



**National Survey
of Student Engagement**

**University of Puerto Rico-Rio
Piedras Campus**

Benchmark Comparisons

August 2006

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.¹ In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.htm.

Class and Sample
Means are reported for first-year students and seniors (institution reported). All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean
The mean is the *weighted* arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation are summarized.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of 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. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

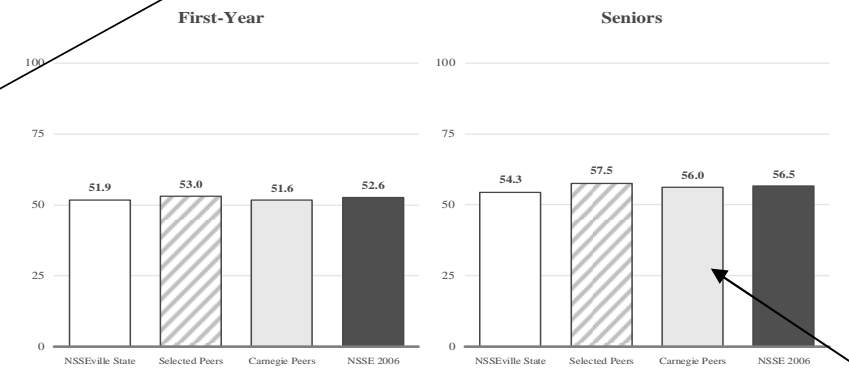
Effect Size

Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). 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 the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons

Class	NSSEville State compared with:								
	NSSEville State	Selected Peers			Carnegie Peers			NSSE 2006	
	Mean ^a	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Effect Size ^c
First-Year	51.9	53.0			51.6			52.6	
Seniors	54.3	57.5			56.0			56.5	



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

¹ U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

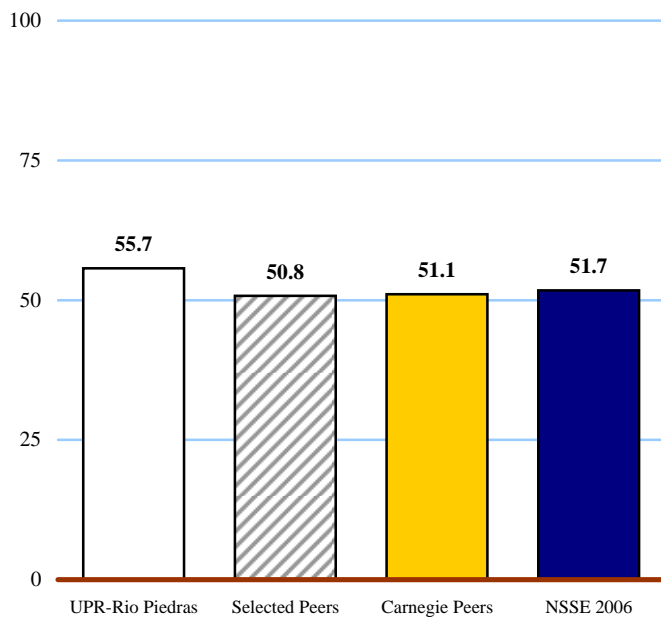
Level of Academic Challenge (LAC)

Benchmark Comparisons

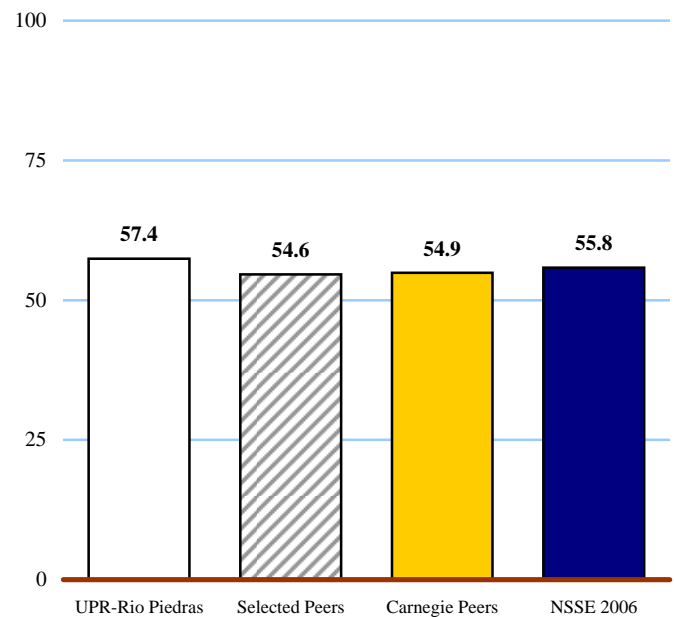
UPR-Rio Piedras compared with:

Class	UPR-Rio Piedras	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	55.7	50.8	***	.37	51.1	***	.35	51.7	***	.29
Senior	57.4	54.6	***	.19	54.9	***	.17	55.8	**	.11

First-Year



Senior



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

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

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

^c Mean difference divided by comparison group standard deviation.

Active and Collaborative Learning (ACL)

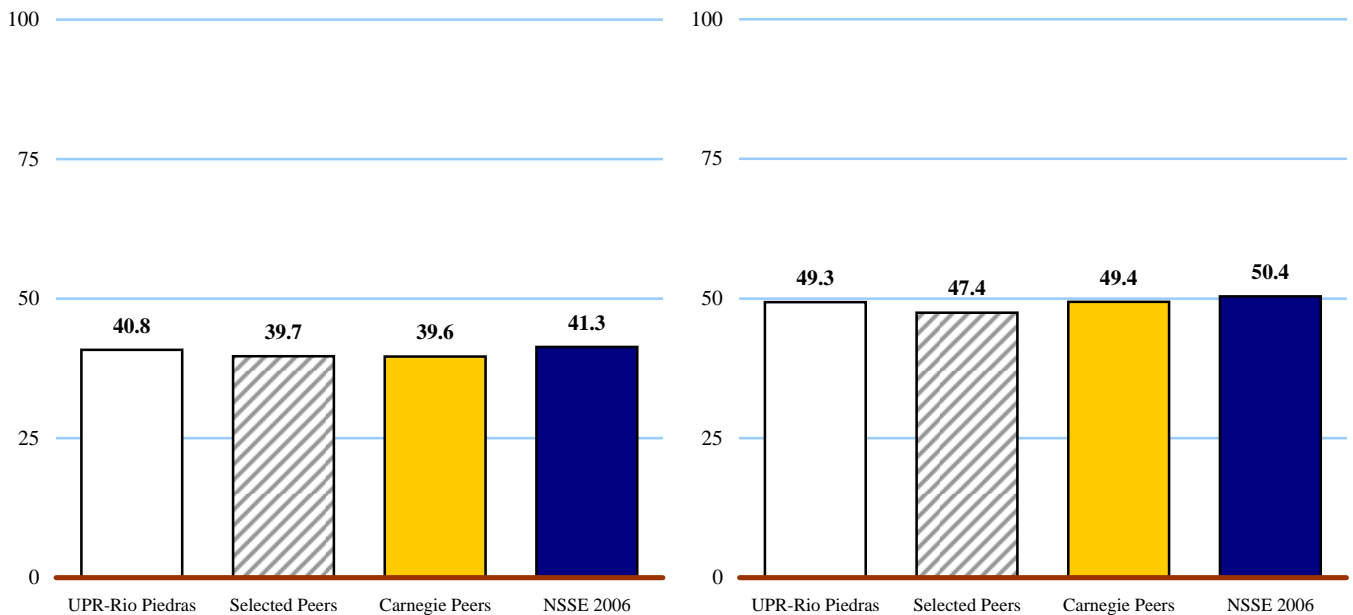
Benchmark Comparisons

UPR-Rio Piedras compared with:

Class	UPR-Rio Piedras	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	40.8	39.7			39.6			41.3		
Senior	49.3	47.4	**	.11	49.4			50.4		

First-Year

Senior



Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

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

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

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

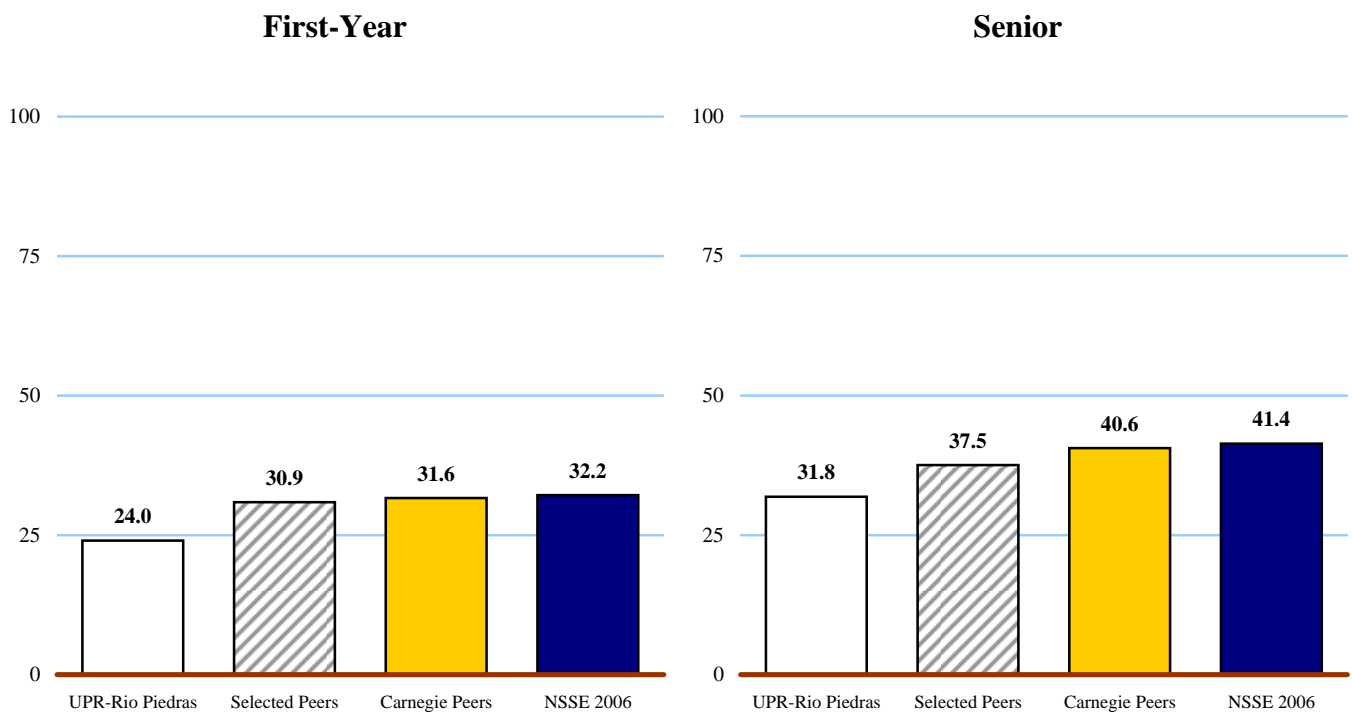
^c Mean difference divided by comparison group standard deviation.

Student-Faculty Interaction (SFI)

Benchmark Comparisons

UPR-Rio Piedras compared with:

Class	UPR-Rio Piedras	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	24.0	30.9	***	-.39	31.6	***	-.43	32.2	***	-.46
Senior	31.8	37.5	***	-.28	40.6	***	-.42	41.4	***	-.46



Student-Faculty Interaction (SFI) Items

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

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

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

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

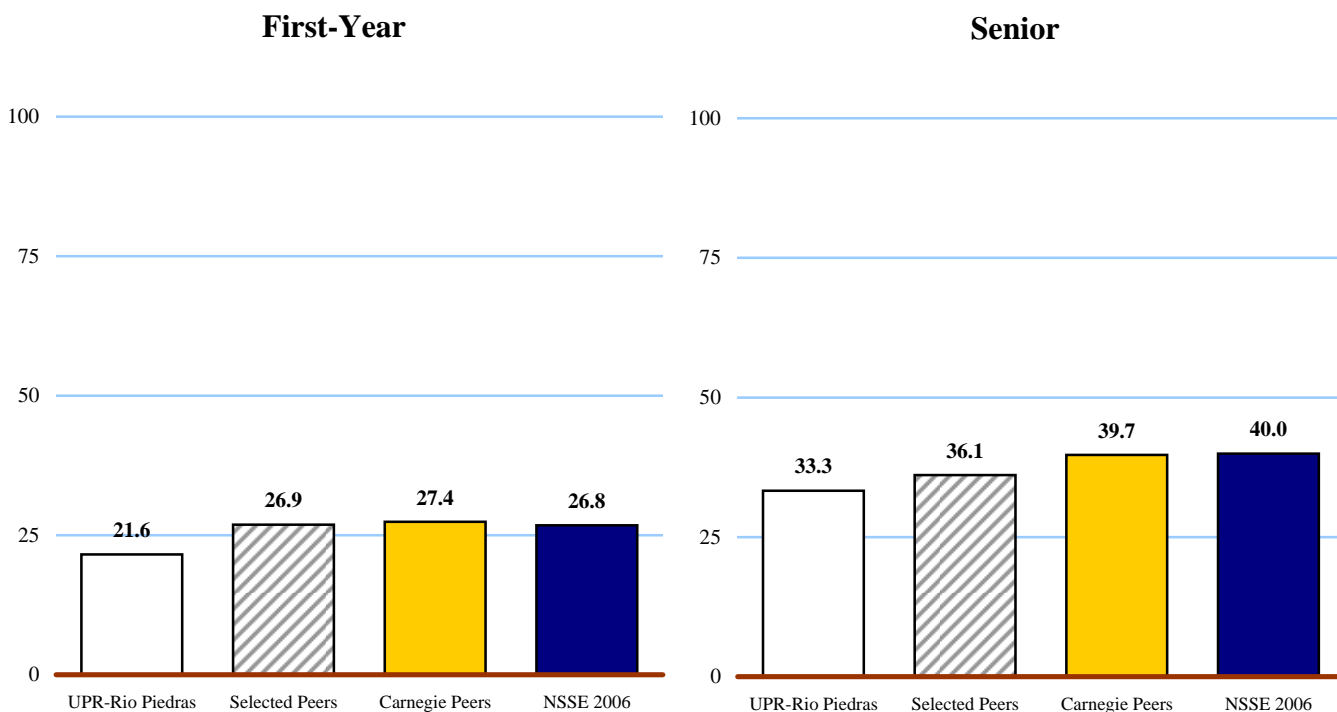
^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

UPR-Rio Piedras compared with:

Class	UPR-Rio Piedras	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	21.6	26.9	***	-.41	27.4	***	-.44	26.8	***	-.40
Senior	33.3	36.1	***	-.17	39.7	***	-.36	40.0	***	-.37



Enriching Educational Experiences (EEE) Items

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

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

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

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

^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

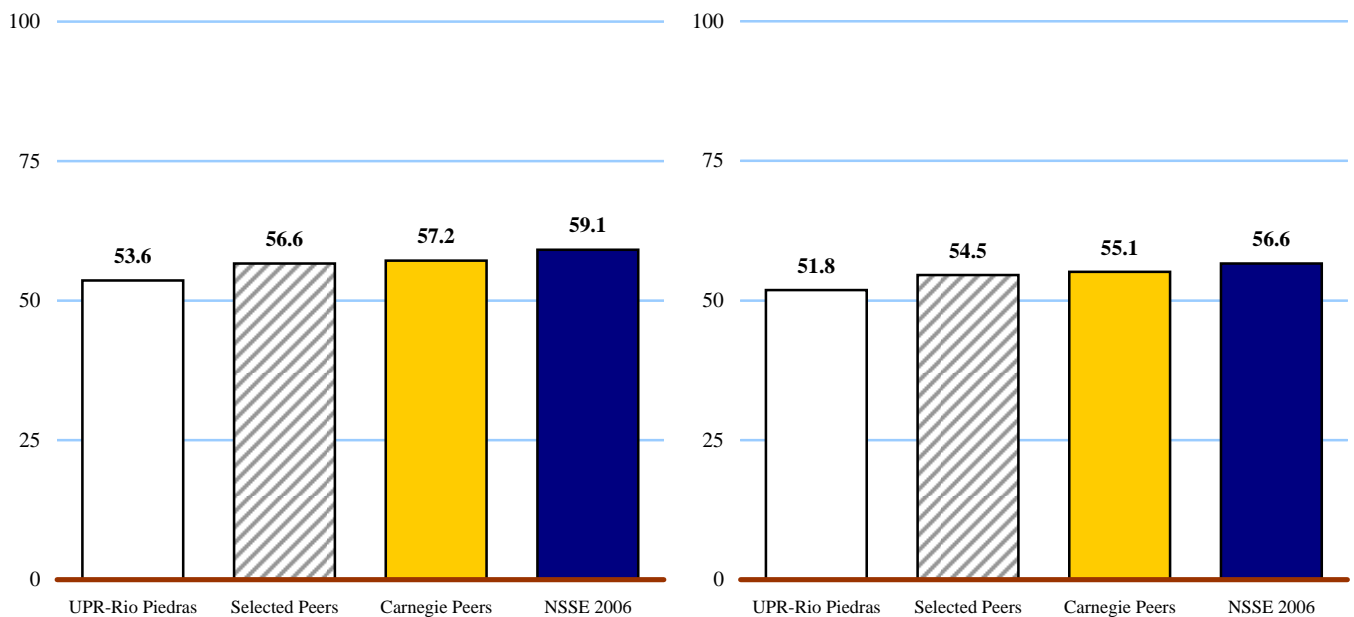
Benchmark Comparisons

UPR-Rio Piedras compared with:

Class	UPR-Rio Piedras	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	53.6	56.6	***	-.16	57.2	***	-.20	59.1	***	-.30
Senior	51.8	54.5	***	-.14	55.1	***	-.17	56.6	***	-.25

