	468	8%	17,651	10%
	Total		103	100%	5,800	100%	4,930	100%	152,051	100%	202	100%	6,110	100%	5,431	100%	170,185	100%
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	2	2%	316	6%	312	7%	9,135	7%	2	1%	143	3%	175	3%	6,611	5%
		Sometimes	24	24%	1,961	34%	1,489	30%	51,056	35%	43	21%	1,558	26%	1,342	25%	47,917	31%
		Often	39	39%	2,508	44%	2,087	42%	62,164	40%	72	36%	2,966	48%	2,443	45%	76,259	44%
		Very often	38	35%	923	16%	993	21%	27,133	17%	84	42%	1,382	23%	1,428	27%	37,659	21%
	Total		103	100%	5,708	100%	4,881	100%	149,488	100%	201	100%	6,049	100%	5,388	100%	168,446	100%
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	7	7%	329	6%	263	6%	9,597	7%	6	3%	322	6%	263	5%	9,662	6%
		Sometimes	17	18%	2,175	38%	1,590	31%	53,358	36%	45	22%	2,217	37%	1,708	31%	56,348	34%
		Often	40	40%	2,232	39%	1,919	40%	58,709	39%	88	45%	2,270	37%	2,155	40%	65,567	39%
		Very often	39	36%	971	16%	1,107	23%	27,818	18%	61	29%	1,251	20%	1,279	24%	36,933	21%
	Total		103	100%	5,707	100%	4,879	100%	149,482	100%	200	100%	6,060	100%	5,405	100%	168,510	100%
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	71	70%	2,990	51%	3,086	65%	81,783	57%	149	76%	2,474	41%	3,190	62%	75,546	48%
		Sometimes	21	21%	1,844	32%	1,169	23%	42,957	27%	33	16%	2,087	35%	1,335	24%	52,953	30%
		Often	8	7%	668	12%	449	9%	17,221	11%	8	4%	959	16%	528	9%	24,591	14%
		Very often	2	2%	204	4%	163	4%	7,148	5%	9	4%	532	9%	328	6%	15,087	8%
	Total		102	100%	5,706	100%	4,867	100%	149,109	100%	199	100%	6,052	100%	5,381	100%	168,177	100%
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	8	7%	182	3%	226	5%	8,178	6%	6	3%	148	3%	208	4%	5,916	4%
		Sometimes	16	17%	1,831	32%	1,368	28%	51,452	35%	44	22%	1,635	27%	1,436	27%	50,288	30%
		Often	36	35%	2,221	39%	1,820	37%	54,751	36%	68	34%	2,397	40%	1,953	36%	63,567	38%
		Very often	42	41%	1,473	26%	1,461	30%	35,052	23%	82	41%	1,888	31%	1,798	33%	48,756	28%
	Total		102	100%	5,707	100%	4,875	100%	149,433	100%	200	100%	6,068	100%	5,395	100%	168,527	100%
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	22	21%	824	14%	774	17%	21,993	15%	29	15%	731	12%	806	16%	20,254	12%
		Sometimes	20	21%	2,044	35%	1,453	29%	48,775	32%	74	37%	2,195	35%	1,656	30%	56,442	33%
		Often	29	29%	1,509	27%	1,328	27%	40,867	27%	43	22%	1,618	27%	1,440	27%	47,020	28%
		Very often	31	30%	1,335	24%	1,325	27%	37,974	25%	54	26%	1,518	26%	1,488	27%	44,925	27%
	Total		102	100%	5,712	100%	4,880	100%	149,609	100%	200	100%	6,062	100%	5,390	100%	168,641	100%

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**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	15	15%	661	11%	715	16%	15,932	11%	38	19%	644	10%	719	14%	15,777	10%
		Sometimes	44	43%	2,194	38%	1,682	34%	48,293	32%	81	41%	2,413	39%	2,032	37%	55,696	33%
		Often	26	26%	1,633	29%	1,308	26%	44,562	29%	34	18%	1,663	28%	1,419	26%	50,570	30%
		Very often	17	16%	1,229	22%	1,180	24%	40,937	27%	47	22%	1,349	23%	1,227	22%	46,656	28%
		Total	102	100%	5,717	100%	4,885	100%	149,724	100%	200	100%	6,069	100%	5,397	100%	168,699	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	9	9%	276	5%	259	6%	7,686	5%	43	22%	635	10%	600	11%	15,020	9%
		Some	40	41%	1,451	26%	1,171	25%	37,896	25%	73	38%	1,948	32%	1,791	33%	50,704	30%
		Quite a bit	37	36%	2,355	42%	1,971	40%	60,988	41%	47	23%	2,117	35%	1,864	35%	61,276	37%
		Very much	15	14%	1,580	28%	1,457	29%	41,973	28%	34	17%	1,336	23%	1,130	21%	40,723	25%
		Total	101	100%	5,662	100%	4,858	100%	148,543	100%	197	100%	6,036	100%	5,385	100%	167,723	100%
2b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	3	3%	104	2%	90	2%	2,811	2%	0	0%	78	1%	70	1%	2,154	1%
		Some	11	12%	1,053	18%	884	18%	25,223	18%	25	12%	743	13%	658	13%	21,149	13%
		Quite a bit	38	38%	2,651	47%	2,191	45%	65,437	44%	63	33%	2,555	42%	2,219	42%	68,997	41%
		Very much	49	48%	1,846	33%	1,686	35%	54,628	36%	110	55%	2,640	44%	2,427	44%	75,053	44%
		Total	101	100%	5,654	100%	4,851	100%	148,099	100%	198	100%	6,016	100%	5,374	100%	167,353	100%
2c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	8	8%	238	4%	223	5%	5,873	4%	1	1%	163	3%	163	3%	5,133	3%
		Some	16	16%	1,583	28%	1,253	26%	37,664	26%	32	16%	1,138	19%	1,005	19%	33,346	21%
		Quite a bit	40	41%	2,495	44%	2,052	42%	62,490	42%	68	35%	2,471	41%	2,177	41%	67,309	40%
		Very much	36	35%	1,330	24%	1,311	27%	41,845	28%	98	49%	2,241	37%	2,024	37%	61,390	36%
		Total	100	100%	5,646	100%	4,839	100%	147,872	100%	199	100%	6,013	100%	5,369	100%	167,178	100%
2d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	3	3%	275	5%	230	5%	6,735	5%	8	4%	227	4%	216	4%	7,053	5%
		Some	12	11%	1,477	26%	1,117	23%	36,869	25%	30	15%	1,226	21%	996	19%	35,109	22%
		Quite a bit	34	36%	2,464	44%	1,995	41%	62,781	42%	62	31%	2,449	40%	2,189	41%	66,524	39%
		Very much	51	50%	1,447	26%	1,511	31%	41,762	28%	98	50%	2,117	35%	1,972	36%	58,671	34%
		Total	100	100%	5,663	100%	4,853	100%	148,147	100%	198	100%	6,019	100%	5,373	100%	167,357	100%
2e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	1	1%	185	3%	142	3%	4,916	4%	5	3%	112	2%	104	2%	4,014	3%
		Some	21	21%	1,239	22%	1,010	21%	30,289	21%	23	11%	834	14%	750	14%	25,367	16%
		Quite a bit	29	28%	2,449	43%	1,963	40%	59,114	39%	59	30%	2,225	37%	1,995	38%	60,222	36%
		Very much	50	50%	1,791	32%	1,739	36%	54,106	36%	112	56%	2,856	47%	2,530	46%	78,104	45%
		Total	101	100%	5,664	100%	4,854	100%	148,425	100%	199	100%	6,027	100%	5,379	100%	167,707	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	2	2%	59	1%	46	1%	1,774	1%	0	0%	76	1%	55	1%	2,832	2%
		1-4	17	17%	835	17%	907	22%	28,191	21%	29	16%	956	17%	1,045	21%	42,166	27%
		5-10	32	33%	2,310	41%	2,010	41%	59,291	40%	63	33%	2,166	36%	1,954	37%	61,418	37%
		11-20	39	37%	1,667	28%	1,212	23%	38,282	24%	65	32%	1,690	27%	1,371	24%	35,151	20%
		More than 20	12	12%	760	13%	653	13%	20,661	13%	41	20%	1,133	18%	938	17%	25,777	15%
		Total	102	100%	5,631	100%	4,828	100%	148,199	100%	198	100%	6,021	100%	5,363	100%	167,344	100%