First-Year

Senior



Supportive Campus Environment (SCE) Items

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

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

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

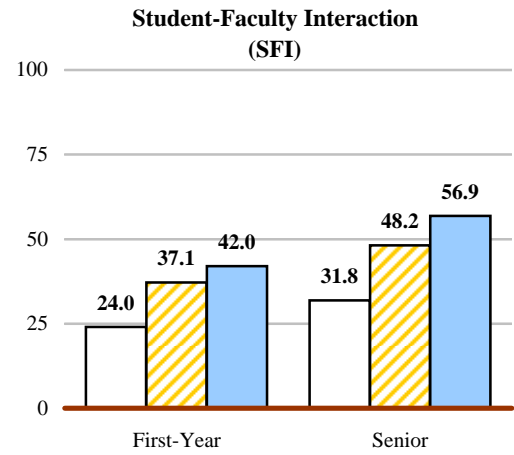
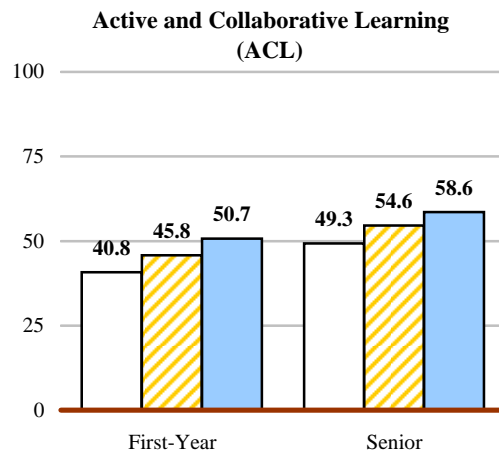
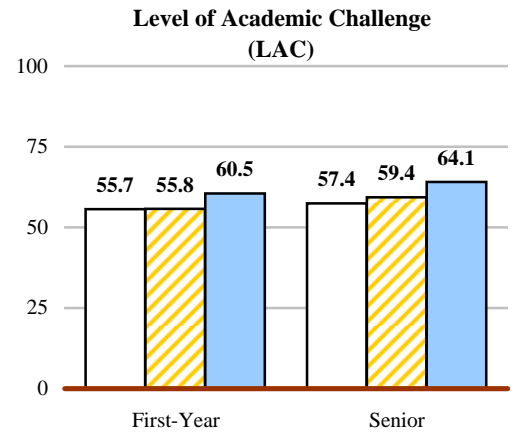
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



UPR-Rio Piedras compared with

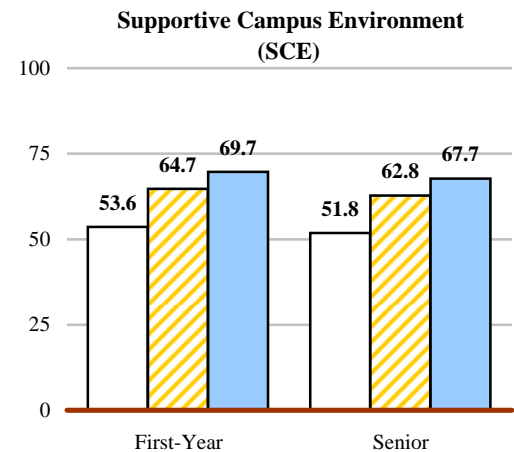
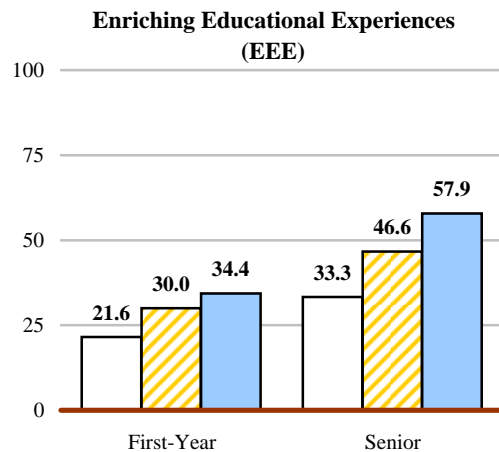
	UPR-Rio Piedras Mean ^a	NSSE 2006 Top 50%			NSSE 2006 Top 10%		
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	55.7	55.8		60.5	***	-.39
	ACL	40.8	45.8	***	50.7	***	-.62
	SFI	24.0	37.1	***	42.0	***	-.93
	EEE	21.6	30.0	***	34.4	***	-.99
	SCE	53.6	64.7	***	69.7	***	-.90
Senior	LAC	57.4	59.4	***	64.1	***	-.53
	ACL	49.3	54.6	***	58.6	***	-.56
	SFI	31.8	48.2	***	56.9	***	-1.15
	EEE	33.3	46.6	***	57.9	***	-1.54
	SCE	51.8	62.8	***	67.7	***	-.87



Legend

- UPR-Rio Piedras
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.



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

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

^c Mean difference divided by comparison group standard deviation.

First-Year Students

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
UPR-Rio Piedras	618	55.7	13.8	.6	33	46	55	65	78				
Selected Peers	5,513	50.8	13.2	.2	29	42	51	60	73	4.9	.6	.000	.37
Carnegie Peers	9,599	51.1	13.3	.1	29	42	51	60	73	4.6	.6	.000	.35
NSSE 2006	120,111	51.7	13.4	.0	30	43	52	61	74	4.0	.5	.000	.29
Top 50%	37,936	55.8	12.9	.1	34	47	56	65	77	-1	.6	.870	-.01
Top 10%	5,824	60.5	12.2	.2	40	52	60	69	80	-4.8	.6	.000	-.39
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
UPR-Rio Piedras	622	40.8	15.4	.6	19	29	38	52	67				
Selected Peers	5,902	39.7	16.1	.2	14	29	38	48	67	1.1	.7	.090	.07
Carnegie Peers	10,486	39.6	16.4	.2	14	29	38	48	71	1.2	.7	.070	.07
NSSE 2006	130,303	41.3	16.0	.0	19	29	38	52	71	-5	.6	.413	-.03
Top 50%	38,001	45.8	15.9	.1	24	33	43	57	75	-5.0	.6	.000	-.31
Top 10%	5,004	50.7	16.0	.2	29	38	48	62	81	-9.9	.7	.000	-.62
STUDENT-FACULTY INTERACTION (SFI)													
UPR-Rio Piedras	622	24.0	15.8	.6	0	11	22	33	56				
Selected Peers	5,560	30.9	17.6	.2	7	17	28	39	67	-6.9	.7	.000	-.39
Carnegie Peers	9,704	31.6	17.8	.2	11	17	28	44	67	-7.6	.7	.000	-.43
NSSE 2006	121,406	32.2	17.6	.1	11	20	28	44	67	-8.1	.6	.000	-.46
Top 50%	27,964	37.1	18.3	.1	11	22	33	50	72	-13.1	.6	.000	-.72
Top 10%	3,887	42.0	19.4	.3	17	28	39	56	78	-18.0	.7	.000	-.93
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
UPR-Rio Piedras	618	21.6	10.9	.4	6	15	21	28	42				
Selected Peers	5,378	26.9	13.0	.2	8	17	26	35	50	-5.3	.5	.000	-.41
Carnegie Peers	9,374	27.4	13.1	.1	8	18	26	36	50	-5.8	.5	.000	-.44
NSSE 2006	117,428	26.8	13.0	.0	8	17	25	35	50	-5.2	.4	.000	-.40
Top 50%	48,100	30.0	13.1	.1	11	21	29	38	52	-8.5	.4	.000	-.65
Top 10%	6,485	34.4	12.9	.2	14	25	34	43	56	-12.8	.5	.000	-.99
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
UPR-Rio Piedras	614	53.6	18.6	.8	25	39	53	67	83				
Selected Peers	5,286	56.6	18.5	.3	28	44	58	69	89	-3.0	.8	.000	-.16
Carnegie Peers	9,213	57.2	18.0	.2	28	44	58	69	89	-3.6	.8	.000	-.20
NSSE 2006	115,540	59.1	18.5	.1	28	47	58	72	89	-5.5	.7	.000	-.30
Top 50%	33,535	64.7	18.0	.1	33	53	64	78	94	-11.1	.8	.000	-.62
Top 10%	5,852	69.7	17.7	.2	39	58	69	83	97	-16.1	.8	.000	-.90

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.

Seniors

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
UPR-Rio Piedras	860	57.4	15.9	.5	31	47	57	68	83				
Selected Peers	7,029	54.6	14.4	.2	31	45	55	65	78	2.8	.6	.000	.19
Carnegie Peers	10,898	54.9	14.1	.1	31	45	55	65	78	2.5	.6	.000	.17
NSSE 2006	122,073	55.8	14.2	.0	32	46	56	66	79	1.6	.5	.003	.11
Top 50%	34,856	59.4	13.6	.1	36	50	60	69	81	-2.0	.5	.000	-.15
Top 10%	4,245	64.1	12.6	.2	43	56	65	73	83	-6.7	.6	.000	-.53
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
UPR-Rio Piedras	860	49.3	17.8	.6	19	38	48	62	81				
Selected Peers	7,262	47.4	17.2	.2	24	33	48	57	76	1.9	.6	.004	.11
Carnegie Peers	11,391	49.4	17.2	.2	24	38	48	62	81	-.1	.6	.902	.00
NSSE 2006	127,593	50.4	17.0	.0	24	38	48	62	81	-1.1	.6	.080	-.06
Top 50%	36,203	54.6	16.7	.1	29	43	52	67	83	-5.3	.6	.000	-.32
Top 10%	4,958	58.6	16.7	.2	33	48	57	71	86	-9.3	.7	.000	-.56
STUDENT-FACULTY INTERACTION (SFI)													
UPR-Rio Piedras	860	31.8	19.7	.7	6	17	28	44	67				
Selected Peers	7,076	37.5	20.2	.2	11	22	33	50	78	-5.7	.7	.000	-.28
Carnegie Peers	10,986	40.6	20.8	.2	11	27	39	56	83	-8.7	.7	.000	-.42
NSSE 2006	123,016	41.4	20.8	.1	11	28	39	56	83	-9.5	.7	.000	-.46
Top 50%	28,536	48.2	21.3	.1	17	33	44	61	89	-16.3	.7	.000	-.77
Top 10%	2,821	56.9	21.7	.4	22	39	56	72	94	-25.1	.8	.000	-1.15
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
UPR-Rio Piedras	860	33.3	16.1	.5	10	22	32	42	66				
Selected Peers	6,933	36.1	16.7	.2	11	23	35	47	66	-2.8	.6	.000	-.17
Carnegie Peers	10,713	39.7	17.8	.2	11	27	39	51	71	-6.4	.6	.000	-.36
NSSE 2006	120,205	40.0	17.9	.1	12	26	39	52	71	-6.6	.6	.000	-.37
Top 50%	41,194	46.6	17.6	.1	17	34	47	59	76	-13.3	.6	.000	-.75
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-24.6	.6	.000	-1.54
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
UPR-Rio Piedras	860	51.8	19.0	.6	22	36	50	63	89				
Selected Peers	6,854	54.5	18.6	.2	25	42	56	67	86	-2.7	.7	.000	-.14
Carnegie Peers	10,603	55.1	19.0	.2	25	42	56	67	89	-3.3	.7	.000	-.17
NSSE 2006	118,762	56.6	18.9	.1	25	44	56	69	89	-4.8	.6	.000	-.25
Top 50%	33,171	62.8	18.3	.1	31	50	64	75	94	-10.9	.6	.000	-.60
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-15.9	.7	.000	-.87

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.



**National Survey
of Student Engagement**

University of Puerto Rico-Rio Piedras Campus

Mean Comparisons

August 2006

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.¹ Targeted oversamples (i.e., 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 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

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/html/2006_inst_report.htm.

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 start by interpreting only those items with three asterisks ($p < .001$) and 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 standard deviation of the group with which the institution is being compared. 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



NSSE 2006 Means Comparison Report
NSSEville State University

Variable	Bench- mark	Class	NSSEville State compared with:											
			NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
			Mean ^a			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	FY	2.64		2.68			2.61			2.86	*	-.27
			SR	2.95		2.91			2.91			3.16	*	-.25
b.														
Made a class presentation	CLPRESEN	ACL	FY	1.96		2.01			2.03			2.28	***	-.41
			SR	2.83		2.64	*	.22	2.63	*	.23	2.88		
c.														
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.57		2.69			2.54			2.65		
			SR	2.58		2.34	*	.24	2.36			2.51		
d.														
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.95		2.97			2.95			3.08		
			SR	3.31		3.23			3.23			3.37		
e.														
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.66		2.70			2.71			2.77		
			SR	2.60		2.65			2.68			2.83	**	-.26
f.														
Come to class without completing readings or assignments	CLUNPREP		FY	2.07		2.10			2.16			2.03		
			SR	1.99		2.27	***	-.35	2.24	***	-.31	2.08		

lags behind the comparison group, suggesting that the student behavior or 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).

¹ U.S. institutions include only U.S. schools in their comparison groups. Canadian institutions contain both Canadian and U.S. institutions.

NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus

Variable	Bench- mark	Class	UPR-Rio Piedras compared with:														
			UPR-Rio Piedras			Selected Peers			Carnegie Peers			NSSE 2006					
			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	2.72			2.65			2.70			2.78		
						SR	2.91			2.95			3.00	**	-.10	3.06	***
b.	Made a class presentation	CLPRESEN	ACL	FY	2.21			2.11	**	.12	2.05	***	.19	2.23			
					SR	2.72			2.65	*	.08	2.74			2.80	*	-.09
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.73			2.58	***	.16	2.56	***	.17	2.65	*	.09	
					SR	2.68			2.56	***	.13	2.48	***	.21	2.49	***	.20
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.96			2.99			3.00			3.03	*	-.09	
					SR	3.24			3.22			3.29			3.30	*	-.08
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.80			2.73			2.76			2.76			
					SR	2.69			2.69			2.78	**	-.10	2.78	**	-.10
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.08			2.10			2.12			2.03			
					SR	2.34			2.09	***	.33	2.14	***	.25	2.12	***	.29
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.32			2.42	**	-.12	2.38			2.40	*	-.10	
					SR	2.68			2.46	***	.26	2.50	***	.20	2.51	***	.19
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.48			2.33	***	.17	2.32	***	.18	2.36	***	.14	
					SR	2.89			2.66	***	.25	2.76	***	.14	2.75	***	.16
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.64			2.53	**	.14	2.55	**	.12	2.57	*	.10	
					SR	2.88			2.83			2.90			2.91		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.59			1.69	**	-.11	1.69	**	-.11	1.67	*	-.09	
					SR	1.67			1.80	***	-.14	1.84	***	-.18	1.89	***	-.22
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.21			1.43	***	-.30	1.46	***	-.33	1.50	***	-.37	
					SR	1.54			1.59			1.65	***	-.12	1.69	***	-.17

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

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

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus**

	Variable	Bench- mark	Class	UPR-Rio Piedras	UPR-Rio Piedras compared with:									
				Mean ^a	Selected Peers			Carnegie Peers			NSSE 2006			
					Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
i.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.95	2.73	***	.22	2.69	***	.26	2.64	***	.30
				SR	3.19	2.84	***	.34	2.87	***	.31	2.85	***	.33
m.	Used e-mail to communicate with an instructor	EMAIL		FY	2.13	3.02	***	-1.05	3.11	***	-1.18	3.02	***	-1.04
				SR	2.92	3.31	***	-.51	3.37	***	-.59	3.31	***	-.50
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.29	2.50	***	-.25	2.55	***	-.30	2.56	***	-.31
				SR	2.41	2.74	***	-.37	2.82	***	-.47	2.79	***	-.44
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.98	2.12	***	-.16	2.09	**	-.13	2.11	***	-.15
				SR	2.23	2.24			2.38	***	-.15	2.41	***	-.19
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.61	1.77	***	-.18	1.79	***	-.21	1.81	***	-.23
				SR	1.84	1.97	***	-.15	2.05	***	-.23	2.08	***	-.26
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	1.91	2.49	***	-.70	2.56	***	-.78	2.59	***	-.82
				SR	2.03	2.68	***	-.79	2.75	***	-.88	2.77	***	-.92
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.85	2.58	***	.32	2.55	***	.36	2.57	***	.33
				SR	2.93	2.69	***	.28	2.68	***	.30	2.69	***	.28
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.42	1.50	**	-.11	1.55	***	-.16	1.56	***	-.17
				SR	1.65	1.64			1.76	***	-.12	1.81	***	-.17
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	3.06	2.66	***	.44	2.67	***	.43	2.68	***	.43
				SR	2.93	2.82	***	.13	2.84	**	.11	2.84	**	.11
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.21	2.65	***	-.44	2.60	***	-.39	2.55	***	-.34
				SR	2.28	2.71	***	-.44	2.72	***	-.45	2.65	***	-.37
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	2.52	2.70	***	-.18	2.71	***	-.20	2.68	***	-.17
				SR	2.63	2.68			2.77	***	-.14	2.71	*	-.08

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

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

^c Mean difference divided by comparison group standard deviation.

NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus

Variable	Bench- mark	Class	UPR-Rio Piedras compared with:												
			UPR-Rio Piedras			Selected Peers			Carnegie Peers			NSSE 2006			
			Mean ^a			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.	MEMORIZE		FY	2.65			2.94	***	-.35	2.94	***	-.34	2.87	***	-.26
			SR	2.87			2.84			2.81			2.74	***	.14
b.	ANALYZE	LAC	FY	3.30		.31	3.05	***	.31	3.05	***	.33	3.06	***	.31
			SR	3.39		.21	3.23	***	.21	3.22	***	.23	3.22	***	.23
c.	SYNTHESZ	LAC	FY	2.99		.19	2.83	***	.19	2.80	***	.22	2.83	***	.20
			SR	3.12		.19	2.96	***	.19	2.99	***	.16	3.01	***	.13
d.	EVALUATE	LAC	FY	2.74			2.80			2.79			2.82	*	-.10
			SR	3.07		.18	2.90	***	.18	2.92	***	.16	2.94	***	.14
e.	APPLYING	LAC	FY	2.99			2.97			2.97			2.98		
			SR	3.19			3.14			3.16			3.17		
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>															
3. Reading and Writing															
a.	READASGN	LAC	FY	4.04		1.02	3.12	***	1.02	3.25	***	.86	3.26	***	.84
			SR	3.50		.42	3.08	***	.42	3.16	***	.34	3.18	***	.32
b.	READOWN		FY	1.87		-.19	2.05	***	-.19	2.05	***	-.20	2.06	***	-.21
			SR	2.11			2.17			2.20	**	-.09	2.21	***	-.10
c.	WRITEMOR	LAC	FY	1.48		.37	1.25	***	.37	1.23	***	.42	1.25	***	.36
			SR	1.97		.45	1.62	***	.45	1.62	***	.46	1.64	***	.43
d.	WRITEMID	LAC	FY	2.38		.17	2.23	***	.17	2.28	*	.11	2.29	*	.11
			SR	2.44			2.49			2.52	*	-.08	2.59	***	-.15
e.	WRITESML	LAC	FY	3.05		.09	2.95	*	.09	3.08			3.05		
			SR	2.69		-.10	2.80	*	-.10	2.93	***	-.21	2.99	***	-.26

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

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

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus**

	Variable	Bench- mark	Class	UPR-Rio Piedras			UPR-Rio Piedras compared with:			NSSE 2006				
				Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
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	2.28	2.65	***	-.32	2.64	***	-.32	2.63	***	-.31	
			SR	2.44	2.62	***	-.15	2.56	**	-.10	2.57	**	-.11	
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.77	2.72			2.78			2.74			
			SR	2.76	2.34	***	.35	2.38	***	.31	2.34	***	.35	
5. Examinations														
<i>To what extent have your examinations during the current school year challenged you to do your best work? 1=very little to 7=very much</i>														
		EXAMS	FY	4.98	5.41	***	-.37	5.38	***	-.35	5.42	***	-.38	
			SR	4.68	5.50	***	-.69	5.43	***	-.63	5.42	***	-.59	
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, gallery, play, dance, or other theatre performance	ATDART05	FY	2.23	2.03	***	.22	2.11	***	.13	2.10	***	.14	
			SR	2.04	1.92	***	.14	1.99			2.01			
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	1.99	2.69	***	-.66	2.83	***	-.82	2.78	***	-.74	
			SR	2.39	2.58	***	-.18	2.72	***	-.31	2.70	***	-.30	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY	1.68	2.05	***	-.34	2.11	***	-.38	2.09	***	-.37	
			SR	2.00	2.21	***	-.19	2.22	***	-.19	2.18	***	-.16	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.60	2.53			2.57			2.57			
			SR	2.69	2.62	*	.08	2.71			2.69			
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.73	2.73			2.75			2.74			
			SR	2.93	2.77	***	.18	2.84	**	.10	2.83	***	.11	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.70	2.77	*	-.08	2.79	**	-.12	2.80	***	-.13	
			SR	2.81	2.82			2.87	*	-.08	2.87	*	-.08	
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	.04	.07	*	-.09	.07	**	-.11	.07	***	-.12
			SR	.51	.47	*	.08	.50			.53			

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

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

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus**

	Variable	Bench- mark	Class	UPR-Rio Piedras	UPR-Rio Piedras compared with:								
				Mean ^a	Selected Peers			Carnegie Peers			NSSE 2006		
					Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
b. Community service or volunteer work	VOLNTR04	EEE	FY	.17	.34	***	-.35	.36	***	-.40	.37	***	-.41
			SR	.35	.51	***	-.31	.56	***	-.41	.59	***	-.47
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04		FY	.15	.16			.17			.16		
			SR	.23	.21			.25			.25		
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.04	.05			.04			.05		
			SR	.19	.15	*	.10	.17			.19		
e. Foreign language coursework	FORLNG04	EEE	FY	.04	.21	***	-.42	.25	***	-.49	.23	***	-.44
			SR	.25	.35	***	-.22	.43	***	-.37	.41	***	-.33
f. Study abroad	STDABR04	EEE	FY	.00	.03	***	-.17	.03	***	-.17	.03	***	-.16
			SR	.09	.09			.16	***	-.17	.14	***	-.14
g. Independent study or self-designed major	INDSTD04	EEE	FY	.04	.03			.03			.03		
			SR	.11	.13			.17	***	-.17	.19	***	-.20
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01	.02	*	-.07	.02	**	-.08	.01	**	-.07
			SR	.19	.24	***	-.12	.29	***	-.22	.33	***	-.28
8. Quality of Relationships				<i>Mark the box that best represents the quality of your relationships with people at your institution. 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
a. Relationships with other students	ENVSTU	SCE	FY	5.72	5.33	***	.27	5.40	***	.23	5.48	***	.17
			SR	5.73	5.53	***	.15	5.57	***	.12	5.60	**	.09
				<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>									
b. Relationships with faculty members	ENVFAC	SCE	FY	4.93	4.96			5.04			5.20	***	-.20
			SR	5.01	5.23	***	-.16	5.31	***	-.22	5.42	***	-.31
				<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>									
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	3.98	4.42	***	-.29	4.47	***	-.32	4.61	***	-.40
			SR	3.88	4.48	***	-.37	4.45	***	-.33	4.51	***	-.37

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

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

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus**

	Variable	Bench- mark	Class	UPR-Rio Piedras	UPR-Rio Piedras compared with:									
				Mean ^a	Selected Peers			Carnegie Peers			NSSE 2006			
				Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
<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	4.07	3.91	*	.10	3.95			3.99		
				SR	3.58	3.97	***	-.22	4.01	***	-.25	4.10	***	-.30
b.	Working for pay on campus	WORKON01		FY	1.35	1.52	***	-.13	1.49	**	-.12	1.53	***	-.15
				SR	1.43	1.67	***	-.16	1.78	***	-.22	1.84	***	-.26
c.	Working for pay off campus	WORKOF01		FY	2.19	2.80	***	-.25	2.24			2.59	***	-.17
				SR	4.23	4.45	*	-.08	3.76	***	.17	3.80	***	.15
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.59	2.12	***	-.36	2.27	***	-.44	2.17	***	-.39
				SR	1.65	1.84	***	-.14	2.07	***	-.28	2.09	***	-.29
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.75	3.82			3.96	**	-.12	3.79		
				SR	3.55	3.38	*	.11	3.58			3.48		
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.76	1.83			1.54	***	.17	1.78		
				SR	2.25	2.72	***	-.19	2.21			2.33		
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	3.75	2.42	***	1.19	2.28	***	1.54	2.23	***	1.48
				SR	3.73	2.53	***	1.10	2.38	***	1.35	2.37	***	1.33
<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	2.92	3.03	**	-.15	2.99			3.07	***	-.19
				SR	2.89	3.08	***	-.25	3.03	***	-.18	3.08	***	-.24
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.56	2.93	***	-.46	2.92	***	-.45	2.99	***	-.55
				SR	2.44	2.79	***	-.42	2.80	***	-.42	2.87	***	-.51
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.49	2.56			2.53			2.57	*	-.08
				SR	2.36	2.39			2.36			2.40		

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

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

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus**

	Variable	Bench- mark	Class	UPR-Rio Piedras	UPR-Rio Piedras compared with:			NSSE 2006						
				Mean ^a	Selected Peers Mean ^a	Sig ^b	Effect Size ^c	Carnegie Peers Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	1.98	2.08	*	-.10	2.06	*	-.08	2.13	***	-.16
				SR	1.91	1.83	**	.10	1.84	*	.08	1.91		
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.31	2.32			2.36			2.37		
				SR	2.15	2.06	*	.10	2.11			2.14		
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	3.15	2.71	***	.48	2.75	***	.44	2.75	***	.43
				SR	2.81	2.43	***	.40	2.55	***	.28	2.56	***	.25
g.	Using computers in academic work	ENVCOMPT		FY	3.22	3.37	***	-.19	3.34	***	-.15	3.32	**	-.13
				SR	3.32	3.42	**	-.12	3.45	***	-.18	3.47	***	-.20

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	NGENLED		FY	3.36	3.07	***	.36	3.09	***	.35	3.12	***	.31
				SR	3.54	3.19	***	.44	3.20	***	.43	3.24	***	.38
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.61	2.64			2.67			2.70	*	-.09
				SR	3.03	2.99			2.98			3.02		
c.	Writing clearly and effectively	GNWRITE		FY	2.91	2.91			2.91			2.95		
				SR	3.23	3.01	***	.24	3.02	***	.24	3.07	***	.19
d.	Speaking clearly and effectively	GNSPEAK		FY	3.00	2.67	***	.35	2.65	***	.37	2.75	***	.27
				SR	3.25	2.87	***	.40	2.90	***	.37	2.96	***	.32
e.	Thinking critically and analytically	GNANALY		FY	3.39	3.11	***	.35	3.11	***	.35	3.16	***	.29
				SR	3.44	3.27	***	.21	3.29	***	.19	3.33	***	.15
f.	Analyzing quantitative problems	GNQUANT		FY	2.75	2.84	*	-.10	2.81			2.86	**	-.12
				SR	2.95	3.05	**	-.11	2.99			3.02		
g.	Using computing and information technology	GNCMPTS		FY	2.93	3.04	**	-.12	2.98			3.00		
				SR	3.30	3.20	**	.11	3.18	***	.13	3.20	**	.11
h.	Working effectively with others	GNOTHERS		FY	2.90	2.85			2.87			2.92		
				SR	3.13	3.04	**	.11	3.10			3.14		

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

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

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
University of Puerto Rico-Rio Piedras Campus**

	Variable	Bench- mark	Class	UPR-Rio Piedras				UPR-Rio Piedras compared with:			NSSE 2006		
				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	1.76	1.96	***	-.20	1.94	***	-.19	1.92	***	-.17
			SR	2.26	2.00	***	.26	2.13	***	.12	2.09	***	.16
j. Learning effectively on your own	GNINQ		FY	2.92	2.85			2.84	*	.09	2.85		
			SR	3.11	2.96	***	.16	2.98	***	.15	3.00	***	.13
k. Understanding yourself	GNSELF		FY	2.81	2.63	***	.18	2.68	***	.14	2.71	**	.11
			SR	2.78	2.64	***	.14	2.75			2.78		
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS		FY	2.76	2.61	***	.15	2.60	***	.17	2.57	***	.20
			SR	2.79	2.58	***	.20	2.57	***	.22	2.57	***	.22
m. Solving complex real-world problems	GNPROBSV		FY	2.71	2.55	***	.18	2.54	***	.18	2.58	***	.14
			SR	2.92	2.69	***	.24	2.69	***	.24	2.71	***	.22
n. Developing a personal code of values and ethics	GNETHICS		FY	2.56	2.49			2.55			2.59		
			SR	2.75	2.54	***	.20	2.59	***	.16	2.65	**	.10
o. Contributing to the welfare of your community	GNCOMMUN		FY	2.44	2.21	***	.24	2.30	***	.14	2.34	**	.10
			SR	2.65	2.27	***	.37	2.35	***	.30	2.41	***	.23
p. Developing a deepened sense of spirituality	GNSPIRIT		FY	1.90	1.93			2.02	**	-.11	2.05	***	-.14
			SR	2.00	1.79	***	.21	1.86	***	.13	1.92	*	.07
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	2.68	2.92	***	-.28	2.90	***	-.26	2.94	***	-.31
			SR	2.42	2.77	***	-.37	2.75	***	-.34	2.83	***	-.42
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	3.20	3.10	**	.14	3.12	*	.11	3.16		
			SR	3.07	3.09			3.12			3.19	***	-.16
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	3.51	3.10	***	.48	3.18	***	.40	3.20	***	.37
			SR	3.25	3.04	***	.23	3.09	***	.18	3.17	**	.09

IPEDS: 243221

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

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

^c Mean difference divided by comparison group standard deviation.



NSSE 2006 Detailed Statistics ^a

University of Puerto Rico-Rio Piedras Campus
First-Year Students

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras compared with:			UPR-Rio Piedras compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
CLQUEST	2.72	2.65	2.70	2.78	.03	.01	.01	.00	.78	.82	.83	.84	614	5,902	10,490	130,450	.055	.560	.073	.08	.02	-.07
CLPRESEN	2.21	2.11	2.05	2.23	.03	.01	.01	.00	.85	.81	.80	.79	618	5,895	10,480	130,318	.008	.000	.551	.12	.19	-.03
REWROPAP	2.73	2.58	2.56	2.65	.04	.01	.01	.00	1.00	.98	.99	.98	618	5,894	10,486	130,332	.000	.000	.040	.16	.17	.09
INTEGRAT	2.96	2.99	3.00	3.03	.03	.01	.01	.00	.83	.82	.81	.80	622	5,898	10,482	130,314	.372	.237	.036	-.04	-.05	-.09
DIVCLASS	2.80	2.73	2.76	2.76	.04	.01	.01	.00	.87	.91	.90	.88	617	5,903	10,491	130,282	.073	.341	.277	.08	.04	.04
CLUNPREP	2.08	2.10	2.12	2.03	.03	.01	.01	.00	.70	.77	.78	.76	614	5,882	10,473	130,195	.526	.150	.114	-.02	-.05	.06
CLASSGRP	2.32	2.42	2.38	2.40	.03	.01	.01	.00	.82	.85	.85	.83	622	5,899	10,486	130,235	.004	.092	.012	-.12	-.07	-.10
OCCGRP	2.48	2.33	2.32	2.36	.03	.01	.01	.00	.86	.89	.89	.87	622	5,901	10,491	130,336	.000	.000	.001	.17	.18	.14
INTIDEAS	2.64	2.53	2.55	2.57	.03	.01	.01	.00	.86	.80	.81	.81	622	5,641	9,875	123,241	.003	.006	.026	.14	.12	.10
TUTOR	1.59	1.69	1.69	1.67	.03	.01	.01	.00	.84	.84	.83	.83	622	5,645	9,880	123,253	.007	.008	.020	-.11	-.11	-.09
COMMPROJ	1.21	1.43	1.46	1.50	.02	.01	.01	.00	.52	.76	.78	.78	622	5,645	9,876	123,170	.000	.000	.000	-.30	-.33	-.37
ITACADEM	2.95	2.73	2.69	2.64	.04	.01	.01	.00	1.05	1.02	1.03	1.04	622	5,646	9,874	123,256	.000	.000	.000	.22	.26	.30
EMAIL	2.13	3.02	3.11	3.02	.04	.01	.01	.00	1.05	.85	.83	.86	622	5,646	9,875	123,236	.000	.000	.000	-1.05	-1.18	-1.04
FACGRADE	2.29	2.50	2.55	2.56	.03	.01	.01	.00	.85	.86	.88	.87	618	5,642	9,880	123,193	.000	.000	.000	-.25	-.30	-.31
FACPLANS	1.98	2.12	2.09	2.11	.04	.01	.01	.00	.91	.87	.88	.88	622	5,644	9,877	123,200	.000	.002	.000	-.16	-.13	-.15
FACIDEAS	1.61	1.77	1.79	1.81	.03	.01	.01	.00	.81	.87	.86	.86	622	5,643	9,877	123,206	.000	.000	.000	-.18	-.21	-.23
FACFEED	1.91	2.49	2.56	2.59	.03	.01	.01	.00	.85	.84	.83	.83	622	5,564	9,720	121,532	.000	.000	.000	-.70	-.78	-.82
WORKHARD	2.85	2.58	2.55	2.57	.04	.01	.01	.00	.90	.84	.84	.84	622	5,565	9,717	121,490	.000	.000	.000	.32	.36	.33
FACOTHER	1.42	1.50	1.55	1.56	.03	.01	.01	.00	.78	.80	.80	.81	622	5,560	9,710	121,440	.010	.000	.000	-.11	-.16	-.17
OOCIDEAS	3.06	2.66	2.67	2.68	.04	.01	.01	.00	.89	.89	.88	.87	617	5,555	9,714	121,406	.000	.000	.000	.44	.43	.43
DIVRSTUD	2.21	2.65	2.60	2.55	.04	.01	.01	.00	1.07	1.02	1.00	1.02	614	5,565	9,720	121,432	.000	.000	.000	-.44	-.39	-.34
DIFFSTU2	2.52	2.70	2.71	2.68	.04	.01	.01	.00	1.05	1.00	.98	.98	622	5,562	9,719	121,440	.000	.000	.000	-.18	-.20	-.17
MEMORIZE	2.65	2.94	2.94	2.87	.04	.01	.01	.00	.89	.85	.85	.86	622	5,531	9,636	120,473	.000	.000	.000	-.35	-.34	-.26
ANALYZE	3.30	3.05	3.05	3.06	.03	.01	.01	.00	.81	.79	.78	.79	622	5,529	9,633	120,403	.000	.000	.000	.31	.33	.31
SYNTHESZ	2.99	2.83	2.80	2.83	.04	.01	.01	.00	.88	.85	.85	.84	618	5,523	9,625	120,337	.000	.000	.000	.19	.22	.20
EVALUATE	2.74	2.80	2.79	2.82	.04	.01	.01	.00	.96	.86	.86	.86	618	5,531	9,631	120,348	.144	.188	.032	-.07	-.06	-.10
APPLYING	2.99	2.97	2.97	2.98	.03	.01	.01	.00	.85	.87	.87	.85	618	5,530	9,633	120,375	.635	.640	.842	.02	.02	.01
READASGN	4.04	3.12	3.25	3.26	.04	.01	.01	.00	.91	.90	.92	.93	618	5,521	9,612	120,250	.000	.000	.000	1.02	.86	.84

^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^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 Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^d This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

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



NSSE 2006 Detailed Statistics ^a

University of Puerto Rico-Rio Piedras Campus
First-Year Students

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras compared with:			UPR-Rio Piedras compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
READOWN	1.87	2.05	2.05	2.06	.03	.01	.01	.00	.78	.93	.91	.91	618	5,515	9,604	120,254	.000	.000	.000	-.19	-.20	-.21
WRITEMOR	1.48	1.25	1.23	1.25	.03	.01	.01	.00	.62	.62	.61	.64	609	5,509	9,607	120,231	.000	.000	.000	.37	.42	.36
WRITEMID	2.38	2.23	2.28	2.29	.04	.01	.01	.00	.96	.83	.85	.84	614	5,512	9,602	120,233	.000	.017	.021	.17	.11	.11
WRITESML	3.05	2.95	3.08	3.05	.05	.01	.01	.00	1.18	1.03	1.05	1.05	618	5,514	9,602	120,208	.050	.571	.966	.09	-.03	.00
PROBSETA	2.28	2.65	2.64	2.63	.04	.02	.01	.00	1.04	1.15	1.14	1.12	611	5,510	9,586	119,878	.000	.000	.000	-.32	-.32	-.31
PROBSETB	2.77	2.72	2.78	2.74	.05	.02	.01	.00	1.25	1.24	1.21	1.22	611	5,508	9,582	119,767	.322	.955	.506	.04	.00	.03
EXAMS	4.98	5.41	5.38	5.42	.06	.02	.01	.00	1.56	1.17	1.14	1.15	618	5,515	9,595	120,082	.000	.000	.000	-.37	-.35	-.38
ATDART05	2.23	2.03	2.11	2.10	.03	.01	.01	.00	.85	.91	.93	.91	618	5,469	9,515	119,221	.000	.001	.000	.22	.13	.14
EXRCSE05	1.99	2.69	2.83	2.78	.05	.01	.01	.00	1.13	1.04	1.02	1.05	618	5,475	9,521	119,213	.000	.000	.000	-.66	-.82	-.74
WORSHPO5	1.68	2.05	2.11	2.09	.04	.02	.01	.00	.93	1.12	1.11	1.12	610	5,460	9,499	118,955	.000	.000	.000	-.34	-.38	-.37
OWNVIEW	2.60	2.53	2.57	2.57	.04	.01	.01	.00	.93	.90	.90	.89	614	5,465	9,509	119,127	.072	.362	.442	.08	.04	.03
OTHRVIEW	2.73	2.73	2.75	2.74	.03	.01	.01	.00	.85	.86	.86	.86	618	5,474	9,512	119,171	.826	.661	.824	.01	-.02	-.01
CHNGVIEW	2.70	2.77	2.79	2.80	.03	.01	.01	.00	.75	.83	.83	.84	618	5,474	9,514	119,135	.028	.002	.000	-.08	-.12	-.13
INTERN04	.04	.07	.07	.07	.01	.00	.00	.00	.20	.25	.26	.26	618	5,372	9,357	117,411	.012	.002	.000	-.09	-.11	-.12
VOLNTR04	.17	.34	.36	.37	.02	.01	.00	.00	.38	.47	.48	.48	618	5,360	9,358	117,289	.000	.000	.000	-.35	-.40	-.41
LRNCOM04	.15	.16	.17	.16	.01	.00	.00	.00	.36	.37	.37	.36	618	5,373	9,365	117,362	.582	.206	.708	-.02	-.05	-.02
RESRCH04	.04	.05	.04	.05	.01	.00	.00	.00	.19	.22	.20	.21	618	5,375	9,372	117,314	.184	.673	.371	-.05	-.02	-.04
FORLNG04	.04	.21	.25	.23	.01	.01	.00	.00	.20	.41	.43	.42	614	5,378	9,372	117,388	.000	.000	.000	-.42	-.49	-.44
STDABR04	.00	.03	.03	.03	.00	.00	.00	.00	.00	.17	.16	.16	606	5,361	9,361	117,308	.000	.000	.000	-.17	-.17	-.16
INDSTD04	.04	.03	.03	.03	.01	.00	.00	.00	.19	.17	.17	.18	614	5,372	9,368	117,286	.339	.378	.579	.05	.04	.02
SNRX04	.01	.02	.02	.01	.00	.00	.00	.00	.08	.12	.13	.12	614	5,370	9,364	117,313	.011	.001	.006	-.07	-.08	-.07
ENVSTU	5.72	5.33	5.40	5.48	.05	.02	.01	.00	1.36	1.42	1.42	1.38	618	5,372	9,361	117,346	.000	.000	.000	.27	.23	.17
ENVFAC	4.93	4.96	5.04	5.20	.06	.02	.01	.00	1.38	1.34	1.30	1.32	618	5,375	9,367	117,332	.647	.059	.000	-.02	-.08	-.20
ENVADM	3.98	4.42	4.47	4.61	.07	.02	.02	.00	1.65	1.56	1.54	1.56	618	5,372	9,354	117,250	.000	.000	.000	-.29	-.32	-.40
ACADPR01	4.07	3.91	3.95	3.99	.07	.02	.02	.00	1.86	1.62	1.61	1.61	618	5,340	9,298	116,597	.035	.116	.245	.10	.07	.05
WORKON01	1.35	1.52	1.49	1.53	.04	.02	.01	.00	1.11	1.31	1.22	1.22	614	5,333	9,303	116,668	.000	.002	.000	-.13	-.12	-.15
WORKOF01	2.19	2.80	2.24	2.59	.08	.03	.02	.01	2.01	2.45	2.14	2.40	618	5,347	9,308	116,622	.000	.502	.000	-.25	-.03	-.17
COCURR01	1.59	2.12	2.27	2.17	.05	.02	.02	.00	1.11	1.50	1.57	1.51	611	5,338	9,304	116,669	.000	.000	.000	-.36	-.44	-.39