^a Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

	Variable	Response Options	First-Year Students								Seniors									
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	17	17%	1,138	20%	902	18%	35,958	25%	30	15%	1,053	17%	836	15%	33,948	21%	
			1-4	48	46%	3,236	57%	2,727	56%	78,495	52%	106	54%	3,293	55%	2,919	54%	88,292	53%	
				5-10	24	24%	876	16%	774	17%	22,602	15%	39	20%	1,099	18%	1,027	19%	28,583	17%
				11-20	6	6%	239	4%	246	5%	6,027	4%	12	6%	334	6%	336	6%	8,891	5%
				More than 20	7	7%	143	2%	177	4%	5,038	3%	11	5%	243	4%	243	5%	7,591	5%
				Total	102	100%	5,632	100%	4,826	100%	148,120	100%	198	100%	6,022	100%	5,361	100%	167,305	100%
3c.	Number of written papers or reports of 20 pages or more	WRITEMOR	None	62	61%	4,766	84%	3,845	78%	120,314	80%	114	58%	2,785	46%	2,518	48%	81,216	50%	
			(LAC)	1-4	25	26%	597	11%	661	14%	19,292	14%	66	33%	2,668	44%	2,189	40%	69,722	40%
				5-10	7	6%	143	3%	190	4%	4,876	4%	14	7%	369	6%	421	8%	11,027	7%
				11-20	5	5%	70	2%	73	2%	1,997	2%	3	2%	107	2%	127	2%	2,903	2%
				More than 20	2	2%	38	1%	48	1%	1,451	1%	1	0%	91	2%	106	2%	2,403	1%
				Total	101	100%	5,614	100%	4,817	100%	147,930	100%	198	100%	6,020	100%	5,361	100%	167,271	100%
3d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	None	7	7%	566	11%	732	17%	18,100	14%	3	2%	259	5%	263	5%	14,624	10%	
			(LAC)	1-4	52	52%	3,103	55%	2,590	54%	78,245	53%	66	35%	2,165	37%	2,070	41%	72,104	44%
				5-10	32	32%	1,544	27%	1,187	23%	39,671	26%	82	41%	2,262	37%	1,976	36%	53,452	31%
				11-20	7	6%	340	6%	236	4%	9,569	6%	34	16%	965	16%	763	13%	19,599	11%
				More than 20	3	2%	71	1%	72	2%	2,236	2%	11	6%	363	6%	279	5%	7,296	4%
				Total	101	100%	5,624	100%	4,817	100%	147,821	100%	196	100%	6,014	100%	5,351	100%	167,075	100%
3e.	Number of written papers or reports of fewer than 5 pages	WRITESML	None	3	2%	64	2%	144	4%	3,689	3%	16	8%	127	2%	341	7%	9,391	6%	
			(LAC)	1-4	27	27%	1,185	22%	1,434	33%	43,181	32%	38	20%	1,280	22%	1,613	32%	54,574	34%
				5-10	14	14%	1,869	33%	1,659	33%	51,604	34%	55	28%	1,672	28%	1,452	27%	47,166	28%
				11-20	27	27%	1,558	27%	1,056	20%	32,348	20%	34	17%	1,451	24%	976	17%	31,336	18%
				More than 20	31	29%	952	16%	536	10%	17,243	11%	56	28%	1,483	24%	980	17%	24,809	14%
				Total	102	100%	5,628	100%	4,829	100%	148,065	100%	199	100%	6,013	100%	5,362	100%	167,276	100%
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	None	11	11%	717	13%	600	12%	18,075	12%	22	11%	1,232	20%	859	15%	32,866	19%	
				1-2	28	27%	1,895	33%	1,614	34%	52,919	36%	44	22%	1,800	31%	1,656	31%	53,560	32%
				3-4	34	35%	1,840	33%	1,556	32%	47,482	32%	78	40%	1,696	29%	1,594	30%	46,512	28%
				5-6	15	15%	625	11%	523	11%	15,235	10%	25	13%	616	10%	556	10%	15,395	9%
				More than 6	13	12%	533	10%	508	11%	13,921	10%	29	15%	634	10%	671	13%	18,166	11%
				Total	101	100%	5,610	100%	4,801	100%	147,632	100%	198	100%	5,978	100%	5,336	100%	166,499	100%
4b.	Number of problem sets that take you less than an hour to complete	PROBSETB	None	24	23%	669	12%	716	16%	19,469	13%	52	27%	1,483	24%	1,409	26%	46,437	28%	
				1-2	39	40%	1,970	35%	1,680	35%	52,958	36%	66	34%	2,006	34%	1,912	36%	59,319	36%
				3-4	12	13%	1,542	28%	1,239	25%	39,278	26%	35	17%	1,323	22%	1,108	21%	33,062	20%
				5-6	10	10%	742	13%	549	11%	16,845	11%	19	11%	552	9%	408	8%	12,521	7%
				More than 6	15	14%	684	13%	624	13%	19,118	13%	21	11%	603	10%	496	9%	15,011	9%
				Total	100	100%	5,607	100%	4,808	100%	147,668	100%	193	100%	5,967	100%	5,333	100%	166,350	100%

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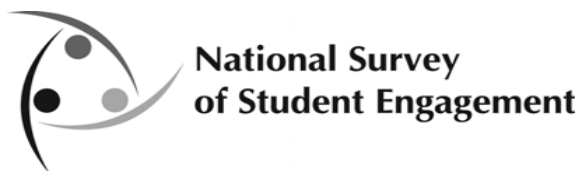


**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	1	1%	25	1%	19	0%	851	1%	2	1%	59	1%	51	1%	1,766	1%
		2	2	2%	42	1%	31	1%	1,566	1%	3	1%	92	2%	67	1%	2,604	2%
		3	0	0%	169	3%	135	3%	4,841	4%	3	2%	244	4%	160	3%	6,099	4%
		4	8	7%	524	10%	460	9%	17,066	12%	15	8%	645	11%	474	9%	18,375	11%
		5	23	23%	1,730	31%	1,320	27%	45,081	30%	44	22%	1,754	29%	1,345	24%	47,384	28%
		6	31	31%	2,140	38%	1,703	34%	52,194	34%	71	36%	2,068	34%	1,860	34%	56,693	33%
		7 Very much	37	36%	995	17%	1,171	25%	26,515	18%	60	30%	1,156	19%	1,411	27%	34,223	20%
		Total	102	100%	5,625	100%	4,839	100%	148,114	100%	198	100%	6,018	100%	5,368	100%	167,144	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	29	29%	832	16%	1,259	29%	31,116	24%	73	38%	1,186	20%	1,494	30%	46,490	30%
		Sometimes	42	40%	2,577	46%	2,066	42%	67,603	46%	90	45%	2,865	48%	2,522	47%	75,758	46%
		Often	16	16%	1,366	24%	925	19%	30,040	19%	26	13%	1,134	19%	835	15%	26,456	15%
		Very often	15	15%	799	14%	529	10%	17,714	11%	8	4%	802	13%	481	8%	17,135	10%
		Total	102	100%	5,574	100%	4,779	100%	146,473	100%	197	100%	5,987	100%	5,332	100%	165,839	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	12	12%	362	7%	489	11%	16,553	13%	23	13%	522	9%	621	12%	20,939	13%
		Sometimes	36	36%	1,524	27%	1,328	28%	39,686	27%	75	39%	1,895	31%	1,690	31%	51,984	32%
		Often	28	28%	1,504	27%	1,210	25%	37,556	26%	45	22%	1,506	25%	1,324	25%	40,119	24%
		Very often	25	24%	2,185	40%	1,748	36%	52,598	34%	54	27%	2,051	35%	1,701	32%	52,720	31%
		Total	101	100%	5,575	100%	4,775	100%	146,393	100%	197	100%	5,974	100%	5,336	100%	165,762	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never	4	4%	205	4%	435	12%	58,247	41%	5	2%	333	6%	515	11%	61,092	39%
		Sometimes	14	14%	1,111	20%	946	21%	39,615	27%	24	12%	1,325	22%	1,157	22%	46,524	28%
		Often	36	34%	1,685	30%	1,260	25%	22,100	15%	44	21%	1,795	30%	1,292	24%	24,494	14%
		Very often	48	48%	2,569	45%	2,137	43%	26,218	17%	125	64%	2,525	42%	2,359	44%	33,462	20%
		Total	102	100%	5,570	100%	4,778	100%	146,180	100%	198	100%	5,978	100%	5,323	100%	165,572	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	4	4%	205	4%	184	4%	13,237	10%	4	2%	174	3%	170	4%	11,800	8%
		Sometimes	14	12%	1,635	29%	1,265	26%	54,223	37%	37	19%	1,585	27%	1,351	26%	55,415	34%
		Often	47	48%	2,240	40%	1,907	40%	51,465	35%	64	33%	2,470	41%	2,199	41%	61,305	37%
		Very often	37	36%	1,485	27%	1,425	30%	27,160	19%	92	47%	1,745	29%	1,607	30%	37,002	22%
		Total	102	100%	5,565	100%	4,781	100%	146,085	100%	197	100%	5,974	100%	5,327	100%	165,522	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	1	1%	161	3%	130	3%	7,518	6%	4	2%	140	2%	121	2%	7,029	5%
		Sometimes	18	17%	1,584	29%	1,244	26%	46,650	32%	41	20%	1,504	25%	1,267	24%	48,124	29%
		Often	43	42%	2,336	42%	2,005	41%	57,512	39%	73	38%	2,547	42%	2,298	43%	66,345	40%
		Very often	40	40%	1,483	27%	1,406	29%	34,555	24%	78	39%	1,790	30%	1,645	31%	44,128	26%
		Total	102	100%	5,564	100%	4,785	100%	146,235	100%	196	100%	5,981	100%	5,331	100%	165,626	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	1	1%	99	2%	92	2%	4,928	4%	2	1%	83	1%	72	2%	4,457	3%
		Sometimes	23	22%	1,426	26%	1,114	24%	43,766	31%	39	20%	1,402	24%	1,284	25%	47,332	29%
		Often	33	33%	2,346	42%	1,954	41%	59,093	40%	71	36%	2,513	42%	2,221	41%	67,926	41%
		Very often	44	44%	1,704	30%	1,628	34%	38,741	26%	83	42%	1,990	33%	1,765	33%	46,255	27%
		Total	101	100%	5,575	100%	4,788	100%	146,528	100%	195	100%	5,988	100%	5,342	100%	165,970	100%

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NSSE 2009 Engagement Item Frequency Distributions^a Regent University