^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^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 Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^d This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

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



**National Survey
of Student Engagement**

NSSE 2006 Detailed Statistics ^a

**University of Puerto Rico-Rio Piedras Campus
First-Year Students**

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras compared with:			UPR-Rio Piedras compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
SOCIAL05	3.75	3.82	3.96	3.79	.07	.02	.02	.00	1.74	1.69	1.70	1.69	614	5,327	9,290	116,559	.368	.003	.568	-.04	-.12	-.02
CAREDE01	1.76	1.83	1.54	1.78	.06	.02	.01	.00	1.60	1.63	1.35	1.70	607	5,326	9,283	116,484	.326	.001	.842	-.04	.17	-.01
COMMUTE	3.75	2.42	2.28	2.23	.07	.02	.01	.00	1.79	1.11	.96	1.02	614	5,333	9,292	116,562	.000	.000	.000	1.19	1.54	1.48
ENVSCHOL	2.92	3.03	2.99	3.07	.03	.01	.01	.00	.80	.77	.77	.77	614	5,292	9,221	115,591	.001	.050	.000	-.15	-.08	-.19
ENVSUPRT	2.56	2.93	2.92	2.99	.04	.01	.01	.00	.88	.82	.80	.81	614	5,288	9,215	115,541	.000	.000	.000	-.46	-.45	-.55
ENVDIVRS	2.49	2.56	2.53	2.57	.04	.01	.01	.00	1.01	.98	.97	.97	614	5,285	9,205	115,472	.092	.274	.043	-.07	-.05	-.08
ENVNACAD	1.98	2.08	2.06	2.13	.04	.01	.01	.00	.90	.94	.91	.93	614	5,288	9,215	115,428	.014	.049	.000	-.10	-.08	-.16
ENVSOCAL	2.31	2.32	2.36	2.37	.04	.01	.01	.00	.91	.93	.92	.93	606	5,284	9,195	115,386	.867	.279	.136	-.01	-.05	-.06
ENVEVENT	3.15	2.71	2.75	2.75	.03	.01	.01	.00	.79	.92	.90	.95	611	5,288	9,209	115,469	.000	.000	.000	.48	.44	.43
ENVCOMPT	3.22	3.37	3.34	3.32	.03	.01	.01	.00	.83	.76	.77	.79	614	5,291	9,213	115,520	.000	.000	.002	-.19	-.15	-.13
GNGENLED	3.36	3.07	3.09	3.12	.03	.01	.01	.00	.62	.80	.77	.79	618	5,235	9,142	114,318	.000	.000	.000	.36	.35	.31
GNWORK	2.61	2.64	2.67	2.70	.04	.01	.01	.00	.92	.94	.94	.95	618	5,239	9,146	114,273	.470	.185	.026	-.03	-.06	-.09
GNWRITE	2.91	2.91	2.91	2.95	.03	.01	.01	.00	.87	.87	.87	.87	618	5,239	9,146	114,304	.895	.886	.272	.01	.01	-.04
GNSPEAK	3.00	2.67	2.65	2.75	.03	.01	.01	.00	.83	.94	.94	.92	614	5,233	9,142	114,292	.000	.000	.000	.35	.37	.27
GNANALY	3.39	3.11	3.11	3.16	.03	.01	.01	.00	.77	.82	.80	.79	618	5,239	9,145	114,314	.000	.000	.000	.35	.35	.29
GNQUANT	2.75	2.84	2.81	2.86	.04	.01	.01	.00	1.02	.91	.89	.89	614	5,236	9,135	114,194	.032	.156	.010	-.10	-.07	-.12
GNCMPTS	2.93	3.04	2.98	3.00	.04	.01	.01	.00	.99	.92	.90	.91	618	5,239	9,144	114,291	.008	.217	.081	-.12	-.06	-.08
GNOTHERS	2.90	2.85	2.87	2.92	.03	.01	.01	.00	.82	.90	.89	.89	618	5,234	9,143	114,297	.198	.401	.512	.05	.03	-.02
GNCITIZN	1.76	1.96	1.94	1.92	.04	.01	.01	.00	.94	1.01	1.00	.99	614	5,197	9,033	113,209	.000	.000	.000	-.20	-.19	-.17
GNINQ	2.92	2.85	2.84	2.85	.04	.01	.01	.00	.88	.86	.85	.86	614	5,196	9,045	113,261	.060	.028	.058	.08	.09	.08
GNSSELF	2.81	2.63	2.68	2.71	.04	.01	.01	.00	.96	.97	.96	.97	618	5,196	9,041	113,282	.000	.001	.007	.18	.14	.11
GNDIVERS	2.76	2.61	2.60	2.57	.04	.01	.01	.00	.96	.98	.98	.97	618	5,195	9,040	113,250	.000	.000	.000	.15	.17	.20
GNPROBSV	2.71	2.55	2.54	2.58	.04	.01	.01	.00	.93	.93	.92	.93	614	5,200	9,046	113,249	.000	.000	.000	.18	.18	.14
GNETHICS	2.56	2.49	2.55	2.59	.04	.01	.01	.00	.97	.99	1.00	1.00	614	5,200	9,044	113,241	.100	.846	.481	.07	.01	-.03
GNCOMMUN	2.44	2.21	2.30	2.34	.04	.01	.01	.00	.89	.96	.98	.98	618	5,199	9,043	113,215	.000	.000	.005	.24	.14	.10
GNSPIRIT	1.90	1.93	2.02	2.05	.04	.01	.01	.00	1.00	1.04	1.07	1.07	618	5,198	9,040	113,212	.450	.004	.000	-.03	-.11	-.14
ADVISE	2.68	2.92	2.90	2.94	.04	.01	.01	.00	.91	.85	.84	.85	611	5,211	9,065	113,638	.000	.000	.000	-.28	-.26	-.31
ENTIREXP	3.20	3.10	3.12	3.16	.03	.01	.01	.00	.71	.71	.70	.71	614	5,212	9,066	113,688	.001	.011	.213	.14	.11	.05
SAMECOLL	3.51	3.10	3.18	3.20	.03	.01	.01	.00	.65	.84	.82	.83	614	5,211	9,062	113,665	.000	.000	.000	.48	.40	.37

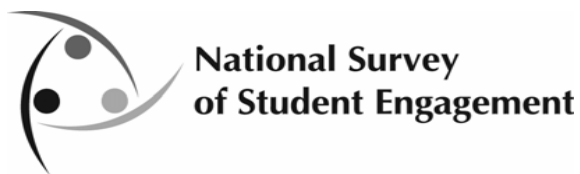
^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^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 Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distributor

^d This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance

^e Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group



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	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras compared with:			UPR-Rio Piedras compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
CLQUEST	2.91	2.95	3.00	3.06	.03	.01	.01	.00	.84	.86	.86	.85	860	7,265	11,400	127,683	.202	.004	.000	-.05	-.10	-.17
CLPRESEN	2.72	2.65	2.74	2.80	.03	.01	.01	.00	.90	.88	.87	.86	860	7,256	11,388	127,625	.025	.459	.012	.08	-.03	-.09
REWROPAP	2.68	2.56	2.48	2.49	.03	.01	.01	.00	.96	.98	.98	.98	860	7,264	11,396	127,597	.000	.000	.000	.13	.21	.20
INTEGRAT	3.24	3.22	3.29	3.30	.03	.01	.01	.00	.84	.77	.76	.74	855	7,254	11,392	127,587	.569	.145	.049	.02	-.06	-.08
DIVCLASS	2.69	2.69	2.78	2.78	.03	.01	.01	.00	.94	.95	.93	.92	860	7,256	11,383	127,504	.836	.007	.003	-.01	-.10	-.10
CLUNPREP	2.34	2.09	2.14	2.12	.02	.01	.01	.00	.71	.77	.77	.78	860	7,247	11,369	127,486	.000	.000	.000	.33	.25	.29
CLASSGRP	2.68	2.46	2.50	2.51	.03	.01	.01	.00	.92	.88	.89	.88	860	7,259	11,385	127,524	.000	.000	.000	.26	.20	.19
OCCGRP	2.89	2.66	2.76	2.75	.03	.01	.01	.00	.96	.92	.91	.90	860	7,262	11,390	127,585	.000	.000	.000	.25	.14	.16
INTIDEAS	2.88	2.83	2.90	2.91	.03	.01	.01	.00	.86	.82	.80	.80	860	7,127	11,090	123,994	.135	.504	.343	.05	-.03	-.03
TUTOR	1.67	1.80	1.84	1.89	.03	.01	.01	.00	.89	.92	.92	.95	860	7,124	11,090	124,025	.000	.000	.000	-.14	-.18	-.22
COMMPROJ	1.54	1.59	1.65	1.69	.03	.01	.01	.00	.85	.86	.88	.89	855	7,125	11,092	123,963	.076	.000	.000	-.06	-.12	-.17
ITACADEM	3.19	2.84	2.87	2.85	.03	.01	.01	.00	.95	1.03	1.03	1.02	860	7,129	11,090	124,047	.000	.000	.000	.34	.31	.33
EMAIL	2.92	3.31	3.37	3.31	.03	.01	.01	.00	.93	.77	.76	.78	860	7,125	11,092	124,041	.000	.000	.000	-.51	-.59	-.50
FACGRADE	2.41	2.74	2.82	2.79	.03	.01	.01	.00	.88	.88	.88	.87	860	7,131	11,097	124,026	.000	.000	.000	-.37	-.47	-.44
FACPLANS	2.23	2.24	2.38	2.41	.03	.01	.01	.00	.89	.94	.96	.96	860	7,125	11,092	124,036	.701	.000	.000	-.01	-.15	-.19
FACIDEAS	1.84	1.97	2.05	2.08	.03	.01	.01	.00	.83	.91	.91	.91	860	7,123	11,084	124,009	.000	.000	.000	-.15	-.23	-.26
FACFEED	2.03	2.68	2.75	2.77	.03	.01	.01	.00	.91	.82	.81	.80	860	7,084	11,007	123,077	.000	.000	.000	-.79	-.88	-.92
WORKHARD	2.93	2.69	2.68	2.69	.03	.01	.01	.00	.88	.85	.86	.85	860	7,080	11,003	123,064	.000	.000	.000	.28	.30	.28
FACOTHER	1.65	1.64	1.76	1.81	.03	.01	.01	.00	.92	.87	.93	.94	855	7,071	10,995	123,054	.670	.001	.000	.02	-.12	-.17
OOCIDEAS	2.93	2.82	2.84	2.84	.03	.01	.01	.00	.86	.85	.85	.85	860	7,079	11,002	123,042	.000	.003	.002	.13	.11	.11
DIVRSTUD	2.28	2.71	2.72	2.65	.04	.01	.01	.00	1.05	.99	.98	.99	853	7,070	10,994	122,992	.000	.000	.000	-.44	-.45	-.37
DIFFSTU2	2.63	2.68	2.77	2.71	.04	.01	.01	.00	1.05	.99	.96	.95	860	7,072	10,990	122,997	.192	.000	.028	-.05	-.14	-.08
MEMORIZE	2.87	2.84	2.81	2.74	.03	.01	.01	.00	.90	.90	.91	.91	860	7,054	10,929	122,456	.343	.055	.000	.03	.07	.14
ANALYZE	3.39	3.23	3.22	3.22	.03	.01	.01	.00	.76	.75	.75	.75	854	7,053	10,927	122,407	.000	.000	.000	.21	.23	.23
SYNTHESZ	3.12	2.96	2.99	3.01	.03	.01	.01	.00	.78	.85	.85	.84	860	7,048	10,923	122,377	.000	.000	.000	.19	.16	.13
EVALUATE	3.07	2.90	2.92	2.94	.03	.01	.01	.00	.84	.89	.88	.87	860	7,042	10,917	122,367	.000	.000	.000	.18	.16	.14
APPLYING	3.19	3.14	3.16	3.17	.03	.01	.01	.00	.92	.85	.84	.83	860	7,054	10,923	122,387	.147	.363	.536	.06	.04	.02
READASGN	3.50	3.08	3.16	3.18	.04	.01	.01	.00	1.17	.99	1.00	1.01	860	7,034	10,903	122,071	.000	.000	.000	.42	.34	.32

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^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 Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^d This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

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



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	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras compared with:			UPR-Rio Piedras compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
READOWN	2.11	2.17	2.20	2.21	.03	.01	.01	.00	.82	.97	.99	.98	860	7,029	10,904	122,087	.087	.003	.001	-.05	-.09	-.10
WRITEMOR	1.97	1.62	1.62	1.64	.03	.01	.01	.00	.98	.77	.75	.76	860	7,038	10,906	122,113	.000	.000	.000	.45	.46	.43
WRITEMID	2.44	2.49	2.52	2.59	.04	.01	.01	.00	1.07	.96	.96	.95	860	7,033	10,903	122,085	.243	.045	.000	-.05	-.08	-.15
WRITESML	2.69	2.80	2.93	2.99	.04	.01	.01	.00	1.27	1.16	1.17	1.16	855	7,031	10,896	122,066	.013	.000	.000	-.10	-.21	-.26
PROBSETA	2.44	2.62	2.56	2.57	.04	.01	.01	.00	1.26	1.20	1.21	1.22	860	7,010	10,849	121,475	.000	.004	.002	-.15	-.10	-.11
PROBSETB	2.76	2.34	2.38	2.34	.05	.01	.01	.00	1.33	1.22	1.22	1.21	855	7,011	10,847	121,320	.000	.000	.000	.35	.31	.35
EXAMS	4.68	5.50	5.43	5.42	.05	.01	.01	.00	1.60	1.19	1.19	1.24	855	7,014	10,878	121,761	.000	.000	.000	-.69	-.63	-.59
ATDART05	2.04	1.92	1.99	2.01	.03	.01	.01	.00	.94	.88	.91	.90	854	6,992	10,834	121,334	.000	.110	.316	.14	.06	.04
EXRCSE05	2.39	2.58	2.72	2.70	.04	.01	.01	.00	1.10	1.05	1.04	1.04	854	6,985	10,828	121,320	.000	.000	.000	-.18	-.31	-.30
WORSHPO5	2.00	2.21	2.22	2.18	.04	.01	.01	.00	1.12	1.15	1.13	1.14	849	6,970	10,805	121,072	.000	.000	.000	-.19	-.19	-.16
OWNVIEW	2.69	2.62	2.71	2.69	.03	.01	.01	.00	.94	.88	.88	.88	849	6,983	10,825	121,271	.035	.523	.967	.08	-.02	.00
OTHRVIEW	2.93	2.77	2.84	2.83	.03	.01	.01	.00	.89	.85	.85	.85	849	6,981	10,825	121,280	.000	.005	.001	.18	.10	.11
CHNGVIEW	2.81	2.82	2.87	2.87	.03	.01	.01	.00	.85	.82	.82	.81	854	6,982	10,821	121,281	.663	.034	.033	-.02	-.08	-.08
INTERN04	.51	.47	.50	.53	.02	.01	.00	.00	.50	.50	.50	.50	855	6,927	10,708	120,158	.019	.747	.252	.08	.01	-.04
VOLNTR04	.35	.51	.56	.59	.02	.01	.00	.00	.48	.50	.50	.49	860	6,928	10,711	120,073	.000	.000	.000	-.31	-.41	-.47
LRNCOM04	.23	.21	.25	.25	.01	.00	.00	.00	.42	.41	.43	.43	849	6,927	10,711	120,104	.393	.082	.095	.03	-.06	-.06
RESRCH04	.19	.15	.17	.19	.01	.00	.00	.00	.39	.36	.38	.39	860	6,932	10,709	120,125	.013	.206	.901	.10	.05	.00
FORLNG04	.25	.35	.43	.41	.01	.01	.00	.00	.43	.48	.50	.49	854	6,933	10,708	120,163	.000	.000	.000	-.22	-.37	-.33
STDABR04	.09	.09	.16	.14	.01	.00	.00	.00	.29	.28	.36	.35	833	6,934	10,710	120,106	.562	.000	.000	.02	-.17	-.14
INDSTD04	.11	.13	.17	.19	.01	.00	.00	.00	.31	.33	.38	.39	860	6,926	10,709	120,113	.119	.000	.000	-.05	-.17	-.20
SNRX04	.19	.24	.29	.33	.01	.01	.00	.00	.39	.43	.45	.47	860	6,930	10,709	120,123	.000	.000	.000	-.12	-.22	-.28
ENVSTU	5.73	5.53	5.57	5.60	.05	.02	.01	.00	1.35	1.34	1.35	1.34	860	6,930	10,713	120,053	.000	.001	.007	.15	.12	.09
ENVFAC	5.01	5.23	5.31	5.42	.05	.02	.01	.00	1.52	1.38	1.36	1.34	860	6,930	10,710	120,095	.000	.000	.000	-.16	-.22	-.31
ENVADM	3.88	4.48	4.45	4.51	.06	.02	.02	.00	1.75	1.63	1.69	1.68	855	6,929	10,703	120,012	.000	.000	.000	-.37	-.33	-.37
ACADPR01	3.58	3.97	4.01	4.10	.05	.02	.02	.01	1.61	1.71	1.72	1.74	860	6,901	10,652	119,535	.000	.000	.000	-.22	-.25	-.30
WORKON01	1.43	1.67	1.78	1.84	.05	.02	.02	.00	1.36	1.53	1.61	1.59	854	6,895	10,658	119,512	.000	.000	.000	-.16	-.22	-.26
WORKOF01	4.23	4.45	3.76	3.80	.10	.03	.03	.01	2.82	2.89	2.79	2.80	854	6,900	10,658	119,520	.031	.000	.000	-.08	.17	.15
COCURR01	1.65	1.84	2.07	2.09	.04	.02	.01	.00	1.31	1.34	1.50	1.52	849	6,899	10,658	119,555	.000	.000	.000	-.14	-.28	-.29