			First-Year Students								Seniors								
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	20	19%	797	15%	864	20%	18,083	13%	36	18%	362	6%	622	13%	12,310	8%
Do not plan to do			6	6%	322	6%	405	9%	5,867	5%	58	29%	991	17%	1,230	25%	24,494	15%	
Plan to do			62	61%	3,891	70%	3,017	61%	109,488	74%	66	34%	935	16%	1,080	21%	35,922	24%	
Done			13	13%	488	9%	448	10%	11,051	8%	37	18%	3,652	61%	2,368	41%	91,731	52%	
Total		101	100%	5,498	100%	4,734	100%	144,489	100%	197	100%	5,940	100%	5,300	100%	164,457	100%		
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	15	16%	488	9%	489	12%	17,330	13%	27	13%	397	7%	486	10%	14,620	10%
Do not plan to do			0	0%	202	4%	222	6%	7,999	7%	28	15%	623	10%	681	13%	23,046	15%	
Plan to do			37	36%	1,766	32%	1,844	39%	58,454	41%	43	23%	676	12%	937	19%	23,918	15%	
Done			50	49%	3,028	55%	2,172	43%	60,268	39%	97	49%	4,222	71%	3,176	58%	102,270	60%	
Total		102	100%	5,484	100%	4,727	100%	144,051	100%	195	100%	5,918	100%	5,280	100%	163,854	100%		
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	43	42%	2,133	38%	1,777	38%	48,164	32%	38	20%	776	13%	863	18%	23,819	15%
Do not plan to do			21	20%	1,208	22%	1,162	25%	34,538	25%	104	54%	2,749	46%	2,553	48%	80,535	50%	
Plan to do			23	23%	1,299	24%	1,159	25%	36,583	26%	23	12%	417	7%	523	11%	13,901	9%	
Done			15	14%	823	15%	609	13%	24,455	18%	30	14%	1,971	33%	1,329	24%	45,166	26%	
Total		102	100%	5,463	100%	4,707	100%	143,740	100%	195	100%	5,913	100%	5,268	100%	163,421	100%		
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	44	43%	2,326	42%	1,920	41%	56,069	38%	56	28%	785	14%	966	20%	27,525	17%
Do not plan to do			28	28%	1,657	29%	1,480	31%	33,057	23%	108	55%	3,648	61%	3,155	59%	83,503	50%	
Plan to do			25	26%	1,294	25%	1,136	24%	47,943	33%	24	12%	520	9%	515	10%	19,992	13%	
Done			4	4%	209	4%	197	4%	7,170	5%	9	4%	980	17%	657	12%	33,135	19%	
Total		101	100%	5,486	100%	4,733	100%	144,239	100%	197	100%	5,933	100%	5,293	100%	164,155	100%		
7e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	27	27%	989	17%	1,037	23%	26,611	19%	34	17%	381	7%	622	13%	14,120	9%
Do not plan to do			25	24%	1,439	26%	1,350	29%	36,983	26%	104	54%	2,387	40%	2,374	46%	66,779	41%	
Plan to do			35	34%	1,998	37%	1,591	33%	47,454	34%	28	15%	492	9%	657	14%	14,245	9%	
Done			15	14%	1,074	19%	761	15%	33,386	21%	31	15%	2,676	45%	1,643	28%	69,204	41%	
Total		102	100%	5,500	100%	4,739	100%	144,434	100%	197	100%	5,936	100%	5,296	100%	164,348	100%		
7f.	Study abroad	STDABR04 (EEE)	Have not decided	29	29%	1,671	30%	1,413	30%	40,704	29%	39	20%	541	10%	694	14%	20,843	14%
Do not plan to do			31	31%	1,432	27%	1,579	36%	35,381	26%	134	68%	3,720	63%	3,390	65%	101,398	62%	
Plan to do			37	36%	2,249	40%	1,600	31%	64,134	42%	15	8%	350	6%	385	8%	13,280	9%	
Done			4	4%	129	3%	130	3%	3,864	3%	8	4%	1,314	21%	821	13%	28,244	15%	
Total		101	100%	5,481	100%	4,722	100%	144,083	100%	196	100%	5,925	100%	5,290	100%	163,765	100%		
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	34	34%	1,683	30%	1,560	34%	49,040	34%	34	17%	594	10%	765	16%	20,420	13%
Do not plan to do			37	35%	2,876	52%	2,130	43%	65,440	45%	110	56%	3,693	62%	3,012	55%	97,925	60%	
Plan to do			26	26%	741	14%	777	18%	24,422	17%	34	18%	420	7%	605	12%	14,454	10%	
Done			4	4%	163	3%	233	5%	4,983	4%	17	9%	1,193	20%	895	17%	30,785	17%	
Total		101	100%	5,463	100%	4,700	100%	143,885	100%	195	100%	5,900	100%	5,277	100%	163,584	100%		

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students						Seniors									
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	27	28%	1,874	34%	1,897	41%	53,149	38%	29	15%	432	8%	774	15%	16,900	11%
		Do not plan to do	8	9%	591	11%	694	15%	15,402	12%	28	14%	1,079	19%	1,384	26%	37,094	24%
		Plan to do	63	62%	2,924	53%	2,040	41%	73,122	48%	95	51%	1,631	27%	1,575	31%	49,896	31%
		Done	1	1%	104	2%	107	3%	2,764	2%	43	21%	2,794	46%	1,572	28%	60,500	33%
		Total		99	100%	5,493	100%	4,738	100%	144,437	100%	195	100%	5,936	100%	5,305	100%	164,390
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	2	2%	35	1%	34	1%	1,537	1%	2	1%	28	1%	47	1%	1,414	1%
		2	0	0%	70	1%	63	1%	3,391	3%	5	2%	98	2%	76	1%	3,338	2%
		3	8	7%	183	4%	161	4%	7,038	5%	3	2%	178	3%	147	3%	6,496	4%
		4	14	14%	451	8%	439	10%	17,227	13%	19	10%	410	7%	520	11%	17,162	11%
		5	17	18%	959	18%	830	18%	30,258	22%	43	23%	984	16%	882	17%	33,450	21%
		6	27	27%	1,857	33%	1,409	29%	45,565	31%	57	29%	1,931	32%	1,595	30%	52,870	32%
		7 Friendly, Supportive, Sense of belonging	33	33%	1,929	35%	1,776	37%	39,189	26%	66	33%	2,316	39%	2,021	37%	49,500	29%
		Total		101	100%	5,484	100%	4,712	100%	144,205	100%	195	100%	5,945	100%	5,288	100%	164,230
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	1	1%	26	0%	25	1%	1,178	1%	3	2%	22	0%	25	1%	1,547	1%
		2	3	3%	73	1%	76	2%	3,074	3%	7	3%	63	1%	79	2%	3,591	3%
		3	4	4%	190	3%	186	4%	7,988	6%	6	3%	146	2%	185	4%	7,269	5%
		4	13	13%	599	11%	559	12%	22,904	17%	15	8%	462	8%	531	10%	19,508	13%
		5	18	18%	1,311	24%	1,053	22%	39,175	27%	36	19%	1,151	19%	1,002	19%	37,967	24%
		6	29	29%	1,978	35%	1,522	31%	43,995	29%	59	30%	2,126	36%	1,761	33%	53,927	32%
		7 Available, Helpful, Sympathetic	33	32%	1,313	24%	1,296	28%	25,906	17%	70	36%	1,972	33%	1,706	32%	40,406	23%
		Total		101	100%	5,490	100%	4,717	100%	144,220	100%	196	100%	5,942	100%	5,289	100%	164,215
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	3	3%	97	2%	82	2%	3,878	3%	4	2%	180	3%	164	3%	7,814	5%
		2	2	2%	189	3%	171	3%	7,420	6%	8	4%	337	6%	255	5%	12,013	8%
		3	7	7%	374	7%	330	7%	13,789	10%	11	6%	504	8%	388	7%	17,408	11%
		4	12	12%	1,043	19%	823	17%	32,432	23%	27	13%	1,150	19%	909	17%	33,623	21%
		5	19	19%	1,364	25%	1,058	21%	34,964	24%	50	27%	1,399	23%	1,100	20%	36,221	22%
		6	33	32%	1,453	26%	1,160	25%	31,651	21%	47	24%	1,378	23%	1,255	24%	33,093	20%
		7 Helpful, Considerate, Flexible	25	25%	960	18%	1,083	25%	19,981	13%	49	25%	993	17%	1,218	24%	24,025	14%
		Total		101	100%	5,480	100%	4,707	100%	144,115	100%	196	100%	5,941	100%	5,289	100%	164,197

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	1	1%	18	0%	16	0%	638	1%	0	0%	16	0%	16	0%	612	0%
		1-5 hrs/wk	11	11%	582	12%	617	15%	19,235	15%	10	5%	748	14%	700	14%	24,793	16%
		6-10 hrs/wk	23	23%	1,221	23%	1,092	24%	33,947	24%	36	20%	1,371	24%	1,283	25%	39,341	25%
		11-15 hrs/wk	14	15%	1,258	24%	1,039	22%	32,173	22%	36	19%	1,236	21%	1,094	20%	33,208	20%
		16-20 hrs/wk	18	18%	1,063	19%	893	18%	26,425	18%	42	21%	1,123	19%	969	18%	27,646	16%
		21-25 hrs/wk	13	14%	632	11%	498	10%	15,743	10%	24	12%	646	10%	539	10%	16,420	10%
		26-30 hrs/wk	9	8%	376	6%	296	6%	8,069	5%	23	11%	424	7%	333	6%	9,685	6%
		30+ hrs/wk	11	10%	298	5%	242	5%	7,033	5%	24	12%	368	6%	343	6%	11,659	7%
Total		100	100%	5,448	100%	4,693	100%	143,263	100%	195	100%	5,932	100%	5,277	100%	163,364	100%	
9b. Working for pay on campus	WORKON01	0 hrs/wk	91	90%	3,867	72%	3,837	84%	111,131	80%	193	99%	3,505	60%	3,983	78%	114,893	73%
		1-5 hrs/wk	0	0%	419	7%	173	3%	6,831	4%	1	0%	548	9%	242	4%	8,421	4%
		6-10 hrs/wk	0	0%	701	12%	267	5%	12,328	7%	0	0%	894	14%	356	6%	14,803	7%
		11-15 hrs/wk	4	4%	280	5%	202	4%	6,895	5%	0	0%	481	8%	264	4%	10,304	6%
		16-20 hrs/wk	4	4%	113	2%	112	2%	3,964	3%	1	0%	295	5%	223	4%	8,869	6%
		21-25 hrs/wk	0	0%	34	1%	35	1%	908	1%	0	0%	108	2%	79	1%	2,350	1%
		26-30 hrs/wk	1	1%	9	0%	13	0%	366	0%	0	0%	35	1%	18	0%	1,026	1%
		30+ hrs/wk	1	1%	23	0%	43	1%	774	1%	0	0%	65	1%	102	2%	2,516	2%
Total		101	100%	5,446	100%	4,682	100%	143,197	100%	195	100%	5,931	100%	5,267	100%	163,182	100%	
9c. Working for pay off campus	WORKOF01	0 hrs/wk	33	31%	3,715	68%	2,823	56%	98,847	66%	48	24%	2,537	42%	1,907	34%	70,607	42%
		1-5 hrs/wk	6	6%	373	7%	199	4%	6,937	5%	4	2%	446	7%	237	4%	8,390	5%
		6-10 hrs/wk	1	1%	252	4%	160	3%	6,962	5%	5	2%	457	8%	265	5%	10,582	6%
		11-15 hrs/wk	6	6%	251	5%	132	3%	6,879	5%	3	1%	422	7%	208	4%	11,032	7%
		16-20 hrs/wk	6	7%	154	3%	129	3%	7,471	6%	14	7%	425	7%	206	4%	14,428	9%
		21-25 hrs/wk	6	6%	96	2%	91	2%	5,092	4%	19	9%	307	5%	176	3%	11,250	7%
		26-30 hrs/wk	6	6%	67	1%	77	2%	2,925	2%	10	5%	169	3%	135	3%	7,520	5%
		30+ hrs/wk	37	38%	531	10%	1,064	27%	7,971	7%	92	49%	1,164	20%	2,133	44%	29,439	19%
Total		101	100%	5,439	100%	4,675	100%	143,084	100%	195	100%	5,927	100%	5,267	100%	163,248	100%	
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	62	63%	1,864	34%	2,334	53%	52,993	40%	158	81%	2,437	41%	3,054	60%	74,272	48%
		1-5 hrs/wk	22	22%	1,904	34%	1,258	24%	43,361	29%	23	12%	1,774	30%	1,139	21%	43,882	26%
		6-10 hrs/wk	7	7%	732	14%	519	10%	19,860	13%	7	3%	768	13%	485	8%	19,232	11%
		11-15 hrs/wk	6	6%	411	8%	258	5%	11,480	8%	6	3%	382	6%	245	4%	10,352	6%
		16-20 hrs/wk	1	1%	265	5%	152	3%	7,377	5%	0	0%	233	4%	152	3%	6,672	4%
		21-25 hrs/wk	1	1%	138	3%	78	2%	3,622	2%	1	0%	160	3%	94	2%	3,658	2%
		26-30 hrs/wk	1	1%	63	1%	28	1%	1,703	1%	0	0%	63	1%	31	1%	1,784	1%
		30+ hrs/wk	0	0%	77	2%	59	1%	2,902	2%	0	0%	118	2%	77	1%	3,575	2%
Total		100	100%	5,454	100%	4,686	100%	143,298	100%	195	100%	5,935	100%	5,277	100%	163,427	100%	

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**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

	Variable	Response Options	First-Year Students								Seniors								
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
9e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	1	1%	44	1%	63	2%	1,482	1%	7	3%	87	2%	70	1%	2,027	1%
			1-5 hrs/wk	43	45%	1,274	23%	1,289	29%	30,863	22%	85	45%	1,700	29%	1,774	35%	44,178	27%
			6-10 hrs/wk	28	28%	1,614	29%	1,419	30%	40,724	28%	64	32%	1,867	31%	1,680	32%	49,647	30%
			11-15 hrs/wk	16	15%	1,133	21%	883	19%	30,617	21%	20	10%	1,116	19%	871	16%	31,698	19%
			16-20 hrs/wk	8	8%	668	13%	487	10%	19,008	14%	14	7%	653	11%	483	9%	18,293	11%
			21-25 hrs/wk	0	0%	317	6%	228	5%	8,639	6%	4	2%	241	4%	180	3%	7,691	5%
			26-30 hrs/wk	1	1%	154	3%	119	2%	3,984	3%	0	0%	93	2%	75	1%	3,351	2%
			30+ hrs/wk	3	2%	206	4%	165	4%	7,084	5%	2	1%	156	3%	118	2%	5,723	4%
			Total	100	100%	5,410	100%	4,653	100%	142,401	100%	196	100%	5,913	100%	5,251	100%	162,608	100%
9f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	33	32%	4,039	74%	2,867	57%	102,323	69%	44	23%	3,882	65%	2,529	45%	97,765	58%
			1-5 hrs/wk	20	20%	541	10%	418	10%	17,903	13%	26	14%	573	10%	461	9%	19,928	13%
			6-10 hrs/wk	7	7%	218	4%	244	6%	7,523	6%	16	9%	327	6%	370	7%	10,704	7%
			11-15 hrs/wk	6	6%	143	3%	173	4%	4,345	3%	23	12%	186	3%	277	6%	6,441	4%
			16-20 hrs/wk	3	3%	79	2%	147	4%	2,526	2%	7	4%	153	3%	272	6%	4,978	3%
			21-25 hrs/wk	0	0%	59	1%	98	2%	1,258	1%	7	4%	90	1%	148	3%	2,731	2%
			26-30 hrs/wk	3	3%	33	1%	60	1%	791	1%	7	4%	81	1%	117	2%	2,102	1%
			30+ hrs/wk	28	28%	303	5%	645	16%	5,509	4%	65	32%	617	10%	1,065	21%	17,814	11%
			Total	100	100%	5,415	100%	4,652	100%	142,178	100%	195	100%	5,909	100%	5,239	100%	162,463	100%
9g.	Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	58	58%	1,465	26%	1,323	29%	23,903	14%	136	70%	1,196	20%	1,902	39%	18,855	9%
			1-5 hrs/wk	35	35%	3,334	62%	2,645	55%	87,962	61%	52	26%	3,858	65%	2,650	47%	101,583	62%
			6-10 hrs/wk	3	3%	366	7%	419	9%	18,608	15%	3	1%	576	10%	451	9%	28,061	19%
			11-15 hrs/wk	1	1%	139	3%	123	3%	6,371	5%	2	1%	153	3%	130	3%	8,282	6%
			16-20 hrs/wk	0	0%	58	1%	75	2%	2,895	2%	1	1%	59	1%	59	1%	2,850	2%
			21-25 hrs/wk	1	1%	25	0%	24	1%	1,040	1%	0	0%	27	0%	21	0%	1,101	1%
			26-30 hrs/wk	2	2%	7	0%	8	0%	485	0%	0	0%	12	0%	12	0%	551	0%
			30+ hrs/wk	0	0%	30	1%	45	1%	1,343	1%	2	1%	39	1%	36	1%	1,611	1%
			Total	100	100%	5,424	100%	4,662	100%	142,607	100%	196	100%	5,920	100%	5,261	100%	162,894	100%
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	1	1%	52	1%	64	1%	2,439	2%	0	0%	90	2%	123	3%	3,468	2%
			Some	4	4%	765	15%	632	14%	22,342	17%	16	8%	900	16%	735	14%	26,566	17%
			Quite a bit	31	32%	2,623	49%	2,153	46%	65,088	46%	65	35%	2,721	47%	2,235	43%	72,741	45%
			Very much	64	63%	1,946	35%	1,772	38%	51,541	35%	113	57%	2,178	36%	2,142	40%	59,163	35%
			Total	100	100%	5,386	100%	4,621	100%	141,410	100%	194	100%	5,889	100%	5,235	100%	161,938	100%
10b.	Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	4	4%	84	2%	80	2%	3,496	3%	5	2%	135	2%	154	3%	7,040	5%
			Some	14	13%	805	15%	670	15%	25,031	20%	31	16%	944	16%	890	17%	35,309	24%
			Quite a bit	33	34%	2,388	45%	1,988	43%	61,509	44%	79	41%	2,691	46%	2,203	42%	69,812	43%
			Very much	50	49%	2,103	38%	1,883	40%	50,927	33%	80	41%	2,099	36%	1,971	38%	49,259	28%
			Total	101	100%	5,380	100%	4,621	100%	140,963	100%	195	100%	5,869	100%	5,218	100%	161,420	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	10	9%	475	9%	461	11%	15,039	12%	25	13%	661	11%	643	13%	25,732	17%
		Some	20	21%	1,483	27%	1,200	26%	40,799	29%	52	27%	1,773	30%	1,418	27%	52,317	32%
		Quite a bit	29	28%	1,842	35%	1,499	32%	47,866	34%	52	27%	1,942	33%	1,721	33%	48,745	30%
		Very much	42	42%	1,572	29%	1,444	31%	37,129	25%	64	34%	1,494	26%	1,435	28%	34,576	21%
		Total	101	100%	5,372	100%	4,604	100%	140,833	100%	193	100%	5,870	100%	5,217	100%	161,370	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	25	24%	790	15%	782	19%	31,073	24%	68	35%	1,273	22%	1,370	28%	55,204	36%
		Some	32	33%	1,995	36%	1,541	32%	52,967	37%	66	35%	2,234	38%	1,767	33%	59,428	36%
		Quite a bit	21	21%	1,741	33%	1,352	29%	38,280	26%	29	15%	1,598	27%	1,300	24%	31,646	18%
		Very much	22	23%	852	16%	940	20%	18,739	13%	29	15%	765	13%	785	15%	15,306	9%
		Total	100	100%	5,378	100%	4,615	100%	141,059	100%	192	100%	5,870	100%	5,222	100%	161,584	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	17	17%	562	11%	623	15%	20,051	16%	46	23%	913	16%	1,155	24%	37,018	24%
		Some	24	25%	1,682	31%	1,330	29%	48,291	35%	73	39%	2,058	35%	1,688	32%	61,874	39%
		Quite a bit	30	30%	2,067	39%	1,576	34%	48,420	33%	39	20%	1,936	33%	1,465	27%	43,397	26%
		Very much	28	28%	1,052	20%	1,062	23%	23,805	16%	33	17%	949	17%	891	17%	18,725	11%
		Total	99	100%	5,363	100%	4,591	100%	140,567	100%	191	100%	5,856	100%	5,199	100%	161,014	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	25	24%	524	10%	835	20%	11,430	10%	41	22%	889	15%	1,426	29%	21,620	14%
		Some	13	13%	955	18%	777	18%	32,171	24%	49	26%	1,260	22%	1,108	22%	46,064	30%
		Quite a bit	31	31%	2,130	40%	1,447	30%	54,315	38%	51	26%	2,155	37%	1,427	27%	57,425	35%
		Very much	32	32%	1,764	33%	1,538	32%	43,076	28%	51	27%	1,544	27%	1,213	23%	36,081	21%
		Total	101	100%	5,373	100%	4,597	100%	140,992	100%	192	100%	5,848	100%	5,174	100%	161,190	100%
10g. Using computers in academic work	ENVCOMPT	Very little	0	0%	127	2%	106	2%	3,044	2%	1	1%	103	2%	127	3%	2,948	2%
		Some	2	2%	748	14%	510	11%	18,221	13%	6	3%	585	10%	393	7%	14,767	9%
		Quite a bit	11	11%	1,938	36%	1,350	29%	48,654	34%	16	9%	1,771	30%	1,214	22%	45,778	28%
		Very much	87	87%	2,570	48%	2,655	58%	71,339	51%	171	88%	3,429	58%	3,495	68%	98,281	60%
		Total	100	100%	5,383	100%	4,621	100%	141,258	100%	194	100%	5,888	100%	5,229	100%	161,774	100%
11a. Acquiring a broad general education	GNGENLED	Very little	4	4%	79	2%	97	3%	3,289	3%	5	3%	113	2%	121	2%	4,197	3%
		Some	10	11%	698	14%	530	12%	20,788	16%	29	15%	579	10%	530	10%	21,479	14%
		Quite a bit	30	31%	2,253	43%	1,752	38%	59,691	43%	52	27%	2,106	37%	1,700	33%	59,021	38%
		Very much	53	54%	2,290	42%	2,177	47%	55,313	38%	105	55%	3,018	51%	2,810	54%	75,103	45%
		Total	97	100%	5,320	100%	4,556	100%	139,081	100%	191	100%	5,816	100%	5,161	100%	159,800	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	4	4%	307	6%	252	6%	10,986	9%	11	5%	263	5%	276	5%	9,261	6%
		Some	23	25%	1,326	25%	987	22%	36,966	27%	33	17%	1,035	18%	885	17%	31,348	20%
		Quite a bit	26	26%	2,064	39%	1,666	36%	51,792	37%	57	31%	2,033	35%	1,662	32%	54,545	34%
		Very much	44	45%	1,621	30%	1,654	36%	39,286	27%	92	46%	2,496	43%	2,362	46%	64,841	39%
		Total	97	100%	5,318	100%	4,559	100%	139,030	100%	193	100%	5,827	100%	5,185	100%	159,995	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