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	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras	Selected Peers	Carnegie Peers	NSSE 2006	UPR-Rio Piedras compared with:			UPR-Rio Piedras compared with:		
																	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
SOCIAL05	3.55	3.38	3.58	3.48	.06	.02	.02	.00	1.84	1.52	1.58	1.54	855	6,894	10,649	119,385	.011	.667	.297	.11	-.02	.04
CAREDE01	2.25	2.72	2.21	2.33	.07	.03	.02	.01	2.06	2.47	2.19	2.27	854	6,894	10,645	119,348	.000	.572	.234	-.19	.02	-.04
COMMUTE	3.73	2.53	2.38	2.37	.07	.01	.01	.00	1.91	1.09	1.00	1.02	860	6,901	10,656	119,435	.000	.000	.000	1.10	1.35	1.33
ENVSCHOL	2.89	3.08	3.03	3.08	.03	.01	.01	.00	.85	.77	.78	.78	860	6,851	10,596	118,782	.000	.000	.000	-.25	-.18	-.24
ENVSUPRT	2.44	2.79	2.80	2.87	.03	.01	.01	.00	.83	.84	.85	.84	860	6,859	10,604	118,771	.000	.000	.000	-.42	-.42	-.51
ENVDIVRS	2.36	2.39	2.36	2.40	.03	.01	.01	.00	1.01	.98	.99	.98	860	6,840	10,593	118,652	.436	.998	.346	-.03	.00	-.03
ENVNACAD	1.91	1.83	1.84	1.91	.03	.01	.01	.00	.90	.90	.89	.91	860	6,840	10,587	118,606	.008	.025	.804	.10	.08	.01
ENVSOCAL	2.15	2.06	2.11	2.14	.03	.01	.01	.00	.95	.90	.91	.91	843	6,826	10,586	118,529	.010	.230	.805	.10	.04	.01
ENVEVENT	2.81	2.43	2.55	2.56	.03	.01	.01	.00	.93	.94	.93	.95	860	6,850	10,594	118,660	.000	.000	.000	.40	.28	.25
ENVCOMPT	3.32	3.42	3.45	3.47	.03	.01	.01	.00	.86	.76	.73	.74	860	6,855	10,600	118,740	.003	.000	.000	-.12	-.18	-.20
GNGENLED	3.54	3.19	3.20	3.24	.02	.01	.01	.00	.58	.79	.78	.79	860	6,813	10,538	118,002	.000	.000	.000	.44	.43	.38
GNWORK	3.03	2.99	2.98	3.02	.03	.01	.01	.00	.91	.93	.94	.93	860	6,803	10,527	117,953	.151	.108	.699	.05	.06	.01
GNWRITE	3.23	3.01	3.02	3.07	.03	.01	.01	.00	.80	.88	.88	.86	860	6,808	10,530	117,970	.000	.000	.000	.24	.24	.19
GNSPEAK	3.25	2.87	2.90	2.96	.03	.01	.01	.00	.81	.92	.92	.90	860	6,810	10,535	117,965	.000	.000	.000	.40	.37	.32
GNANALY	3.44	3.27	3.29	3.33	.02	.01	.01	.00	.67	.77	.77	.76	860	6,812	10,534	117,974	.000	.000	.000	.21	.19	.15
GNQUANT	2.95	3.05	2.99	3.02	.03	.01	.01	.00	.94	.87	.90	.89	860	6,802	10,523	117,874	.005	.346	.058	-.11	-.03	-.07
GNCMPTS	3.30	3.20	3.18	3.20	.03	.01	.01	.00	.87	.85	.86	.85	860	6,811	10,535	117,985	.002	.000	.001	.11	.13	.11
GNOTHERS	3.13	3.04	3.10	3.14	.03	.01	.01	.00	.86	.87	.87	.85	860	6,808	10,523	117,975	.002	.212	.952	.11	.04	.00
GNCITIZN	2.26	2.00	2.13	2.09	.04	.01	.01	.00	1.05	1.02	1.05	1.04	860	6,776	10,489	117,339	.000	.001	.000	.26	.12	.16
GNINQ	3.11	2.96	2.98	3.00	.03	.01	.01	.00	.92	.91	.91	.89	860	6,775	10,490	117,395	.000	.000	.000	.16	.15	.13
GNSSELF	2.78	2.64	2.75	2.78	.04	.01	.01	.00	1.06	1.04	1.02	1.01	849	6,777	10,489	117,382	.000	.306	.934	.14	.04	.00
GNDIVERS	2.79	2.58	2.57	2.57	.03	.01	.01	.00	1.00	1.01	.99	.99	853	6,777	10,488	117,348	.000	.000	.000	.20	.22	.22
GNPROBSV	2.92	2.69	2.69	2.71	.03	.01	.01	.00	.94	.98	.98	.96	860	6,779	10,491	117,385	.000	.000	.000	.24	.24	.22
GNETHICS	2.75	2.54	2.59	2.65	.03	.01	.01	.00	.99	1.05	1.05	1.04	860	6,778	10,489	117,366	.000	.000	.002	.20	.16	.10
GNCOMMUN	2.65	2.27	2.35	2.41	.03	.01	.01	.00	.99	1.01	1.02	1.02	860	6,774	10,487	117,338	.000	.000	.000	.37	.30	.23
GNSPIRIT	2.00	1.79	1.86	1.92	.04	.01	.01	.00	1.10	1.02	1.06	1.08	860	6,774	10,485	117,306	.000	.000	.045	.21	.13	.07
ADVISE	2.42	2.77	2.75	2.83	.03	.01	.01	.00	1.00	.93	.95	.95	860	6,794	10,507	117,618	.000	.000	.000	-.37	-.34	-.42
ENTIREXP	3.07	3.09	3.12	3.19	.02	.01	.01	.00	.72	.73	.75	.74	860	6,796	10,502	117,619	.512	.092	.000	-.02	-.06	-.16
SAMECOLL	3.25	3.04	3.09	3.17	.03	.01	.01	.00	.79	.88	.89	.86	860	6,796	10,504	117,600	.000	.000	.006	.23	.18	.09

^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^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 Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distributor

^d This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance

^e Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group



**National Survey
of Student Engagement**

University of Puerto Rico-Rio Piedras Campus

Frequency Distributions

August 2006

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.¹ Targeted oversamples and other non-randomly selected students are not included in this report.

Class

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

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.

Response Options

Response options appear in the second column 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/html/2006_inst_report.htm.

NSSE 2006 Engagement Item Frequency Distributions^a
NSSEville State University

Variable	Response Options	First-Year Students								Seniors								
		NSSEville State		Selected Peers		Carnegie Peers		NSSE 2006		NSSEville State		Selected Peers		Carnegie Peers		NSSE 2006		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never	7	1%	210	3%	202	2%	3,791	3%	1	0%	99	2%	89	1%	2,111	2%
		Sometimes	138	31%	2721	40%	3,083	33%	47,772	38%	58	17%	1570	27%	1,566	21%	32,172	27%
		Often	163	40%	2404	35%	3,290	38%	46,652	35%	118	37%	1958	32%	2,458	34%	42,486	33%
		Very often	94	27%	1549	22%	2,158	26%	32,486	23%	154	46%	2465	39%	3,233	44%	51,477	37%
		Total	402	100%	6884	100%	8,733	100%	130,701	100%	331	100%	6092	100%	7,346	100%	128,246	100%
b. Made a class presentation	CLPRESEN	Never	43	11%	948	14%	955	12%	17,353	16%	8	3%	261	5%	274	4%	5,026	5%
		Sometimes	244	57%	3768	54%	4,515	50%	71,227	53%	120	36%	2097	36%	2,153	31%	41,250	34%
		Often	98	25%	1739	25%	2,529	28%	32,693	24%	124	37%	2334	38%	2,856	38%	49,222	37%
		Very often	17	7%	426	7%	726	9%	9,340	7%	79	24%	1398	22%	2,061	27%	32,693	24%
		Total	402	100%	6881	100%	8,725	100%	130,613	100%	331	100%	6090	100%	7,344	100%	128,191	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	35	10%	988	14%	884	11%	17,251	13%	62	19%	982	17%	1,065	14%	20,747	16%
		Sometimes	101	23%	2170	32%	2,494	29%	41,938	31%	123	36%	2387	40%	2,702	36%	49,272	38%
		Often	150	38%	2195	32%	2,998	34%	42,107	32%	81	26%	1620	26%	2,024	28%	34,025	27%
		Very often	115	29%	1525	22%	2,349	27%	29,281	23%	65	19%	1101	17%	1,556	22%	24,132	19%
		Total	401	100%	6878	100%	8,725	100%	130,577	100%	331	100%	6090	100%	7,347	100%	128,176	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	10	3%	157	2%	179	3%	2,737	3%	2	1%	52	1%	78	1%	1,210	1%
		Sometimes	76	16%	1536	22%	1,758	21%	28,128	22%	50	15%	716	13%	869	12%	15,432	13%
		Often	186	46%	3174	46%	3,963	45%	58,796	44%	134	41%	2389	40%	2,913	40%	49,980	40%
		Very often	130	35%	2007	29%	2,826	31%	40,907	31%	145	43%	2934	46%	3,485	47%	61,533	46%
		Total	402	100%	6874	100%	8,726	100%	130,568	100%	331	100%	6091	100%	7,345	100%	128,155	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVCLASS	Never	25	6%	422	6%	598	8%	7,741	7%	16	5%	348	6%	507	7%	8,164	8%
		Sometimes	134	33%	2343	34%	3,107	34%	42,685	33%	100	30%	1926	32%	2,470	33%	40,724	33%
		Often	172	39%	2613	38%	3,246	38%	49,846	38%	117	35%	2129	35%	2,489	34%	44,705	34%
		Very often	71	22%	1497	22%	1,771	21%	30,252	22%	97	29%	1683	27%	1,870	25%	34,484	26%
		Total	402	100%	6875	100%	8,722	100%	130,524	100%	330	100%	6086	100%	7,336	100%	128,077	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.

¹ U.S. institutions include only U.S. schools in their comparison groups. Canadian institutions contain both Canadian and U.S. institutions.

**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

			First-Year Students								Seniors									
			UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006			
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
1a.	Asked questions in class or contributed to class discussions	CLQUEST	Never	1	1%	163	4%	270	4%	3,797	3%	2	2%	101	3%	174	2%	2,110	2%	
			Sometimes	74	47%	1626	44%	2,894	42%	47,836	38%	54	35%	1396	31%	2,439	29%	32,176	27%	
				Often	50	33%	1375	34%	2,364	34%	46,765	35%	50	35%	1520	34%	2,788	34%	42,554	33%
				Very often	32	20%	733	18%	1,460	20%	32,548	23%	45	29%	1452	32%	2,814	34%	51,586	37%
				Total	157	100%	3897	100%	6,988	100%	130,946	100%	151	100%	4469	100%	8,215	100%	128,426	100%
b.	Made a class presentation	CLPRESEN	Never	30	19%	654	22%	1,608	24%	17,366	16%	11	8%	355	8%	460	6%	5,023	5%	
			Sometimes	79	50%	2011	51%	3,647	52%	71,392	53%	50	34%	1653	40%	2,948	36%	41,320	34%	
				Often	34	22%	939	21%	1,351	19%	32,757	24%	55	35%	1531	33%	2,941	35%	49,291	37%
				Very often	15	9%	289	6%	376	5%	9,342	7%	35	22%	924	19%	1,859	22%	32,737	24%
				Total	158	100%	3893	100%	6,982	100%	130,857	100%	151	100%	4463	100%	8,208	100%	128,371	100%
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	16	11%	537	15%	1,096	16%	17,270	13%	14	10%	678	15%	1,413	17%	20,795	16%	
			Sometimes	55	36%	1220	32%	2,229	32%	41,984	31%	55	36%	1585	36%	3,106	37%	49,340	38%	
				Often	38	24%	1249	32%	2,197	31%	42,219	32%	42	29%	1247	28%	2,174	27%	34,064	27%
				Very often	49	30%	888	21%	1,460	20%	29,347	23%	40	25%	958	21%	1,518	19%	24,157	19%
				Total	158	100%	3894	100%	6,982	100%	130,820	100%	151	100%	4468	100%	8,211	100%	128,356	100%
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	5	3%	102	4%	206	3%	2,742	3%	5	4%	79	2%	111	2%	1,207	1%	
			Sometimes	42	27%	815	22%	1,590	23%	28,162	22%	21	14%	621	15%	1,069	14%	15,461	13%	
				Often	65	41%	1746	45%	3,099	44%	58,917	44%	55	35%	1813	42%	3,228	39%	50,059	40%
				Very often	47	29%	1229	29%	2,084	29%	40,990	31%	69	46%	1953	41%	3,800	45%	61,609	46%
				Total	159	100%	3892	100%	6,979	100%	130,811	100%	150	100%	4466	100%	8,208	100%	128,336	100%
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVCLASS	Never	6	4%	251	8%	484	8%	7,760	7%	15	10%	429	10%	616	8%	8,165	8%	
			Sometimes	60	38%	1281	34%	2,163	32%	42,759	33%	53	35%	1435	34%	2,638	32%	40,771	32%	
				Often	51	32%	1426	35%	2,642	37%	49,967	38%	47	31%	1466	32%	2,764	34%	44,775	34%
				Very often	41	26%	937	23%	1,696	24%	30,282	22%	36	24%	1133	24%	2,183	26%	34,545	26%
				Total	158	100%	3895	100%	6,985	100%	130,768	100%	151	100%	4463	100%	8,201	100%	128,256	100%
f.	Come to class without completing readings or assignments	CLUNPREP	Never	26	16%	722	19%	1,243	18%	28,861	22%	7	5%	839	19%	1,330	17%	23,632	18%	
			Sometimes	100	64%	2305	59%	4,187	59%	78,277	59%	100	64%	2665	59%	4,900	59%	77,197	59%	
				Often	24	16%	603	16%	1,088	16%	16,593	14%	32	22%	660	15%	1,375	17%	18,783	15%
				Very often	7	4%	257	6%	457	7%	6,976	6%	12	9%	298	6%	592	7%	8,635	7%
				Total	157	100%	3887	100%	6,975	100%	130,707	100%	151	100%	4462	100%	8,197	100%	128,247	100%
g.	Worked with other students on projects during class	CLASSGRP	Never	23	14%	438	13%	973	14%	15,881	12%	16	11%	574	12%	935	11%	13,044	10%	
			Sometimes	76	48%	1752	44%	3,235	45%	61,251	46%	46	31%	1889	43%	3,552	43%	56,072	43%	
				Often	46	28%	1272	32%	2,062	30%	40,953	32%	57	37%	1369	31%	2,450	30%	39,689	31%
				Very often	14	9%	431	11%	711	10%	12,676	10%	32	21%	634	14%	1,266	16%	19,492	15%
				Total	159	100%	3893	100%	6,981	100%	130,761	100%	151	100%	4466	100%	8,203	100%	128,297	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras				Selected Peers				Carnegie Peers				NSSE 2006				
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	14	9%	553	17%	1,077	17%	15,766	15%	10	7%	405	9%	546	7%	7,901	7%
			Sometimes	80	51%	1749	45%	3,171	45%	58,371	45%	45	30%	1605	38%	2,819	35%	43,773	35%
			Often	40	25%	1122	26%	1,915	26%	40,783	29%	45	29%	1404	31%	2,675	32%	44,877	34%
			Very often	25	16%	471	12%	822	12%	15,909	11%	51	34%	1053	22%	2,167	26%	31,776	24%
		Total	159	100%	3895	100%	6,985	100%	130,829	100%	151	100%	4467	100%	8,207	100%	128,327	100%	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	10	6%	255	8%	449	8%	7,668	7%	6	4%	167	4%	226	3%	3,176	3%
			Sometimes	67	42%	1553	43%	2,772	43%	51,467	42%	45	30%	1282	31%	2,231	28%	33,910	28%
			Often	51	32%	1421	37%	2,468	36%	48,136	38%	57	39%	1858	42%	3,525	44%	55,522	44%
			Very often	31	19%	498	12%	882	13%	16,945	13%	43	27%	1070	23%	2,003	24%	32,404	25%
		Total	159	100%	3727	100%	6,571	100%	124,216	100%	151	100%	4377	100%	7,985	100%	125,012	100%	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	Never	93	58%	1865	51%	3,272	51%	62,697	52%	83	55%	1968	46%	3,482	44%	51,118	43%
			Sometimes	46	29%	1271	34%	2,278	34%	42,844	33%	41	28%	1562	36%	2,922	37%	44,945	36%
			Often	12	8%	397	11%	741	11%	13,138	10%	18	11%	483	11%	923	11%	16,361	13%
			Very often	8	5%	194	5%	283	4%	5,567	4%	9	6%	362	8%	660	8%	12,609	9%
		Total	159	100%	3727	100%	6,574	100%	124,246	100%	151	100%	4375	100%	7,987	100%	125,033	100%	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	Never	133	84%	2403	70%	4,388	68%	77,333	65%	99	65%	2538	61%	4,512	57%	63,731	54%
			Sometimes	20	13%	854	20%	1,366	20%	31,245	23%	28	20%	1149	25%	2,238	28%	38,409	29%
			Often	5	3%	316	7%	583	8%	10,964	8%	16	10%	424	9%	757	10%	14,495	11%
			Very often	1	1%	152	3%	233	3%	4,618	3%	7	5%	264	5%	480	6%	8,351	6%
		Total	159	100%	3725	100%	6,570	100%	124,160	100%	150	100%	4375	100%	7,987	100%	124,986	100%	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	Never	18	11%	470	13%	969	15%	18,881	16%	8	6%	469	11%	920	11%	13,961	11%
			Sometimes	38	24%	1105	30%	2,019	30%	38,365	30%	31	21%	1192	28%	2,175	26%	34,398	27%
			Often	36	23%	1039	28%	1,793	28%	34,311	27%	35	23%	1172	26%	2,075	26%	33,568	27%
			Very often	67	42%	1114	29%	1,789	28%	32,680	26%	77	51%	1544	35%	2,816	36%	43,111	35%
		Total	159	100%	3728	100%	6,570	100%	124,237	100%	151	100%	4377	100%	7,986	100%	125,038	100%	
m.	Used e-mail to communicate with an instructor	EMAIL	Never	55	35%	93	3%	104	2%	2,333	3%	10	7%	30	1%	42	1%	940	1%
			Sometimes	51	32%	913	25%	1,410	23%	29,071	26%	40	27%	701	17%	1,093	15%	18,649	17%
			Often	29	18%	1391	38%	2,428	37%	46,042	36%	51	34%	1391	33%	2,430	31%	39,419	32%
			Very often	24	15%	1329	34%	2,629	38%	46,789	34%	50	32%	2254	50%	4,423	53%	66,040	50%
		Total	159	100%	3726	100%	6,571	100%	124,235	100%	151	100%	4376	100%	7,988	100%	125,048	100%	
n.	Discussed grades or assignments with an instructor	FACGRADE	Never	24	15%	316	9%	585	9%	9,518	9%	20	13%	229	5%	330	4%	5,037	5%
			Sometimes	81	52%	1702	46%	2,776	43%	53,783	44%	69	46%	1698	40%	2,911	37%	44,257	37%
			Often	35	23%	1091	29%	2,035	31%	39,310	31%	42	27%	1335	31%	2,577	32%	42,151	33%
			Very often	18	11%	619	15%	1,176	17%	21,597	17%	20	13%	1117	24%	2,172	27%	33,582	25%
		Total	158	100%	3728	100%	6,572	100%	124,208	100%	151	100%	4379	100%	7,990	100%	125,027	100%	

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
o.	Talked about career plans with a faculty member or advisor	FACPLANS	Never	54	34%	881	25%	1,754	27%	29,158	26%	30	21%	931	22%	1,433	18%	18,431	17%
			Sometimes	68	43%	1769	47%	3,053	46%	59,343	47%	70	46%	1909	44%	3,357	42%	50,215	41%
			Often	23	14%	738	20%	1,236	19%	24,953	19%	35	23%	937	20%	1,888	24%	32,952	25%
			Very often	14	9%	339	8%	527	8%	10,777	8%	16	10%	599	13%	1,309	16%	23,441	17%
		Total	159	100%	3727	100%	6,570	100%	124,231	100%	151	100%	4376	100%	7,987	100%	125,039	100%	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	89	56%	1740	47%	2,877	44%	50,558	43%	59	38%	1450	34%	2,351	30%	32,368	28%
			Sometimes	51	32%	1295	35%	2,516	38%	49,885	39%	67	45%	1860	42%	3,571	44%	57,014	45%
			Often	12	8%	463	12%	798	12%	16,738	13%	17	12%	699	16%	1,329	17%	22,716	17%
			Very often	7	5%	228	6%	379	6%	7,028	5%	8	5%	367	8%	731	9%	12,922	9%
		Total	159	100%	3726	100%	6,570	100%	124,209	100%	151	100%	4376	100%	7,982	100%	125,020	100%	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	Never	58	37%	360	11%	533	9%	8,147	8%	47	32%	276	7%	397	5%	4,777	5%
			Sometimes	65	41%	1467	41%	2,504	40%	45,568	39%	63	42%	1445	35%	2,597	33%	37,153	32%
			Often	28	18%	1380	37%	2,530	38%	50,185	39%	29	19%	1877	42%	3,505	44%	57,195	45%
			Very often	8	5%	467	12%	903	13%	18,682	14%	12	8%	748	17%	1,420	18%	25,008	18%
		Total	159	100%	3674	100%	6,470	100%	122,582	100%	151	100%	4346	100%	7,919	100%	124,133	100%	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	9	6%	293	8%	595	9%	9,499	9%	5	4%	286	7%	549	7%	7,415	7%
			Sometimes	50	32%	1428	39%	2,601	40%	48,393	40%	48	31%	1557	36%	2,988	37%	44,726	37%
			Often	54	34%	1396	38%	2,321	36%	45,871	37%	50	33%	1667	38%	2,902	37%	47,476	38%
			Very often	46	28%	558	14%	950	14%	18,804	15%	48	32%	834	19%	1,479	19%	24,493	19%
		Total	159	100%	3675	100%	6,467	100%	122,567	100%	151	100%	4344	100%	7,918	100%	124,110	100%	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	115	72%	2300	66%	3,910	62%	69,902	61%	89	60%	2364	57%	3,940	51%	53,225	48%
			Sometimes	28	17%	852	21%	1,666	25%	34,988	26%	32	21%	1216	27%	2,361	30%	40,975	31%
			Often	10	6%	386	10%	647	10%	12,645	9%	20	13%	500	10%	997	12%	18,747	13%
			Very often	6	4%	133	3%	241	3%	5,003	4%	9	6%	261	6%	618	7%	11,158	8%
		Total	159	100%	3671	100%	6,464	100%	122,538	100%	150	100%	4341	100%	7,916	100%	124,105	100%	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	Never	8	5%	290	8%	448	8%	7,661	7%	4	3%	194	4%	310	4%	4,524	4%
			Sometimes	33	21%	1407	38%	2,331	38%	45,427	38%	48	31%	1464	34%	2,569	34%	39,716	33%
			Often	58	37%	1252	33%	2,318	35%	44,006	35%	53	36%	1596	37%	2,966	37%	47,433	38%
			Very often	59	37%	720	21%	1,372	20%	25,432	20%	46	30%	1090	25%	2,072	26%	32,429	25%
		Total	158	100%	3669	100%	6,469	100%	122,526	100%	151	100%	4344	100%	7,917	100%	124,102	100%	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	52	33%	498	14%	942	15%	19,647	17%	41	28%	520	12%	871	11%	15,504	12%
			Sometimes	47	30%	1192	33%	2,242	35%	42,519	34%	51	34%	1395	32%	2,708	33%	44,963	35%
			Often	33	21%	996	27%	1,751	27%	31,645	26%	33	21%	1258	30%	2,219	29%	33,222	27%
			Very often	25	16%	988	26%	1,535	24%	28,696	23%	25	17%	1168	27%	2,116	27%	30,353	25%
		Total	157	100%	3674	100%	6,470	100%	122,507	100%	150	100%	4341	100%	7,914	100%	124,042	100%	

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	Never	33	21%	411	12%	661	11%	12,628	12%	22	16%	520	12%	703	9%	11,086	10%
Sometimes			45	28%	1213	33%	2,107	34%	40,799	34%	51	33%	1422	33%	2,602	32%	43,348	35%	
Often			45	29%	1018	26%	1,892	28%	36,167	29%	37	24%	1264	29%	2,368	30%	37,337	30%	
Very often			36	22%	1029	28%	1,809	27%	32,927	26%	41	27%	1134	26%	2,238	28%	32,278	26%	
Total		159	100%	3671	100%	6,469	100%	122,521	100%	151	100%	4340	100%	7,911	100%	124,049	100%		
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	18	11%	170	5%	334	5%	7,198	6%	14	8%	340	7%	641	8%	11,581	9%
Some			48	30%	849	24%	1,619	25%	33,939	27%	36	23%	1231	28%	2,340	30%	39,387	31%	
Quite a bit			66	41%	1521	42%	2,614	41%	49,287	41%	62	43%	1660	39%	2,902	37%	45,042	37%	
Very much			27	17%	1109	29%	1,841	29%	31,194	26%	39	26%	1095	26%	1,984	25%	27,476	23%	
Total		159	100%	3649	100%	6,408	100%	121,618	100%	151	100%	4326	100%	7,867	100%	123,486	100%		
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE	Very little	3	2%	91	3%	152	3%	2,600	2%	1	1%	64	2%	115	1%	1,678	2%
Some			26	17%	750	21%	1,264	21%	23,553	21%	20	14%	644	15%	1,225	16%	17,737	15%	
Quite a bit			48	31%	1639	45%	2,915	46%	55,045	45%	46	30%	1845	43%	3,334	42%	53,378	44%	
Very much			82	50%	1167	32%	2,074	31%	40,356	31%	83	55%	1772	41%	3,190	41%	50,642	40%	
Total		159	100%	3647	100%	6,405	100%	121,554	100%	150	100%	4325	100%	7,864	100%	123,435	100%		
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	Very little	11	7%	175	5%	330	6%	5,642	5%	2	2%	182	4%	286	4%	4,009	4%
Some			30	19%	1077	30%	1,938	31%	34,964	30%	30	20%	1051	25%	1,958	25%	27,589	24%	
Quite a bit			66	42%	1487	41%	2,654	41%	51,159	41%	65	42%	1756	40%	3,126	40%	50,563	41%	
Very much			51	32%	905	23%	1,481	23%	29,723	23%	54	36%	1334	30%	2,491	31%	41,242	32%	
Total		158	100%	3644	100%	6,403	100%	121,488	100%	151	100%	4323	100%	7,861	100%	123,403	100%		
d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	Very little	16	10%	193	7%	403	7%	6,689	6%	3	2%	266	6%	447	6%	6,014	5%
Some			52	33%	1019	29%	1,919	30%	34,450	29%	39	26%	1074	26%	2,026	26%	29,485	25%	
Quite a bit			48	31%	1554	42%	2,637	41%	51,151	42%	53	35%	1695	39%	3,043	39%	49,550	40%	
Very much			42	26%	882	22%	1,445	22%	29,238	23%	56	37%	1288	29%	2,343	30%	38,353	30%	
Total		158	100%	3648	100%	6,404	100%	121,528	100%	151	100%	4323	100%	7,859	100%	123,402	100%		
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	Very little	6	4%	159	5%	292	5%	4,670	4%	6	4%	152	4%	272	3%	3,379	3%
Some			40	26%	880	25%	1,610	25%	28,168	24%	32	23%	767	18%	1,503	18%	21,048	18%	
Quite a bit			61	39%	1439	39%	2,504	39%	49,579	41%	38	23%	1620	37%	2,880	37%	46,141	37%	
Very much			51	32%	1170	32%	2,000	32%	39,118	31%	75	50%	1787	40%	3,207	41%	52,859	41%	
Total		158	100%	3648	100%	6,406	100%	121,535	100%	151	100%	4326	100%	7,862	100%	123,427	100%		
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	None	0	0%	35	1%	41	1%	646	1%	4	2%	52	1%	79	1%	1,357	1%
Between 1-4			8	5%	748	24%	1,082	20%	20,689	20%	32	21%	1255	30%	1,953	27%	29,785	26%	
Between 5-10			37	24%	1623	45%	2,726	44%	49,403	43%	43	29%	1696	39%	3,008	39%	46,980	39%	
Between 11-20			52	32%	896	22%	1,772	26%	34,198	25%	31	21%	794	18%	1,743	20%	27,226	21%	
More than 20			61	38%	342	8%	772	10%	16,425	11%	41	27%	517	11%	1,064	13%	17,817	13%	
Total			158	100%	3644	100%	6,393	100%	121,361	100%	151	100%	4314	100%	7,847	100%	123,165	100%	

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	52	33%	936	27%	1,488	25%	29,087	25%	31	20%	883	21%	1,528	21%	23,943	20%
Between 1-4			81	51%	1975	52%	3,607	54%	67,972	55%	85	56%	2351	55%	4,261	54%	66,969	54%	
Between 5-10			19	12%	477	14%	845	13%	15,893	13%	25	18%	655	15%	1,256	16%	19,786	16%	
Between 11-20			5	3%	128	4%	238	4%	4,485	4%	8	5%	203	4%	396	5%	6,517	5%	
More than 20			1	1%	126	3%	210	3%	3,957	3%	2	1%	223	5%	407	5%	5,976	5%	
Total		158	100%	3642	100%	6,388	100%	121,394	100%	151	100%	4315	100%	7,848	100%	123,191	100%		
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	None	90	58%	3003	81%	5,367	83%	100,962	82%	53	36%	2153	50%	3,949	50%	57,446	49%
Between 1-4			58	37%	474	14%	777	13%	15,752	13%	65	44%	1784	41%	3,287	43%	55,370	43%	
Between 5-10			7	5%	100	3%	131	2%	2,549	3%	20	13%	271	6%	418	5%	7,273	6%	
Between 11-20			1	1%	33	1%	59	1%	1,152	1%	8	5%	58	1%	101	1%	1,668	1%	
More than 20			0	0%	32	1%	55	1%	960	1%	5	3%	50	1%	95	1%	1,436	1%	
Total	156	100%	3642	100%	6,389	100%	121,375	100%	151	100%	4316	100%	7,850	100%	123,193	100%			
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	None	26	17%	540	16%	918	15%	14,213	14%	22	14%	456	11%	786	11%	9,380	9%
Between 1-4			71	45%	1930	52%	3,276	52%	62,843	53%	75	50%	1973	47%	3,469	45%	51,491	44%	
Between 5-10			41	26%	894	25%	1,632	25%	33,395	25%	30	20%	1281	28%	2,408	30%	41,296	32%	
Between 11-20			15	10%	237	5%	460	7%	9,033	7%	12	8%	431	10%	845	10%	15,285	11%	
More than 20			4	3%	42	1%	103	1%	1,904	1%	12	8%	172	4%	341	4%	5,733	4%	
Total	157	100%	3643	100%	6,389	100%	121,388	100%	151	100%	4313	100%	7,849	100%	123,185	100%			
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	None	7	4%	111	4%	152	3%	2,997	3%	25	16%	361	9%	524	8%	7,200	7%
Between 1-4			59	38%	1180	34%	1,936	31%	33,794	31%	60	40%	1670	40%	2,670	36%	39,818	34%	
Between 5-10			35	22%	1308	35%	2,181	34%	42,358	34%	25	17%	1094	24%	2,132	26%	34,908	28%	
Between 11-20			33	20%	664	18%	1,358	21%	27,132	21%	19	13%	676	16%	1,371	17%	22,669	17%	
More than 20			24	16%	380	10%	762	12%	15,100	11%	21	14%	513	11%	1,151	14%	18,584	14%	
Total	158	100%	3643	100%	6,389	100%	121,381	100%	150	100%	4314	100%	7,848	100%	123,179	100%			
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	None	33	22%	522	14%	930	15%	17,106	14%	37	24%	749	18%	1,599	20%	26,405	21%
1-2			70	44%	1311	37%	2,244	36%	43,045	36%	56	38%	1411	33%	2,562	33%	38,852	32%	
3-4			38	25%	1079	29%	1,998	31%	37,267	31%	30	19%	1251	29%	2,119	27%	33,456	27%	
5-6			5	3%	361	10%	617	9%	12,273	9%	10	7%	410	9%	714	9%	11,091	9%	
More than 6			10	6%	363	10%	584	10%	11,278	9%	18	12%	481	11%	816	11%	12,721	11%	
Total	156	100%	3636	100%	6,373	100%	120,969	100%	151	100%	4302	100%	7,810	100%	122,525	100%			
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	None	25	16%	524	16%	833	13%	16,917	14%	28	19%	1162	27%	2,019	26%	34,267	28%
1-2			46	29%	1272	35%	2,217	34%	41,954	35%	47	31%	1609	38%	2,880	37%	43,235	36%	
3-4			45	29%	947	25%	1,765	28%	32,440	26%	33	23%	817	18%	1,547	19%	24,567	20%	
5-6			19	12%	409	12%	754	12%	14,215	11%	17	11%	296	7%	619	7%	9,544	8%	
More than 6			21	14%	483	13%	803	13%	15,344	13%	25	17%	416	10%	742	10%	10,775	9%	
Total	156	100%	3635	100%	6,372	100%	120,870	100%	150	100%	4300	100%	7,807	100%	122,388	100%			

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras				Selected Peers				Carnegie Peers				NSSE 2006				
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
5.	Mark the box 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	6	4%	21	1%	42	1%	633	1%	8	5%	29	1%	64	1%	1,223	1%
			2	6	4%	44	1%	64	1%	1,243	1%	8	6%	66	2%	107	1%	2,014	2%
			3	14	9%	113	3%	227	3%	3,904	4%	16	10%	139	3%	315	4%	4,715	4%
			4	24	15%	459	13%	763	13%	13,982	12%	36	23%	484	11%	960	12%	13,837	12%
			5	47	30%	1170	32%	2,128	33%	38,257	32%	31	21%	1244	30%	2,404	31%	36,570	30%
			6	30	19%	1182	31%	2,185	33%	42,214	33%	32	23%	1423	33%	2,571	32%	41,002	32%
			7 Very much	31	19%	650	18%	970	15%	20,967	17%	19	13%	920	21%	1,410	19%	23,474	19%
			Total	158	100%	3639	100%	6,379	100%	121,200	100%	150	100%	4305	100%	7,831	100%	122,835	100%
6a.	Attended an art exhibit, gallery, play, dance, or other theater performance	ATDART05	Never	27	17%	968	31%	1,587	28%	27,838	27%	52	34%	1474	36%	2,390	34%	35,096	31%
			Sometimes	83	52%	1693	44%	2,835	44%	55,854	45%	57	38%	1924	44%	3,514	43%	56,049	45%
			Often	33	21%	628	16%	1,194	18%	23,393	18%	28	20%	575	13%	1,181	14%	19,286	14%
			Very often	15	10%	322	9%	714	11%	13,334	10%	13	9%	312	7%	710	9%	12,019	9%
			Total	158	100%	3611	100%	6,330	100%	120,419	100%	150	100%	4285	100%	7,795	100%	122,450	100%
b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	75	47%	527	15%	659	11%	13,499	14%	39	26%	677	17%	966	14%	15,158	14%
			Sometimes	36	22%	1091	31%	1,783	28%	33,210	28%	49	32%	1454	34%	2,412	31%	38,695	32%
			Often	22	14%	916	26%	1,659	27%	30,355	25%	29	20%	989	23%	1,965	25%	29,372	24%
			Very often	25	16%	1078	29%	2,231	34%	43,340	33%	33	23%	1160	26%	2,448	30%	39,216	30%
			Total	158	100%	3612	100%	6,332	100%	120,404	100%	150	100%	4280	100%	7,791	100%	122,441	100%
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	Never	89	57%	1380	43%	2,345	40%	46,155	41%	69	46%	1466	36%	2,709	35%	42,976	37%
			Sometimes	39	25%	979	25%	1,765	28%	33,952	27%	37	25%	1200	27%	2,283	29%	35,652	28%
			Often	16	10%	592	15%	1,037	15%	17,913	14%	18	13%	669	15%	1,202	15%	18,545	15%
			Very often	12	8%	653	17%	1,171	17%	22,132	18%	25	16%	936	21%	1,581	21%	25,022	20%
			Total	156	100%	3604	100%	6,318	100%	120,152	100%	149	100%	4271	100%	7,775	100%	122,195	100%
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	15	10%	350	11%	612	11%	11,036	10%	15	10%	365	9%	551	8%	8,684	8%
			Sometimes	65	41%	1413	40%	2,344	39%	46,483	39%	51	35%	1603	38%	2,643	34%	42,851	36%
			Often	44	28%	1236	32%	2,219	34%	41,555	34%	47	32%	1501	35%	2,916	37%	45,145	36%
			Very often	33	21%	609	16%	1,150	17%	21,269	17%	36	23%	811	18%	1,680	21%	25,719	20%
			Total	157	100%	3608	100%	6,325	100%	120,343	100%	149	100%	4280	100%	7,790	100%	122,399	100%
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	9	6%	199	6%	353	6%	6,535	6%	8	5%	213	5%	345	5%	5,144	5%
			Sometimes	56	36%	1252	36%	2,102	34%	41,127	35%	43	29%	1457	34%	2,311	31%	37,865	31%
			Often	60	38%	1403	38%	2,433	38%	46,428	38%	51	35%	1617	39%	3,110	40%	49,065	40%
			Very often	33	21%	757	21%	1,437	22%	26,279	21%	47	31%	992	22%	2,025	25%	30,332	24%
			Total	158	100%	3611	100%	6,325	100%	120,369	100%	149	100%	4279	100%	7,791	100%	122,406	100%
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	5	3%	150	5%	240	4%	4,313	4%	8	5%	134	3%	196	3%	3,038	3%
			Sometimes	59	38%	1266	35%	2,116	35%	39,942	34%	48	32%	1439	34%	2,408	32%	38,110	32%
			Often	71	44%	1403	39%	2,512	39%	47,573	39%	59	40%	1693	39%	3,125	40%	49,827	41%
			Very often	23	14%	793	21%	1,458	22%	28,536	23%	35	23%	1014	23%	2,059	25%	31,430	25%
			Total	158	100%	3612	100%	6,326	100%	120,364	100%	150	100%	4280	100%	7,788	100%	122,405	100%