			First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	2	2%	165	3%	141	3%	5,714	5%	1	1%	148	3%	126	2%	5,861	4%
		Some	11	11%	1,035	20%	783	17%	28,476	21%	16	8%	899	16%	662	13%	29,524	19%
		Quite a bit	24	25%	2,281	43%	1,789	39%	57,888	41%	43	22%	2,339	40%	1,923	37%	61,066	38%
		Very much	61	62%	1,847	34%	1,862	41%	47,155	33%	134	69%	2,439	41%	2,473	48%	63,695	38%
		Total		98	100%	5,328	100%	4,575	100%	139,233	100%	194	100%	5,825	100%	5,184	100%	160,146
11d. Speaking clearly and effectively	GNSPEAK	Very little	6	6%	303	6%	256	6%	10,425	8%	21	12%	207	4%	319	7%	8,731	6%
		Some	17	16%	1,365	26%	929	20%	36,155	26%	36	19%	1,166	20%	991	19%	34,770	23%
		Quite a bit	34	35%	2,166	40%	1,721	37%	53,488	38%	46	24%	2,292	39%	1,789	34%	59,869	37%
		Very much	41	42%	1,486	28%	1,669	36%	38,802	27%	88	46%	2,152	37%	2,082	40%	56,429	34%
		Total		98	100%	5,320	100%	4,575	100%	138,870	100%	191	100%	5,817	100%	5,181	100%	159,799
11e. Thinking critically and analytically	GNANALY	Very little	1	1%	71	2%	64	2%	2,794	2%	1	1%	61	1%	67	1%	2,668	2%
		Some	6	6%	657	13%	463	10%	19,238	15%	15	8%	441	8%	396	8%	16,369	11%
		Quite a bit	28	30%	2,206	41%	1,712	37%	57,120	41%	43	22%	2,007	35%	1,683	33%	56,497	36%
		Very much	63	64%	2,379	45%	2,319	51%	59,812	42%	134	70%	3,305	56%	3,028	58%	84,291	51%
		Total		98	100%	5,313	100%	4,558	100%	138,964	100%	193	100%	5,814	100%	5,174	100%	159,825
11f. Analyzing quantitative problems	GNQUANT	Very little	5	5%	272	5%	236	5%	7,096	5%	12	7%	289	5%	242	5%	7,430	5%
		Some	15	16%	1,378	26%	944	20%	32,432	23%	33	16%	1,343	23%	991	19%	33,121	21%
		Quite a bit	31	31%	2,189	41%	1,793	39%	56,396	41%	49	25%	2,150	37%	1,805	35%	58,073	37%
		Very much	45	48%	1,461	28%	1,585	35%	42,704	31%	96	52%	2,025	35%	2,128	42%	60,897	38%
		Total		96	100%	5,300	100%	4,558	100%	138,628	100%	190	100%	5,807	100%	5,166	100%	159,521
11g. Using computing and information technology	GNCMPTS	Very little	1	1%	267	5%	194	4%	7,236	5%	1	1%	228	4%	183	3%	5,818	4%
		Some	10	10%	1,317	25%	900	19%	29,510	21%	21	11%	1,188	20%	787	14%	27,303	17%
		Quite a bit	19	20%	2,076	39%	1,619	35%	52,981	38%	38	19%	2,165	37%	1,609	31%	55,500	34%
		Very much	67	69%	1,651	31%	1,859	42%	49,362	36%	134	69%	2,246	39%	2,601	52%	71,511	45%
		Total		97	100%	5,311	100%	4,572	100%	139,089	100%	194	100%	5,827	100%	5,180	100%	160,132
11h. Working effectively with others	GNOTHERS	Very little	3	3%	136	3%	166	4%	5,975	5%	3	2%	89	2%	168	4%	5,216	4%
		Some	15	16%	1,042	20%	816	18%	29,867	23%	37	19%	732	13%	727	15%	26,910	18%
		Quite a bit	29	30%	2,180	41%	1,675	36%	55,186	39%	52	28%	2,208	38%	1,761	34%	58,178	36%
		Very much	51	51%	1,960	36%	1,910	41%	48,138	33%	102	52%	2,802	48%	2,524	48%	69,804	42%
		Total		98	100%	5,318	100%	4,567	100%	139,166	100%	194	100%	5,831	100%	5,180	100%	160,108
11i. Voting in local, state, or national elections	GNCITIZN	Very little	39	40%	1,402	27%	1,207	28%	27,856	21%	79	42%	1,744	30%	1,696	34%	44,185	28%
		Some	25	26%	1,722	33%	1,033	23%	37,642	27%	55	29%	1,936	33%	1,384	26%	47,235	30%
		Quite a bit	15	16%	1,296	25%	983	21%	37,443	27%	20	11%	1,199	21%	943	18%	35,943	23%
		Very much	17	18%	832	16%	1,279	28%	34,105	25%	35	18%	878	16%	1,061	21%	30,911	20%
		Total		96	100%	5,252	100%	4,502	100%	137,046	100%	189	100%	5,757	100%	5,084	100%	158,274

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**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

	Variable	Response Options	First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	6	6%	203	4%	143	3%	5,969	5%	5	3%	228	4%	210	4%	8,175	6%
		Some	12	13%	1,170	23%	815	18%	29,031	22%	22	11%	1,061	18%	740	14%	29,419	19%
		Quite a bit	25	26%	2,362	44%	1,812	40%	59,495	43%	47	25%	2,424	42%	1,833	35%	62,848	39%
		Very much	53	55%	1,516	29%	1,735	39%	42,323	31%	117	61%	2,053	36%	2,315	46%	57,614	36%
		Total	96	100%	5,251	100%	4,505	100%	136,818	100%	191	100%	5,766	100%	5,098	100%	158,056	100%
11k. Understanding yourself	GNSELF	Very little	8	9%	284	6%	279	7%	12,739	10%	6	3%	294	5%	368	8%	16,835	12%
		Some	16	16%	1,107	21%	879	20%	33,961	25%	32	17%	1,108	19%	1,008	20%	37,913	25%
		Quite a bit	32	33%	2,110	39%	1,608	35%	49,752	36%	55	30%	2,152	37%	1,694	33%	52,920	33%
		Very much	40	42%	1,746	33%	1,727	38%	40,122	29%	97	50%	2,208	38%	2,023	39%	50,136	30%
		Total	96	100%	5,247	100%	4,493	100%	136,574	100%	190	100%	5,762	100%	5,093	100%	157,804	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	9	9%	536	10%	462	11%	15,247	12%	17	9%	593	10%	578	12%	20,853	13%
		Some	28	30%	1,679	32%	1,270	28%	41,498	30%	52	27%	1,773	30%	1,467	28%	48,989	31%
		Quite a bit	28	28%	1,808	34%	1,464	32%	47,191	34%	54	29%	1,915	33%	1,640	32%	50,118	32%
		Very much	32	33%	1,215	23%	1,294	29%	32,944	24%	67	35%	1,493	26%	1,421	28%	38,243	24%
		Total	97	100%	5,238	100%	4,490	100%	136,880	100%	190	100%	5,774	100%	5,106	100%	158,203	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	5	5%	408	8%	329	8%	12,599	10%	9	5%	402	7%	358	7%	14,494	10%
		Some	24	24%	1,634	31%	1,170	26%	42,363	31%	49	26%	1,615	28%	1,301	25%	43,064	27%
		Quite a bit	28	30%	2,086	39%	1,708	37%	50,847	36%	56	30%	2,204	38%	1,847	36%	57,262	36%
		Very much	40	41%	1,123	21%	1,299	29%	31,174	23%	76	40%	1,548	27%	1,595	32%	43,444	27%
		Total	97	100%	5,251	100%	4,506	100%	136,983	100%	190	100%	5,769	100%	5,101	100%	158,264	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	5	6%	265	6%	286	8%	15,698	13%	6	3%	280	5%	342	8%	21,084	15%
		Some	15	16%	1,031	20%	755	17%	37,207	28%	33	17%	930	16%	871	18%	40,851	27%
		Quite a bit	22	22%	1,901	36%	1,422	31%	47,623	34%	47	24%	1,959	34%	1,561	30%	49,463	31%
		Very much	55	56%	2,060	38%	2,043	44%	36,429	25%	104	55%	2,603	45%	2,337	45%	46,893	28%
		Total	97	100%	5,257	100%	4,506	100%	136,957	100%	190	100%	5,772	100%	5,111	100%	158,291	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	11	11%	429	9%	552	15%	21,515	18%	27	14%	501	9%	667	15%	27,816	19%
		Some	32	34%	1,432	27%	1,140	26%	45,410	34%	55	29%	1,455	25%	1,287	26%	50,675	33%
		Quite a bit	20	20%	1,870	35%	1,391	29%	42,657	30%	46	24%	1,959	33%	1,533	29%	45,386	28%
		Very much	33	34%	1,531	29%	1,429	30%	27,361	19%	62	33%	1,856	33%	1,613	31%	34,400	20%
		Total	96	100%	5,262	100%	4,512	100%	136,943	100%	190	100%	5,771	100%	5,100	100%	158,277	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	5	5%	243	5%	528	16%	46,313	36%	3	1%	359	7%	713	17%	69,569	48%
		Some	11	12%	810	16%	642	15%	36,725	27%	27	14%	1,000	17%	872	17%	38,182	23%
		Quite a bit	20	21%	1,606	30%	1,112	23%	29,112	20%	47	24%	1,755	30%	1,230	23%	25,139	15%
		Very much	61	63%	2,602	49%	2,238	46%	24,899	17%	114	60%	2,659	46%	2,298	43%	25,470	14%
		Total	97	100%	5,261	100%	4,520	100%	137,049	100%	191	100%	5,773	100%	5,113	100%	158,360	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
Regent University**