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	Have not decided	36	24%	429	13%	846	14%	15,834	15%	17	11%	342	8%	613	8%	8,427	8%
			Do not plan to do	10	6%	129	4%	250	4%	4,573	5%	18	13%	696	18%	1,361	18%	19,454	17%
			Plan to do	105	66%	2760	76%	4,721	75%	89,449	73%	37	25%	1142	27%	1,672	23%	24,483	23%
			Done	7	4%	235	7%	418	7%	8,850	7%	78	51%	2068	47%	4,067	50%	69,039	53%
		Total	158	100%	3553	100%	6,235	100%	118,706	100%	150	100%	4248	100%	7,713	100%	121,403	100%	
b.	Community service or volunteer work	VOLNTR04	Have not decided	45	29%	533	18%	888	16%	16,529	16%	37	25%	510	12%	774	11%	10,696	10%
			Do not plan to do	19	12%	238	9%	390	7%	7,649	8%	27	18%	762	19%	1,308	18%	19,168	18%
			Plan to do	67	42%	1424	40%	2,571	40%	46,751	39%	33	22%	713	17%	1,137	16%	15,060	14%
			Done	27	17%	1354	34%	2,380	36%	47,660	37%	54	35%	2261	51%	4,493	56%	76,419	59%
		Total	158	100%	3549	100%	6,229	100%	118,589	100%	151	100%	4246	100%	7,712	100%	121,343	100%	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	Have not decided	60	38%	1179	33%	2,025	32%	42,861	35%	30	20%	668	16%	1,074	14%	16,486	14%
			Do not plan to do	24	15%	988	29%	1,780	30%	31,708	28%	67	46%	2183	53%	4,066	53%	64,299	53%
			Plan to do	50	32%	816	22%	1,297	20%	26,280	22%	17	12%	391	10%	559	8%	8,358	8%
			Done	24	15%	569	16%	1,130	17%	17,780	16%	35	23%	1004	21%	2,012	25%	32,169	25%
		Total	158	100%	3552	100%	6,232	100%	118,629	100%	149	100%	4246	100%	7,711	100%	121,312	100%	
d.	Worked on a research project with a faculty member outside of course or program requirements	RESRCH04	Have not decided	55	35%	1424	40%	2,485	40%	48,848	41%	31	20%	774	18%	1,220	16%	18,092	16%
			Do not plan to do	32	20%	886	25%	1,628	27%	29,117	26%	63	42%	2253	53%	4,237	55%	65,406	53%
			Plan to do	65	41%	1068	30%	1,872	29%	35,332	29%	27	20%	573	14%	892	12%	12,916	12%
			Done	6	4%	175	5%	250	4%	5,337	5%	30	19%	648	15%	1,361	17%	24,936	19%
		Total	158	100%	3553	100%	6,235	100%	118,634	100%	151	100%	4248	100%	7,710	100%	121,350	100%	
e.	Foreign language coursework	FORLNG04	Have not decided	29	19%	635	20%	995	17%	20,655	19%	33	21%	424	11%	546	8%	9,110	8%
			Do not plan to do	10	6%	984	30%	1,457	27%	30,987	28%	31	21%	1867	44%	2,988	41%	49,902	42%
			Plan to do	112	71%	1098	29%	2,085	32%	36,895	31%	48	32%	411	10%	607	8%	8,930	8%
			Done	6	4%	839	21%	1,699	25%	30,125	23%	38	25%	1547	35%	3,571	43%	53,444	41%
		Total	157	100%	3556	100%	6,236	100%	118,662	100%	150	100%	4249	100%	7,712	100%	121,386	100%	
f.	Study abroad	STDABR04	Have not decided	53	34%	1090	31%	1,672	28%	34,012	30%	38	26%	617	15%	1,026	14%	13,698	13%
			Do not plan to do	26	17%	1065	32%	1,432	27%	30,433	29%	56	38%	2835	67%	4,711	62%	77,623	65%
			Plan to do	76	49%	1303	34%	2,971	43%	51,536	39%	38	26%	370	9%	633	8%	8,757	8%
			Done	0	0%	93	3%	158	3%	2,660	3%	15	9%	427	9%	1,340	16%	21,260	14%
		Total	155	100%	3551	100%	6,233	100%	118,641	100%	147	100%	4249	100%	7,710	100%	121,338	100%	
g.	Independent study or self-designed major	INDSTD04	Have not decided	59	38%	1185	33%	2,052	33%	41,985	35%	45	30%	594	14%	891	13%	12,818	12%
			Do not plan to do	54	34%	1723	49%	3,128	51%	54,198	46%	63	41%	2656	62%	4,914	62%	73,710	61%
			Plan to do	38	24%	542	15%	877	14%	19,042	16%	26	18%	432	10%	548	8%	9,366	8%
			Done	6	4%	104	3%	179	3%	3,413	3%	17	11%	562	13%	1,357	17%	25,440	19%
		Total	157	100%	3554	100%	6,236	100%	118,638	100%	151	100%	4244	100%	7,710	100%	121,334	100%	

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

			First-Year Students								Seniors							
			UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	Have not decided	41	27%	1524	41%	2,559	41%	46,733	41%	34	22%	564	14%	863	11%	11,449	11%
		Do not plan to do	9	6%	446	14%	766	13%	12,502	12%	35	25%	1157	30%	2,392	30%	30,883	28%
		Plan to do	106	67%	1524	43%	2,805	45%	57,837	46%	52	34%	1375	32%	2,166	29%	34,472	29%
		Done	1	1%	59	2%	103	2%	1,544	1%	30	19%	1151	24%	2,288	29%	44,546	33%
	Total		157	100%	3553	100%	6,233	100%	118,616	100%	151	100%	4247	100%	7,709	100%	121,350	100%
8a. Quality of relationships with other students	ENVSTU	1 Unfriendly, Unsupportive, Sense of Alienation	2	1%	46	1%	74	1%	1,119	1%	0	0%	41	1%	68	1%	977	1%
		2	1	1%	127	4%	204	4%	3,121	3%	2	1%	92	2%	192	2%	2,640	2%
		3	9	6%	204	6%	337	5%	5,834	5%	10	7%	218	5%	374	5%	5,038	5%
		4	19	12%	468	14%	780	13%	13,163	13%	20	13%	506	12%	875	12%	12,129	11%
		5	23	15%	754	23%	1,327	22%	24,500	21%	26	17%	905	22%	1,609	21%	24,162	21%
		6	45	29%	1020	28%	1,877	30%	36,633	30%	31	21%	1245	29%	2,302	30%	37,631	30%
		7 Friendly, Supportive, Sense of Belonging	59	37%	933	23%	1,631	25%	34,217	27%	62	41%	1234	29%	2,287	30%	38,695	30%
		Total		158	100%	3552	100%	6,230	100%	118,587	100%	151	100%	4241	100%	7,707	100%	121,272
b. Quality of relationships with faculty members	ENVFAC	1 Unavailable, Unhelpful, Unsympathetic	3	2%	39	1%	43	1%	754	1%	1	1%	50	1%	71	1%	919	1%
		2	3	2%	108	3%	163	3%	2,556	3%	9	6%	126	3%	228	3%	2,623	3%
		3	14	9%	319	9%	468	8%	6,879	7%	16	10%	254	6%	456	6%	5,415	5%
		4	41	26%	769	21%	1,231	20%	18,982	17%	33	23%	666	17%	1,071	14%	13,938	13%
		5	40	25%	1016	28%	1,800	29%	32,314	27%	27	17%	1105	26%	1,995	26%	27,864	24%
		6	33	21%	863	24%	1,704	26%	35,352	28%	35	22%	1150	27%	2,310	30%	38,899	31%
		7 Available, Helpful, Sympathetic	24	15%	440	13%	825	13%	21,755	17%	30	21%	892	20%	1,575	20%	31,654	23%
		Total		158	100%	3554	100%	6,234	100%	118,592	100%	151	100%	4243	100%	7,706	100%	121,312
c. Quality of relationships with administrative personnel and offices	ENVADM	1 Unhelpful, Inconsiderate, Rigid	9	6%	147	4%	233	4%	3,535	4%	18	11%	229	5%	454	6%	6,066	5%
		2	25	16%	328	8%	441	7%	7,526	7%	18	12%	373	9%	773	10%	10,342	9%
		3	27	17%	483	13%	818	13%	13,215	12%	29	19%	531	13%	964	12%	13,793	12%
		4	38	24%	914	25%	1,586	25%	27,238	23%	30	20%	943	23%	1,597	20%	25,340	21%
		5	28	17%	789	23%	1,473	23%	28,926	23%	27	18%	897	22%	1,650	22%	26,466	21%
		6	18	11%	547	16%	1,063	18%	22,988	18%	17	11%	757	18%	1,339	18%	22,483	18%
		7 Helpful, Considerate, Flexible	13	8%	342	10%	611	10%	15,058	12%	11	8%	510	12%	920	12%	16,743	13%
		Total		158	100%	3550	100%	6,225	100%	118,486	100%	150	100%	4240	100%	7,697	100%	121,233

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			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	0 hr/wk	0	0%	15	1%	25	1%	325	0%	0	0%	17	0%	21	0%	360	0%
			1-5 hr/wk	37	24%	651	20%	1,035	18%	17,565	18%	47	32%	871	20%	1,409	20%	20,333	18%
			6-10 hr/wk	36	23%	969	27%	1,684	27%	30,286	27%	41	27%	1201	29%	2,140	28%	31,203	26%
			11-15 hr/wk	30	19%	735	20%	1,379	22%	25,977	21%	23	15%	752	18%	1,453	19%	23,945	20%
			16-20 hr/wk	20	13%	571	15%	1,005	16%	20,102	16%	18	12%	606	14%	1,124	14%	18,943	15%
			21-25 hr/wk	14	9%	287	8%	522	8%	11,861	9%	15	10%	328	8%	656	8%	11,477	9%
			26-30 hr/wk	6	4%	163	5%	282	5%	6,250	5%	0	0%	208	5%	419	5%	6,701	5%
			30+ hr/wk	15	9%	140	4%	259	4%	5,544	4%	7	4%	244	6%	447	6%	7,826	6%
	Total		158	100%	3531	100%	6,191	100%	117,910	100%	151	100%	4227	100%	7,669	100%	120,788	100%	
b.	Working for pay on campus	WORKON01	0 hr/wk	138	88%	2885	83%	5,072	83%	89,134	80%	133	89%	3401	80%	5,725	76%	82,693	72%
			1-5 hr/wk	3	2%	89	3%	166	2%	6,179	4%	1	1%	81	2%	240	3%	7,318	4%
			6-10 hr/wk	7	5%	166	4%	362	5%	11,938	7%	3	2%	182	5%	514	6%	12,255	8%
			11-15 hr/wk	4	2%	200	5%	317	5%	6,108	5%	6	4%	193	4%	422	5%	7,892	6%
			16-20 hr/wk	3	2%	123	4%	185	3%	3,104	3%	3	2%	213	6%	468	6%	6,390	6%
			21-25 hr/wk	0	0%	21	1%	34	1%	679	1%	0	0%	53	1%	105	1%	1,728	2%
			26-30 hr/wk	0	0%	11	0%	19	0%	252	0%	0	0%	26	0%	73	1%	784	1%
			30+ hr/wk	2	1%	37	1%	36	1%	534	1%	4	3%	76	2%	124	2%	1,727	2%
	Total		157	100%	3532	100%	6,191	100%	117,928	100%	150	100%	4225	100%	7,671	100%	120,787	100%	
c.	Working for pay off campus	WORKOF01	0 hr/wk	105	66%	2088	58%	4,389	69%	80,351	62%	51	33%	1393	33%	3,312	42%	52,038	41%
			1-5 hr/wk	11	7%	158	4%	253	4%	5,755	5%	6	4%	154	3%	373	4%	6,433	5%
			6-10 hr/wk	9	6%	190	5%	291	5%	5,592	5%	12	7%	236	5%	502	6%	7,935	6%
			11-15 hr/wk	6	4%	235	7%	304	5%	5,708	5%	12	8%	268	6%	495	6%	8,295	6%
			16-20 hr/wk	10	6%	288	8%	317	5%	6,549	6%	14	9%	462	10%	769	10%	11,271	9%
			21-25 hr/wk	8	5%	211	6%	276	5%	4,837	5%	13	8%	365	9%	652	8%	8,970	8%
			26-30 hr/wk	3	2%	140	4%	149	3%	2,945	3%	10	6%	261	6%	458	6%	6,223	6%
			30+ hr/wk	6	4%	225	8%	214	5%	6,168	8%	32	23%	1087	27%	1,109	18%	19,616	19%
	Total		158	100%	3535	100%	6,193	100%	117,905	100%	150	100%	4226	100%	7,670	100%	120,781	100%	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hr/wk	105	67%	1415	45%	2,296	40%	41,452	42%	102	67%	2276	56%	3,451	48%	50,772	47%
			1-5 hr/wk	34	21%	1100	28%	1,914	29%	39,210	30%	28	21%	1097	25%	2,244	28%	36,677	29%
			6-10 hr/wk	7	5%	452	12%	922	14%	16,529	12%	9	6%	377	8%	917	11%	14,341	11%
			11-15 hr/wk	3	2%	248	7%	461	7%	9,057	7%	4	3%	199	4%	428	5%	7,482	5%
			16-20 hr/wk	4	3%	141	3%	278	5%	5,614	4%	2	1%	123	3%	292	4%	5,052	4%
			21-25 hr/wk	2	1%	62	1%	130	2%	2,744	2%	2	1%	54	1%	138	2%	2,581	2%
			26-30 hr/wk	1	1%	35	1%	59	1%	1,199	1%	0	0%	39	1%	70	1%	1,305	1%
			30+ hr/wk	0	0%	79	2%	130	2%	2,107	2%	2	2%	59	1%	132	2%	2,587	2%
	Total		156	100%	3532	100%	6,190	100%	117,912	100%	149	100%	4224	100%	7,672	100%	120,797	100%	

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	1	1%	27	1%	41	1%	1,021	1%	3	2%	68	2%	85	1%	1,382	1%
			1-5 hr/wk	42	27%	803	22%	1,298	20%	26,676	23%	49	32%	1342	31%	1,976	27%	34,735	29%
			6-10 hr/wk	49	31%	1070	30%	1,727	28%	34,767	29%	47	31%	1349	32%	2,344	30%	37,934	31%
			11-15 hr/wk	24	15%	675	19%	1,210	20%	23,925	20%	21	14%	710	17%	1,502	19%	22,166	18%
			16-20 hr/wk	13	8%	442	13%	881	15%	14,799	13%	7	5%	388	9%	887	11%	12,458	10%
			21-25 hr/wk	12	8%	206	6%	442	7%	7,005	6%	8	6%	134	3%	374	5%	5,183	4%
			26-30 hr/wk	9	6%	100	3%	208	4%	3,270	3%	3	2%	82	2%	193	2%	2,452	2%
			30+ hr/wk	7	4%	199	6%	376	6%	6,336	6%	12	9%	150	4%	305	4%	4,343	4%
			Total	157	100%	3522	100%	6,183	100%	117,799	100%	150	100%	4223	100%	7,666	100%	120,653	100%
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	102	66%	2414	67%	4,924	77%	90,764	72%	85	57%	2216	52%	5,200	65%	78,419	62%
			1-5 hr/wk	32	20%	544	16%	680	11%	13,320	13%	27	18%	607	14%	905	12%	13,939	12%
			6-10 hr/wk	6	4%	208	6%	226	4%	4,783	5%	11	8%	352	8%	416	6%	7,001	6%
			11-15 hr/wk	5	3%	134	4%	128	2%	2,573	3%	6	4%	207	5%	233	4%	3,960	4%
			16-20 hr/wk	3	2%	69	2%	62	1%	1,508	2%	3	2%	157	4%	172	2%	3,100	3%
			21-25 hr/wk	0	0%	33	1%	35	1%	705	1%	3	2%	78	2%	92	1%	1,596	1%
			26-30 hr/wk	0	0%	22	1%	23	0%	419	1%	4	3%	53	1%	52	1%	1,263	1%
			30+ hr/wk	7	4%	97	3%	102	2%	3,676	5%	11	6%	554	14%	593	9%	11,342	10%
			Total	155	100%	3521	100%	6,180	100%	117,748	100%	150	100%	4224	100%	7,663	100%	120,620	100%
g.	Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	3	2%	382	10%	659	10%	21,995	14%	0	0%	227	5%	500	6%	12,832	8%
			1-5 hr/wk	39	24%	2088	60%	4,201	67%	75,511	65%	50	33%	2510	59%	5,200	67%	78,826	65%
			6-10 hr/wk	49	31%	665	19%	866	15%	12,987	14%	42	28%	991	24%	1,312	18%	19,497	19%
			11-15 hr/wk	24	16%	208	6%	239	4%	3,991	4%	21	14%	283	7%	381	5%	5,587	5%
			16-20 hr/wk	19	12%	87	3%	101	2%	1,601	2%	11	7%	105	3%	147	2%	1,831	2%
			21-25 hr/wk	6	4%	36	1%	50	1%	599	1%	8	5%	37	1%	37	1%	635	1%
			26-30 hr/wk	4	3%	15	0%	15	0%	313	0%	5	3%	17	0%	20	0%	341	0%
			30+ hr/wk	13	8%	42	1%	49	1%	794	1%	14	10%	56	1%	72	1%	1,138	1%
			Total	157	100%	3523	100%	6,180	100%	117,791	100%	151	100%	4226	100%	7,669	100%	120,687	100%
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	Very little	6	4%	85	2%	154	3%	2,246	2%	8	6%	94	2%	187	3%	2,658	2%
			Some	39	25%	656	21%	1,317	23%	20,186	19%	37	24%	766	18%	1,650	21%	21,533	19%
			Quite a bit	73	47%	1655	48%	2,982	48%	54,747	47%	67	45%	1971	48%	3,524	46%	55,007	46%
			Very much	39	25%	1103	29%	1,686	26%	39,690	31%	39	25%	1363	32%	2,271	30%	40,866	32%
			Total	157	100%	3499	100%	6,139	100%	116,869	100%	151	100%	4194	100%	7,632	100%	120,064	100%
b.	Providing the support you need to help you succeed academically	ENVSUPRT	Very little	15	10%	140	4%	201	4%	3,208	3%	16	11%	262	7%	480	7%	5,211	5%
			Some	64	41%	888	25%	1,552	26%	23,479	23%	70	46%	1169	28%	2,182	28%	28,751	26%
			Quite a bit	52	33%	1554	44%	2,797	47%	52,700	45%	49	32%	1847	44%	3,316	44%	53,232	44%
			Very much	26	16%	915	26%	1,586	24%	37,431	29%	16	11%	919	21%	1,655	22%	32,848	24%
			Total	157	100%	3497	100%	6,136	100%	116,818	100%	151	100%	4197	100%	7,633	100%	120,042	100%