	Variable	Response Options	First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	4	4%	124	2%	128	3%	6,225	5%	18	9%	300	5%	349	7%	14,186	10%
		Fair	12	12%	584	11%	537	12%	21,720	17%	34	18%	854	15%	895	17%	31,272	21%
		Good	39	40%	2,478	46%	1,992	43%	65,288	47%	71	38%	2,466	42%	1,991	39%	64,413	40%
		Excellent	43	44%	2,136	40%	1,905	42%	45,582	31%	68	35%	2,211	38%	1,947	38%	50,292	29%
		Total	98	100%	5,322	100%	4,562	100%	138,815	100%	191	100%	5,831	100%	5,182	100%	160,163	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	2	2%	62	1%	48	1%	2,348	2%	4	2%	72	1%	65	1%	3,275	2%
		Fair	5	6%	364	7%	298	7%	14,169	11%	15	8%	439	8%	370	7%	17,548	12%
		Good	33	33%	2,240	42%	1,796	40%	68,145	50%	50	26%	2,421	41%	1,981	39%	74,396	48%
		Excellent	58	60%	2,650	49%	2,422	52%	54,103	37%	123	64%	2,896	49%	2,769	53%	64,927	38%
		Total	98	100%	5,316	100%	4,564	100%	138,765	100%	192	100%	5,828	100%	5,185	100%	160,146	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	3	3%	150	3%	114	3%	5,425	4%	4	2%	203	4%	161	3%	7,963	5%
		Probably no	2	2%	441	9%	337	8%	16,226	12%	16	8%	610	11%	441	9%	20,507	13%
		Probably yes	21	23%	1,768	34%	1,341	30%	55,071	40%	49	26%	1,989	34%	1,577	31%	61,005	39%
		Definitely yes	72	72%	2,962	55%	2,775	59%	62,130	44%	123	64%	3,027	52%	3,004	57%	70,709	43%
		Total	98	100%	5,321	100%	4,567	100%	138,852	100%	192	100%	5,829	100%	5,183	100%	160,184	100%

IPEDS: 231651

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**NSSE 2009 Background Item Frequency Distributions^a
Regent University**

			First-Year Students						Seniors										
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009		
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
15.	Age	AGE	19 or younger	28	27%	4,369	81%	2,965	58%	120,409	84%	0	0%	28	0%	16	0%	513	0%
			20-23	16	16%	327	6%	280	7%	9,402	8%	30	15%	4,189	71%	2,322	40%	104,334	61%
			24-29	14	15%	165	4%	347	10%	3,370	3%	42	21%	509	9%	585	12%	25,135	19%
			30-39	13	14%	261	5%	540	14%	3,254	3%	51	26%	514	9%	1,039	22%	15,656	11%
			40-55	25	27%	184	3%	413	11%	2,440	2%	64	34%	561	10%	1,128	24%	13,146	8%
			Over 55	1	1%	16	0%	28	1%	252	0%	7	3%	33	1%	89	2%	1,289	1%
			Total	97	100%	5,322	100%	4,573	100%	139,127	100%	194	100%	5,834	100%	5,179	100%	160,073	100%
16.	Your sex:	SEX	Male	29	35%	1,799	42%	1,599	40%	49,903	45%	47	28%	1,920	37%	1,908	40%	57,860	43%
			Female	69	65%	3,530	58%	2,977	60%	89,363	55%	147	72%	3,923	63%	3,283	60%	102,441	57%
			Total	98	100%	5,329	100%	4,576	100%	139,266	100%	194	100%	5,843	100%	5,191	100%	160,301	100%
17.	Are you an international student or foreign national?	INTERNAT	No	94	96%	5,003	94%	4,309	94%	130,667	94%	189	98%	5,589	96%	4,915	95%	152,239	95%
			Yes	4	4%	307	6%	248	6%	7,991	6%	4	2%	239	4%	257	5%	7,626	5%
			Total	98	100%	5,310	100%	4,557	100%	138,658	100%	193	100%	5,828	100%	5,172	100%	159,865	100%
18.	What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	1	1%	36	1%	42	1%	1,076	1%	1	1%	38	1%	39	1%	1,319	1%
			Asian, Asian American, or Pacific Islander	3	2%	136	3%	158	4%	8,907	7%	7	4%	124	2%	175	3%	8,270	6%
			Black or African American	25	26%	333	7%	666	18%	11,558	9%	43	22%	306	5%	709	16%	11,940	7%
			White (non-Hispanic)	39	39%	4,109	76%	2,988	62%	95,002	64%	111	57%	4,603	78%	3,458	64%	112,680	67%
			Mexican or Mexican American	3	3%	125	3%	80	2%	3,767	4%	0	0%	151	3%	85	1%	4,306	4%
			Puerto Rican	3	3%	34	1%	45	1%	1,189	2%	2	1%	25	0%	46	1%	1,025	1%
			Other Hispanic or Latino	4	4%	98	2%	150	3%	4,186	3%	6	3%	90	2%	162	3%	4,293	3%
			Multiracial	7	7%	113	2%	151	3%	3,810	3%	2	1%	110	2%	126	2%	3,715	2%
			Other	4	4%	82	2%	76	2%	2,274	2%	4	2%	61	1%	74	1%	2,346	2%
			I prefer not to respond	9	10%	256	5%	209	5%	7,220	5%	17	9%	319	5%	305	6%	10,226	7%
			Total	98	100%	5,322	100%	4,565	100%	138,989	100%	193	100%	5,827	100%	5,179	100%	160,120	100%
19.	What is your current classification in college?	CLASS	Freshman/first year	70	72%	4,529	83%	3,592	74%	120,073	83%	2	1%	7	0%	19	0%	183	0%
			Sophomore	18	18%	578	12%	641	17%	15,170	14%	2	1%	18	0%	33	1%	681	0%
			Junior	7	7%	75	2%	150	4%	1,982	2%	15	8%	208	4%	297	6%	8,367	6%
			Senior	0	0%	26	1%	49	1%	647	1%	173	89%	5,405	93%	4,624	90%	147,144	91%
			Unclassified	3	4%	110	3%	136	3%	1,232	1%	2	1%	188	3%	201	4%	3,699	3%
			Total	98	100%	5,318	100%	4,568	100%	139,104	100%	194	100%	5,826	100%	5,174	100%	160,074	100%
20.	Did you begin college at your current institution or elsewhere?	ENTER	Started here	54	54%	4,635	86%	3,660	76%	126,210	89%	10	5%	3,652	62%	2,238	40%	92,802	55%
			Started elsewhere	44	46%	680	14%	905	24%	12,802	11%	184	95%	2,178	38%	2,941	60%	67,404	45%
			Total	98	100%	5,315	100%	4,565	100%	139,012	100%	194	100%	5,830	100%	5,179	100%	160,206	100%

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National Survey of Student Engagement

NSSE 2009 Background Item Frequency Distributions^a Regent University

	Variable	Response Options	First-Year Students								Seniors							
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	23	24%	239	4%	459	12%	4,740	4%	48	25%	405	7%	788	17%	11,857	8%
	COMCOL05	Community or junior college	32	33%	654	13%	795	20%	11,662	10%	150	78%	2,043	36%	2,398	49%	58,238	41%
	FOURYR05	4-year college other than this one	25	26%	465	10%	517	13%	11,019	9%	109	56%	1,397	25%	1,867	38%	41,377	27%
	NONE05	None	30	31%	4,020	75%	2,981	61%	111,434	79%	3	1%	2,753	47%	1,551	27%	71,377	41%
	OCOL1_05	Other	16	17%	211	4%	258	7%	4,383	4%	11	6%	262	5%	379	8%	6,853	4%
	Total		98	100%	5,314	100%	4,564	100%	139,043	100%	193	100%	5,825	100%	5,181	100%	160,148	100%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	23	26%	219	5%	633	19%	6,146	6%	55	32%	602	12%	1,310	29%	23,644	17%
		Full-time	75	74%	5,095	95%	3,931	81%	132,897	94%	138	68%	5,223	88%	3,871	71%	136,504	83%
	Total		98	100%	5,314	100%	4,564	100%	139,043	100%	193	100%	5,825	100%	5,181	100%	160,148	100%
- Thinking about this current academic term...Are you taking all courses entirely on-line? (Item appeared only in the online instrument.)	DISTED	No	37	37%	4,995	95%	3,682	78%	131,175	97%	46	23%	5,396	94%	3,383	61%	148,113	95%
		Yes	60	63%	268	5%	882	22%	3,867	3%	147	77%	372	6%	1,800	39%	8,769	5%
	Total		97	100%	5,263	100%	4,564	100%	135,042	100%	193	100%	5,768	100%	5,183	100%	156,882	100%
- Do you have any disabilities? (Select all that apply.) (Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE09 data file or codebook.)	DISNONE	No, I do not have any disabilities	86	89%	4,676	89%	4,095	89%	118,789	88%	157	81%	5,152	89%	4,619	89%	137,765	88%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	2	2%	112	2%	91	2%	2,989	2%	4	2%	73	1%	77	2%	2,687	2%
	DISMOBIL	Yes, I have a mobility impairment	1	1%	33	1%	33	1%	736	1%	5	3%	38	1%	55	1%	1,407	1%
	DISLEARN	Yes, I have a learning disability	2	2%	170	3%	127	3%	4,971	4%	8	4%	177	3%	132	2%	5,552	3%
	DISMENT	Yes, I have a mental health disorder	2	2%	81	2%	57	1%	2,504	2%	3	2%	100	2%	90	2%	3,541	2%
	DISOTHER	Yes, I have another disability	3	3%	88	2%	76	2%	2,128	2%	5	3%	89	2%	105	2%	2,822	2%
	DISREFUS	I choose not to answer	4	4%	158	3%	130	3%	4,473	3%	15	8%	182	3%	155	3%	5,274	4%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	92	95%	5,136	96%	4,375	96%	125,872	91%	180	94%	5,361	91%	4,743	92%	141,770	89%
		Yes	6	5%	169	4%	191	4%	13,039	9%	12	6%	463	9%	432	8%	18,292	11%
	Total		98	100%	5,305	100%	4,566	100%	138,911	100%	192	100%	5,824	100%	5,175	100%	160,062	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	97	99%	4,534	85%	4,289	94%	122,960	91%	193	100%	5,264	91%	4,962	96%	149,549	95%
		Yes	1	1%	769	15%	277	6%	15,782	9%	0	0%	553	9%	212	4%	10,326	5%
	Total		98	100%	5,303	100%	4,566	100%	138,742	100%	193	100%	5,817	100%	5,174	100%	159,875	100%

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NSSE 2009 Background Item Frequency Distributions^a
Regent University

			First-Year Students						Seniors									
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	4	5%	70	1%	74	2%	2,698	2%	1	1%	5	0%	12	0%	390	0%
		C	1	1%	138	3%	123	3%	4,675	4%	2	1%	55	1%	68	1%	2,636	2%
		C+	2	2%	207	4%	214	5%	7,620	6%	4	2%	130	3%	149	3%	6,019	4%
		B-	1	1%	307	6%	260	6%	10,596	8%	9	4%	255	5%	231	5%	10,330	7%
		B	16	17%	929	17%	765	17%	27,546	20%	16	8%	823	14%	840	17%	30,020	19%
		B+	22	23%	943	18%	814	17%	26,887	19%	17	8%	1,013	17%	919	18%	32,304	20%
		A-	25	26%	1,117	21%	896	19%	27,242	19%	47	25%	1,436	24%	1,113	21%	34,294	21%
		A	26	25%	1,595	30%	1,421	32%	31,256	22%	97	50%	2,097	36%	1,836	36%	43,704	26%
Total		97	100%	5,306	100%	4,567	100%	138,520	100%	193	100%	5,814	100%	5,168	100%	159,697	100%	
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	13	13%	4,026	75%	2,648	52%	91,498	59%	6	3%	1,822	30%	876	15%	25,289	12%
		Residence, walking distance	7	7%	155	3%	117	3%	8,706	8%	3	1%	1,259	22%	659	12%	35,807	22%
		Residence, driving distance	23	23%	821	17%	1,157	31%	32,423	29%	75	38%	2,286	40%	2,183	44%	85,526	59%
		Fraternity or sorority house	0	0%	13	0%	12	0%	828	1%	0	0%	3	0%	4	0%	2,310	1%
		None of the above	53	57%	259	5%	611	14%	4,727	4%	108	58%	431	7%	1,432	29%	10,517	6%
		Total		96	100%	5,274	100%	4,545	100%	138,182	100%	192	100%	5,801	100%	5,154	100%	159,449
27a. What is the highest level of education that your father completed?	FATHREDU	Did not finish HS	19	20%	348	7%	456	11%	10,811	9%	40	21%	475	8%	700	15%	15,036	10%
		Graduated from HS	26	29%	1,174	22%	1,178	27%	33,780	25%	60	32%	1,247	22%	1,334	28%	38,556	24%
		Attended, no degree	11	11%	679	14%	619	14%	18,945	14%	28	14%	764	13%	681	13%	21,933	14%
		Completed Associate's	15	14%	432	8%	328	7%	11,184	8%	15	8%	420	7%	305	6%	12,730	8%
		Completed Bachelor's	13	13%	1,468	28%	1,085	23%	34,858	25%	26	14%	1,511	26%	1,142	21%	38,638	25%
		Completed Master's	7	6%	784	15%	564	11%	18,611	13%	13	7%	892	15%	608	11%	20,847	13%
		Completed Doctorate	6	7%	368	7%	279	6%	8,790	6%	8	4%	464	8%	339	6%	10,713	7%
Total		97	100%	5,253	100%	4,509	100%	136,979	100%	190	100%	5,773	100%	5,109	100%	158,453	100%	
27b. What is the highest level of education that your mother completed?	MOTHREDU	Did not finish HS	17	18%	270	5%	357	9%	8,041	7%	32	16%	378	7%	565	12%	12,005	8%
		Graduated from HS	30	32%	1,082	20%	1,094	25%	29,528	22%	61	33%	1,316	23%	1,450	30%	38,929	24%
		Attended, no degree	14	15%	876	17%	790	17%	21,773	16%	28	15%	917	16%	799	16%	24,060	15%
		Completed Associate's	8	7%	682	13%	540	12%	17,275	12%	29	15%	684	12%	555	11%	19,666	12%
		Completed Bachelor's	21	22%	1,651	31%	1,207	25%	38,891	27%	26	14%	1,698	29%	1,199	22%	39,793	25%
		Completed Master's	6	6%	617	12%	462	9%	18,640	13%	14	7%	711	12%	479	9%	20,943	13%
		Completed Doctorate	1	1%	81	2%	79	2%	3,485	2%	1	0%	89	2%	88	2%	3,719	2%
Total		97	100%	5,259	100%	4,529	100%	137,633	100%	191	100%	5,793	100%	5,135	100%	159,115	100%	

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National Survey of Student Engagement

NSSE 2009 Background Item Frequency Distributions^a Regent University

			First-Year Students						Seniors									
			Regent University		CCC&U		Peer Group		NSSE 2009		Regent University		CCC&U		Peer Group		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	39	42%	908	18%	684	14%	18,083	12%	40	22%	1,126	20%	801	15%	22,808	14%
		Biological Science	0	0%	326	6%	272	6%	11,884	9%	0	0%	240	4%	180	3%	11,181	7%
		Business	13	15%	883	17%	1,201	30%	20,435	16%	46	26%	1,184	21%	1,681	35%	28,825	18%
		Education	3	3%	710	12%	368	7%	12,444	8%	7	4%	708	12%	323	6%	16,253	9%
		Engineering	0	0%	183	3%	115	2%	9,425	8%	0	0%	96	2%	55	1%	9,253	7%
		Physical Science	0	0%	140	3%	64	1%	4,794	3%	0	0%	149	3%	88	2%	5,182	3%
		Professional	1	1%	562	10%	402	8%	16,215	12%	0	0%	666	11%	492	9%	15,159	9%
		Social Science	24	24%	599	11%	498	10%	16,634	12%	56	29%	775	13%	670	12%	23,255	14%
		Other	14	15%	727	15%	781	19%	19,407	16%	33	18%	820	15%	837	17%	26,003	17%
		Undecided	1	1%	169	3%	103	2%	5,584	4%	0	0%	0	0%	4	0%	64	0%
	Total		95	100%	5,207	100%	4,488	100%	134,905	100%	182	100%	5,764	100%	5,131	100%	157,983	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	5	24%	460	33%	315	25%	9,677	24%	8	25%	453	33%	280	25%	9,399	23%
		Biological Science	0	0%	41	3%	27	2%	1,688	4%	0	0%	29	2%	18	2%	1,525	4%
		Business	3	18%	203	15%	260	28%	5,156	15%	4	12%	205	16%	265	31%	6,698	18%
		Education	0	0%	129	9%	75	6%	2,736	7%	3	8%	157	11%	56	5%	3,384	7%
		Engineering	0	0%	8	1%	5	0%	844	3%	0	0%	4	0%	2	0%	625	2%
		Physical Science	0	0%	64	5%	28	2%	2,282	7%	0	0%	55	4%	22	2%	2,388	7%
		Professional	0	0%	80	5%	79	7%	2,667	7%	2	6%	42	3%	62	6%	1,837	5%
		Social Science	5	24%	190	14%	150	12%	6,110	16%	5	17%	196	14%	132	11%	7,378	19%
		Other	5	25%	162	12%	170	16%	4,770	14%	8	24%	206	15%	159	15%	5,239	14%
		Undecided	2	8%	41	3%	24	2%	1,118	3%	2	8%	19	1%	34	3%	531	2%
	Total		20	100%	1,378	100%	1,133	100%	37,048	100%	32	100%	1,366	100%	1,030	100%	39,004	100%
- Institution reported: Gender	GENDER	Male	33	37%	2,079	43%	1,794	40%	57,919	46%	49	28%	2,084	38%	2,040	40%	64,194	44%
		Female	71	63%	4,001	57%	3,316	60%	102,732	54%	156	72%	4,161	62%	3,519	60%	111,537	56%
		Total	104	100%	6,080	100%	5,110	100%	160,651	100%	205	100%	6,245	100%	5,559	100%	175,731	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	30	29%	386	7%	807	20%	13,449	10%	47	22%	336	5%	762	16%	12,666	8%
		Am. Indian/Native Amer.	1	1%	23	0%	33	1%	1,113	1%	1	1%	38	1%	45	1%	1,383	1%
		Asian/Pacific Islander	2	2%	140	2%	161	3%	8,215	6%	7	3%	131	2%	183	3%	7,805	6%
		Caucasian/White	49	47%	4,849	79%	3,229	59%	100,243	64%	126	62%	5,161	82%	3,736	64%	117,715	68%
		Hispanic/Latino	13	12%	281	5%	273	5%	10,556	9%	12	6%	279	5%	309	6%	10,684	9%
		Other	5	4%	94	2%	60	1%	1,546	1%	4	2%	53	1%	54	1%	1,503	1%
		Foreign	0	0%	108	2%	98	2%	3,846	3%	0	0%	98	2%	160	3%	3,445	2%
		Multi-racial	0	0%	4	0%	0	0%	582	0%	0	0%	0	0%	0	0%	456	0%
		Unknown	4	4%	156	3%	449	9%	10,444	6%	8	4%	121	2%	307	7%	9,712	5%
	Total		104	100%	6,041	100%	5,110	100%	149,994	100%	205	100%	6,217	100%	5,556	100%	165,369	100%
- Institution reported: Enrollment status	ENROLLMT	Part-time	35	39%	117	3%	921	27%	8,575	8%	71	42%	413	9%	1,462	32%	27,869	20%
		Full-time	69	61%	5,963	97%	4,189	73%	152,076	92%	134	58%	5,832	91%	4,097	68%	147,862	80%
		Total	104	100%	6,080	100%	5,110	100%	160,651	100%	205	100%	6,245	100%	5,559	100%	175,731	100%

IPEDS: 231651

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NSSE 2009 Frequency Distributions ^a
Council for Christian Colleges & Universities Consortium
Regent University

			First-Year Students				Seniors			
			Regent University		CCC&U		Regent University		CCC&U	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	I have a personally meaningful relationship with God.	CCC0901A Strongly disagree	0	0%	41	1%	0	0%	63	1%
		Disagree	0	0%	71	2%	0	0%	79	2%
		Neutral	3	3%	354	8%	1	0%	341	7%
		Agree	14	15%	1,354	27%	23	12%	1,659	30%
		Strongly agree	78	82%	3,117	62%	163	88%	3,355	61%
		Total	95	100%	4,937	100%	187	100%	5,497	100%
1b.	My relationship with God contributes to my sense of well-being.	CCC0901B Strongly disagree	0	0%	35	1%	0	0%	66	1%
		Disagree	0	0%	76	2%	0	0%	70	1%
		Neutral	3	3%	348	8%	1	0%	315	6%
		Agree	9	9%	1,175	24%	19	10%	1,482	27%
		Strongly agree	84	88%	3,292	66%	166	90%	3,548	64%
		Total	96	100%	4,926	100%	186	100%	5,481	100%
1c.	The way I do things from day to day is often affected by my relationship with God.	CCC0901C Strongly disagree	1	1%	48	1%	0	0%	75	2%
		Disagree	1	1%	118	2%	1	0%	132	2%
		Neutral	7	7%	602	13%	8	4%	565	11%
		Agree	21	23%	1,611	33%	26	13%	1,911	34%
		Strongly agree	65	68%	2,540	51%	153	82%	2,799	51%
		Total	95	100%	4,919	100%	188	100%	5,482	100%
1d.	Even if the people around me were opposed to my Christian convictions, I would still hold fast to them.	CCC0901D Strongly disagree	0	0%	32	1%	0	0%	49	1%
		Disagree	1	1%	56	1%	0	0%	37	1%
		Neutral	5	5%	389	8%	0	0%	399	8%
		Agree	9	10%	1,497	30%	24	12%	1,743	31%
		Strongly agree	81	85%	2,952	60%	162	88%	3,256	60%
		Total	96	100%	4,926	100%	186	100%	5,484	100%
1e.	I believe that I need to be open to consider new insights and truths about my faith.	CCC0901E Strongly disagree	0	0%	37	1%	1	0%	42	1%
		Disagree	1	1%	69	1%	4	2%	59	1%
		Neutral	6	6%	485	10%	14	8%	397	8%
		Agree	22	23%	1,892	38%	49	25%	2,056	37%
		Strongly agree	67	70%	2,421	49%	118	64%	2,918	53%
		Total	96	100%	4,904	100%	186	100%	5,472	100%
1f.	General education (Liberal Arts) courses at this institution help students develop values that are consistent with faith in Jesus Christ.	CCC0901F Strongly disagree	2	2%	92	2%	1	1%	147	3%
		Disagree	1	1%	187	4%	4	2%	257	5%
		Neutral	12	13%	968	21%	24	13%	1,147	22%
		Agree	26	29%	1,914	38%	52	27%	2,103	38%
		Strongly agree	55	55%	1,758	35%	106	58%	1,824	32%
		Total	96	100%	4,919	100%	187	100%	5,478	100%

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NSSE 2009 Frequency Distributions ^a
Council for Christian Colleges & Universities Consortium
Regent University

			First-Year Students				Seniors				
			Regent University		CCC&U		Regent University		CCC&U		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1g.	Courses in my major have helped me think about how Christian values relate to my future profession.	CCC0901G	Strongly disagree	2	2%	88	2%	2	1%	119	2%
			Disagree	1	1%	221	5%	1	1%	198	4%
			Neutral	6	6%	895	19%	11	6%	706	13%
			Agree	16	18%	1,642	33%	47	25%	1,910	34%
			Strongly agree	71	73%	2,080	41%	126	67%	2,558	46%
		Total		96	100%	4,926	100%	187	100%	5,491	100%
1h.	When appropriate, professors here take time to talk about their values and personal beliefs in class.	CCC0901H	Strongly disagree	0	0%	30	1%	1	0%	39	1%
			Disagree	3	3%	135	3%	9	5%	157	3%
			Neutral	15	16%	580	13%	26	14%	523	10%
			Agree	39	42%	2,368	49%	79	43%	2,667	49%
			Strongly agree	38	39%	1,719	35%	71	38%	2,041	37%
		Total		95	100%	4,832	100%	186	100%	5,427	100%
1i.	Faculty here interact with students outside of class in ways that help us clarify our personal values.	CCC0901I	Strongly disagree	4	3%	63	1%	4	2%	101	2%
			Disagree	6	7%	314	7%	18	9%	370	7%
			Neutral	42	45%	1,416	29%	92	51%	1,399	26%
			Agree	22	23%	1,989	41%	37	20%	2,201	40%
			Strongly agree	21	22%	1,039	22%	33	18%	1,357	25%
		Total		95	100%	4,821	100%	184	100%	5,428	100%
1j.	There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ.	CCC0901J	Strongly disagree	2	2%	63	1%	0	0%	99	2%
			Disagree	0	0%	100	2%	3	2%	197	4%
			Neutral	17	19%	617	14%	42	23%	839	16%
			Agree	26	28%	1,858	39%	52	27%	2,258	41%
			Strongly agree	48	51%	2,185	44%	88	49%	2,026	37%
		Total		93	100%	4,823	100%	185	100%	5,419	100%
1k.	At my institution I am challenged to think about issues from a Christian perspective.	CCC0901K	Strongly disagree	1	1%	43	1%	0	0%	53	1%
			Disagree	2	2%	107	3%	3	2%	148	3%
			Neutral	4	5%	496	12%	7	4%	519	10%
			Agree	17	19%	1,811	37%	42	22%	2,252	41%
			Strongly agree	70	74%	2,364	47%	134	73%	2,454	44%
		Total		94	100%	4,821	100%	186	100%	5,426	100%
1l.	This institution has helped me to critically evaluate whether or not my behavior is consistent with Christian values.	CCC0901L	Strongly disagree	1	1%	76	2%	2	1%	104	2%
			Disagree	3	3%	149	3%	4	2%	251	5%
			Neutral	13	14%	709	16%	19	10%	822	15%
			Agree	30	33%	1,981	41%	47	25%	2,314	42%
			Strongly agree	48	49%	1,906	39%	111	62%	1,928	35%
		Total		95	100%	4,821	100%	183	100%	5,419	100%

^a Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



NSSE 2009 Frequency Distributions ^a
Council for Christian Colleges & Universities Consortium
Regent University

			First-Year Students				Seniors			
			Regent University		CCC&U		Regent University		CCC&U	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1m.	This institution encourages students to worship God in meaningful ways.	CCC0901M Strongly disagree	1	1%	51	1%	0	0%	85	2%
		Disagree	2	2%	93	2%	4	2%	182	4%
		Neutral	8	9%	490	11%	23	12%	669	13%
		Agree	25	27%	1,741	36%	46	24%	2,288	42%
		Strongly agree	59	61%	2,445	49%	113	62%	2,197	40%
		Total		95	100%	4,820	100%	186	100%	5,421
1n.	As a result of my experience at this institution, I am more aware of what my own personal values are.	CCC0901N Strongly disagree	1	1%	66	1%	3	2%	90	2%
		Disagree	2	2%	136	3%	5	3%	192	4%
		Neutral	4	4%	669	15%	11	6%	630	12%
		Agree	30	33%	1,856	39%	48	26%	2,059	38%
		Strongly agree	58	60%	2,102	43%	118	64%	2,454	45%
		Total		95	100%	4,829	100%	185	100%	5,425
1o.	As a result of my experience at this institution, my values are more consistent with a Christian worldview and lifestyle.	CCC0901O Strongly disagree	2	2%	100	2%	4	2%	143	3%
		Disagree	1	1%	235	5%	8	5%	338	6%
		Neutral	17	18%	1,081	23%	23	13%	1,263	24%
		Agree	35	37%	1,980	41%	51	27%	2,150	40%
		Strongly agree	40	42%	1,382	28%	98	53%	1,485	27%
		Total		95	100%	4,778	100%	184	100%	5,379
1p.	This institution has reinforced values that I have always held.	CCC0901P Strongly disagree	1	1%	84	2%	2	1%	122	2%
		Disagree	2	2%	183	4%	5	2%	441	8%
		Neutral	10	11%	735	16%	11	6%	943	18%
		Agree	29	31%	2,181	45%	65	35%	2,399	44%
		Strongly agree	52	55%	1,598	32%	102	56%	1,480	27%
		Total		94	100%	4,781	100%	185	100%	5,385
1q.	This institution has challenged me to critically evaluate and reconsider values that I have always held.	CCC0901Q Strongly disagree	2	2%	118	3%	5	3%	93	2%
		Disagree	15	16%	454	9%	18	9%	485	9%
		Neutral	16	17%	1,147	25%	37	20%	1,056	20%
		Agree	28	31%	1,917	40%	53	28%	2,315	43%
		Strongly agree	34	35%	1,139	23%	70	39%	1,432	26%
		Total		95	100%	4,775	100%	183	100%	5,381

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NSSE 2009 Frequency Distributions ^a
Council for Christian Colleges & Universities Consortium
Regent University

			First-Year Students				Seniors				
			Regent University		CCC&U		Regent University		CCC&U		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1r.	As a result of my experience at this institution, I have learned principles of Christian leadership.	CCC0901R	Strongly disagree	1	1%	85	2%	3	2%	115	2%
			Disagree	3	3%	211	5%	7	4%	278	5%
			Neutral	11	12%	1,100	24%	20	10%	1,057	20%
			Agree	27	29%	2,041	42%	59	31%	2,294	42%
			Strongly agree	53	54%	1,332	28%	94	52%	1,630	30%
		Total	95	100%	4,769	100%	183	100%	5,374	100%	
1s.	Faculty at this institution do a good job using technology to improve classroom instruction.	CCC0901S	Strongly disagree	2	2%	34	1%	2	1%	61	1%
			Disagree	1	1%	158	3%	8	4%	248	5%
			Neutral	17	18%	874	18%	19	10%	912	17%
			Agree	24	26%	2,279	47%	59	32%	2,652	49%
			Strongly agree	50	54%	1,434	30%	96	53%	1,498	28%
		Total	94	100%	4,779	100%	184	100%	5,371	100%	
1t.	I would take classes over the Internet at this institution if given the opportunity.	CCC0901T	Strongly disagree	8	8%	458	9%	5	3%	534	10%
			Disagree	5	5%	786	16%	6	3%	862	15%
			Neutral	10	10%	1,387	29%	18	10%	1,302	24%
			Agree	13	14%	1,097	24%	29	16%	1,353	26%
			Strongly agree	59	61%	1,055	22%	127	68%	1,336	25%
		Total	95	100%	4,783	100%	185	100%	5,387	100%	

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