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors								
			UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	Very little	31	20%	458	16%	910	16%	15,782	15%	31	22%	777	21%	1,683	22%	22,968	20%
			Some	46	29%	1103	32%	2,100	34%	38,717	34%	59	38%	1458	35%	2,738	35%	43,598	36%
			Quite a bit	51	33%	1157	33%	1,908	31%	37,307	32%	35	23%	1218	28%	2,022	27%	33,133	27%
			Very much	29	18%	776	20%	1,213	19%	24,965	20%	26	18%	733	16%	1,183	16%	20,250	16%
		Total	157	100%	3494	100%	6,131	100%	116,771	100%	151	100%	4186	100%	7,626	100%	119,949	100%	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	54	35%	1048	31%	1,830	31%	29,694	29%	58	38%	1792	44%	3,272	43%	44,128	40%
			Some	61	38%	1397	39%	2,500	41%	47,300	39%	61	40%	1464	35%	2,732	35%	45,634	37%
			Quite a bit	32	21%	716	21%	1,301	21%	28,223	23%	22	15%	657	15%	1,178	16%	21,219	16%
			Very much	10	6%	333	9%	502	8%	11,491	9%	10	7%	275	6%	442	6%	8,943	7%
		Total	157	100%	3494	100%	6,133	100%	116,708	100%	151	100%	4188	100%	7,624	100%	119,924	100%	
e.	Providing the support you need to thrive socially	ENVSOCAL	Very little	32	21%	677	21%	1,094	19%	19,398	19%	45	30%	1208	30%	2,089	29%	29,613	27%
			Some	57	37%	1332	37%	2,331	38%	44,275	38%	51	35%	1686	41%	3,067	40%	48,813	41%
			Quite a bit	51	33%	1052	30%	1,934	31%	37,722	31%	39	26%	955	22%	1,825	23%	30,328	24%
			Very much	15	10%	432	12%	765	12%	15,312	12%	13	9%	334	7%	642	8%	11,101	9%
		Total	155	100%	3493	100%	6,124	100%	116,707	100%	148	100%	4183	100%	7,623	100%	119,855	100%	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	3	2%	325	10%	512	9%	9,561	11%	14	9%	717	18%	1,009	14%	15,406	15%
			Some	30	19%	1050	30%	1,692	29%	29,499	28%	42	27%	1490	36%	2,564	34%	37,227	33%
			Quite a bit	63	41%	1340	38%	2,499	40%	45,971	37%	57	37%	1347	32%	2,725	35%	43,139	35%
			Very much	60	38%	780	22%	1,429	22%	31,733	24%	38	26%	638	14%	1,328	17%	24,181	18%
		Total	156	100%	3495	100%	6,132	100%	116,764	100%	151	100%	4192	100%	7,626	100%	119,953	100%	
g.	Using computers in academic work	ENVCOMPT	Very little	6	4%	79	2%	132	2%	2,429	2%	4	4%	85	2%	123	2%	1,988	2%
			Some	22	14%	429	11%	707	12%	15,119	13%	22	14%	421	10%	690	9%	10,821	9%
			Quite a bit	59	38%	1183	35%	2,188	36%	40,421	34%	43	28%	1288	32%	2,285	31%	34,776	29%
			Very much	70	44%	1805	52%	3,107	50%	58,845	50%	82	54%	2401	56%	4,532	58%	72,438	60%
		Total	157	100%	3496	100%	6,134	100%	116,814	100%	151	100%	4195	100%	7,630	100%	120,023	100%	
11a.	Acquiring a broad general education	NGGENLED	Very little	0	0%	94	3%	140	2%	2,864	3%	0	0%	114	3%	169	2%	2,768	3%
			Some	12	8%	592	19%	1,021	18%	18,399	17%	7	4%	640	15%	1,151	16%	16,034	14%
			Quite a bit	76	48%	1571	45%	2,878	48%	51,446	45%	58	38%	1718	42%	3,123	41%	45,459	39%
			Very much	70	44%	1204	32%	2,038	32%	42,924	35%	86	58%	1695	40%	3,133	41%	55,004	44%
		Total	158	100%	3461	100%	6,077	100%	115,633	100%	151	100%	4167	100%	7,576	100%	119,265	100%	
b.	Acquiring job or work-related knowledge and skills	GNWORK	Very little	17	11%	392	12%	697	11%	11,501	11%	9	6%	281	7%	568	7%	7,654	7%
			Some	56	35%	1132	33%	1,956	32%	35,004	31%	33	21%	898	22%	1,782	23%	24,891	21%
			Quite a bit	55	35%	1191	35%	2,125	35%	41,297	35%	53	36%	1474	36%	2,590	34%	40,733	34%
			Very much	30	19%	749	21%	1,301	21%	27,769	23%	56	37%	1509	35%	2,630	36%	45,951	37%
		Total	158	100%	3464	100%	6,079	100%	115,571	100%	151	100%	4162	100%	7,570	100%	119,229	100%	

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	First-Year Students								Seniors								
			UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c.	Writing clearly and effectively	GNWRITE	Very little	12	8%	184	6%	353	6%	5,558	6%	3	2%	216	6%	378	5%	4,742	5%
			Some	28	18%	823	25%	1,465	24%	26,081	24%	26	17%	864	21%	1,614	22%	22,929	20%
			Quite a bit	77	48%	1431	41%	2,541	42%	47,674	41%	55	37%	1633	39%	2,974	39%	45,899	39%
			Very much	41	26%	1026	28%	1,721	27%	36,302	30%	67	44%	1452	34%	2,606	34%	45,677	36%
			Total	158	100%	3464	100%	6,080	100%	115,615	100%	151	100%	4165	100%	7,572	100%	119,247	100%
d.	Speaking clearly and effectively	GNSPEAK	Very little	8	5%	345	12%	720	12%	10,173	10%	4	3%	302	8%	537	7%	6,346	6%
			Some	29	19%	976	30%	1,908	31%	33,562	29%	23	15%	1037	25%	1,963	26%	27,242	24%
			Quite a bit	73	46%	1320	37%	2,144	36%	43,557	37%	56	37%	1574	38%	2,777	37%	45,135	38%
			Very much	47	29%	821	21%	1,307	21%	28,308	24%	68	45%	1251	29%	2,296	30%	40,521	32%
			Total	157	100%	3462	100%	6,079	100%	115,600	100%	151	100%	4164	100%	7,573	100%	119,244	100%
e.	Thinking critically and analytically	GNANALY	Very little	2	1%	110	4%	179	3%	2,680	3%	1	1%	84	2%	143	2%	1,962	2%
			Some	21	13%	610	18%	1,056	18%	17,941	17%	13	8%	562	14%	1,039	14%	13,187	12%
			Quite a bit	47	30%	1467	43%	2,584	43%	48,627	43%	57	38%	1585	39%	2,863	38%	43,522	38%
			Very much	88	55%	1277	36%	2,261	36%	46,364	38%	80	53%	1935	45%	3,528	47%	60,584	49%
			Total	158	100%	3464	100%	6,080	100%	115,612	100%	151	100%	4166	100%	7,573	100%	119,255	100%
f.	Analyzing quantitative problems	GNQUANT	Very little	21	13%	239	8%	448	7%	7,600	7%	10	7%	189	4%	434	6%	6,304	5%
			Some	42	27%	930	28%	1,758	29%	30,873	27%	40	27%	889	22%	1,854	24%	27,297	23%
			Quite a bit	48	31%	1353	38%	2,375	39%	45,891	39%	48	31%	1575	38%	2,771	37%	43,309	37%
			Very much	46	29%	938	27%	1,489	24%	31,136	27%	53	35%	1507	36%	2,507	34%	42,241	35%
			Total	157	100%	3460	100%	6,070	100%	115,500	100%	151	100%	4160	100%	7,566	100%	119,151	100%
g.	Using computing and information technology	GNCMPTS	Very little	15	9%	213	7%	406	6%	7,012	6%	5	4%	152	4%	296	4%	4,386	4%
			Some	38	24%	722	20%	1,425	22%	26,352	22%	24	16%	677	17%	1,385	18%	20,544	17%
			Quite a bit	48	31%	1272	36%	2,272	38%	43,100	37%	40	27%	1442	35%	2,618	34%	41,270	34%
			Very much	57	36%	1257	37%	1,976	33%	39,138	35%	82	54%	1894	45%	3,274	44%	53,044	45%
			Total	158	100%	3464	100%	6,079	100%	115,602	100%	151	100%	4165	100%	7,573	100%	119,244	100%
h.	Working effectively with others	GNOTHERS	Very little	7	4%	222	7%	396	7%	5,913	6%	5	4%	188	5%	313	4%	3,787	4%
			Some	41	26%	903	27%	1,663	27%	28,201	26%	31	21%	864	22%	1,541	20%	21,097	19%
			Quite a bit	70	44%	1341	38%	2,323	38%	45,611	39%	51	34%	1572	39%	2,748	36%	43,585	36%
			Very much	40	25%	997	27%	1,698	28%	35,877	30%	64	41%	1539	35%	2,967	39%	50,769	40%
			Total	158	100%	3463	100%	6,080	100%	115,602	100%	151	100%	4163	100%	7,569	100%	119,238	100%
i.	Voting in local, state, or national elections	GNCITIZN	Very little	80	52%	1424	43%	2,513	43%	51,272	43%	44	30%	1655	40%	2,536	35%	41,848	36%
			Some	46	29%	1014	29%	1,788	30%	35,009	30%	48	31%	1265	31%	2,419	31%	38,076	32%
			Quite a bit	19	12%	614	18%	1,068	17%	18,299	17%	35	23%	735	17%	1,493	19%	22,771	19%
			Very much	12	8%	384	10%	643	10%	9,967	9%	24	16%	486	11%	1,097	14%	15,913	13%
			Total	157	100%	3436	100%	6,012	100%	114,547	100%	151	100%	4141	100%	7,545	100%	118,608	100%

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

			First-Year Students								Seniors								
			UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
j.	Learning effectively on your own	GNINQ	Very little	9	6%	226	7%	354	6%	6,657	7%	8	5%	329	8%	535	7%	6,619	6%
			Some	39	25%	876	25%	1,638	27%	30,206	26%	33	21%	859	20%	1,562	21%	23,673	21%
			Quite a bit	63	40%	1,492	44%	2,626	44%	49,927	43%	45	31%	1,640	40%	3,041	40%	48,416	40%
			Very much	46	29%	839	24%	1,397	23%	27,808	24%	65	43%	1,314	32%	2,408	33%	39,953	33%
			Total	157	100%	3,433	100%	6,015	100%	114,598	100%	151	100%	4,142	100%	7,546	100%	118,661	100%
k.	Understanding yourself	GNSSELF	Very little	15	10%	462	14%	709	13%	12,809	12%	24	15%	679	17%	1,030	14%	13,324	13%
			Some	43	28%	979	29%	1,739	29%	32,188	28%	35	23%	1,101	27%	1,873	25%	29,229	25%
			Quite a bit	54	33%	1,215	35%	2,173	36%	41,641	35%	42	29%	1,289	30%	2,474	32%	39,734	33%
			Very much	46	29%	780	21%	1,393	22%	27,956	24%	48	32%	1,074	25%	2,168	28%	36,358	29%
			Total	158	100%	3,436	100%	6,014	100%	114,594	100%	149	100%	4,143	100%	7,545	100%	118,645	100%
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	16	10%	453	15%	849	15%	16,482	15%	18	12%	656	17%	1,171	16%	18,233	16%
			Some	46	29%	1,045	31%	1,904	31%	38,147	33%	42	27%	1,234	29%	2,500	33%	39,045	33%
			Quite a bit	54	34%	1,148	33%	1,997	33%	37,080	32%	47	31%	1,323	31%	2,274	30%	35,952	30%
			Very much	42	26%	789	22%	1,263	21%	22,845	20%	43	29%	929	22%	1,599	21%	25,389	21%
			Total	158	100%	3,435	100%	6,013	100%	114,554	100%	150	100%	4,142	100%	7,544	100%	118,619	100%
m.	Solving complex real-world problems	GNPROBSV	Very little	15	10%	450	14%	795	13%	13,724	13%	12	8%	502	13%	965	13%	12,598	11%
			Some	51	33%	1,206	35%	2,138	35%	39,754	35%	38	24%	1,234	30%	2,274	30%	35,315	30%
			Quite a bit	55	35%	1,174	34%	2,084	35%	40,335	35%	53	36%	1,380	33%	2,537	33%	41,915	35%
			Very much	36	23%	606	17%	998	16%	20,762	18%	48	32%	1,027	25%	1,771	24%	28,824	24%
			Total	157	100%	3,436	100%	6,015	100%	114,575	100%	151	100%	4,143	100%	7,547	100%	118,652	100%
n.	Developing a personal code of values and ethics	GNETHICS	Very little	29	19%	546	19%	935	17%	16,218	16%	17	11%	779	20%	1,314	18%	17,379	17%
			Some	36	23%	1,053	32%	1,855	31%	34,598	31%	49	32%	1,188	30%	2,183	29%	32,667	28%
			Quite a bit	66	42%	1,125	31%	1,915	32%	37,713	32%	42	29%	1,172	27%	2,158	28%	36,119	29%
			Very much	26	16%	712	18%	1,308	20%	26,035	21%	43	29%	1,003	23%	1,889	25%	32,464	26%
			Total	157	100%	3,436	100%	6,013	100%	114,564	100%	151	100%	4,142	100%	7,544	100%	118,629	100%
o.	Contributing to the welfare of your community	GNCOMMUN	Very little	22	14%	775	26%	1,280	24%	21,958	22%	22	14%	1,016	26%	1,662	23%	22,769	22%
			Some	63	40%	1,161	37%	2,150	36%	40,632	36%	46	31%	1,395	36%	2,610	35%	39,675	34%
			Quite a bit	52	33%	968	25%	1,699	27%	33,418	27%	48	32%	1,013	23%	1,903	24%	32,656	26%
			Very much	21	13%	533	11%	884	13%	18,531	14%	35	23%	717	15%	1,368	17%	23,510	18%
			Total	158	100%	3,437	100%	6,013	100%	114,539	100%	151	100%	4,141	100%	7,543	100%	118,610	100%
p.	Developing a deepened sense of spirituality	GNSPIRIT	Very little	71	45%	1,313	46%	2,401	43%	43,217	41%	67	44%	2,073	55%	3,771	52%	53,642	49%
			Some	47	30%	922	25%	1,587	26%	31,475	27%	43	29%	981	23%	1,784	23%	29,413	23%
			Quite a bit	24	15%	699	17%	1,137	18%	21,994	18%	16	11%	575	12%	1,003	13%	17,881	14%
			Very much	16	10%	502	11%	886	13%	17,844	14%	25	16%	512	11%	984	12%	17,642	14%
			Total	158	100%	3,436	100%	6,011	100%	114,530	100%	151	100%	4,141	100%	7,542	100%	118,578	100%

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**NSSE 2006 Engagement Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006	
			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	17	11%	246	7%	404	7%	6,484	6%	34	22%	463	11%	943	12%	11,339	11%
		Fair	46	30%	734	19%	1,284	21%	21,032	19%	47	30%	1,043	25%	1,865	24%	24,575	22%
		Good	62	40%	1,634	48%	2,894	48%	54,607	47%	46	32%	1,687	41%	3,025	40%	48,440	40%
		Excellent	31	19%	836	26%	1,445	24%	32,811	27%	24	16%	961	24%	1,725	24%	34,527	27%
	Total		156	100%	3,450	100%	6,027	100%	114,934	100%	151	100%	4,154	100%	7,558	100%	118,881	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	2	1%	77	3%	108	2%	2,044	2%	3	2%	105	3%	196	3%	2,262	2%
		Fair	21	13%	439	13%	742	14%	12,463	12%	24	16%	616	15%	1,030	14%	13,187	12%
		Good	77	50%	1,963	57%	3,302	55%	59,051	53%	82	54%	2,210	54%	3,905	52%	56,747	49%
		Excellent	57	36%	972	28%	1,875	30%	41,393	33%	42	27%	1,224	29%	2,425	31%	46,696	36%
	Total		157	100%	3,451	100%	6,027	100%	114,951	100%	151	100%	4,155	100%	7,556	100%	118,892	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	0	0%	177	5%	244	4%	5,074	5%	6	4%	286	7%	485	7%	6,192	6%
		Probably no	13	9%	513	15%	762	13%	14,250	13%	18	11%	647	16%	1,096	15%	15,776	13%
		Probably yes	50	32%	1,537	44%	2,529	43%	46,173	41%	62	41%	1,803	43%	3,082	41%	45,692	39%
		Definitely yes	94	59%	1,223	36%	2,489	40%	49,422	42%	65	44%	1,419	34%	2,892	37%	51,214	42%
	Total		157	100%	3,450	100%	6,024	100%	114,919	100%	151	100%	4,155	100%	7,555	100%	118,874	100%

IPEDS: 243221

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**NSSE 2006 Background Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

			First-Year Students								Seniors							
Item	Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	145	91%	3007	82%	5,434	86%	100,419	81%	1	1%	11	0%	20	0%	383	0%
		20-23	5	3%	297	11%	443	9%	8,095	9%	108	72%	2,243	53%	5,309	66%	81,532	62%
		24-29	4	3%	72	3%	82	2%	2,732	4%	28	18%	884	22%	1,207	17%	17,724	18%
		30-39	2	1%	46	2%	40	1%	2,142	3%	6	4%	536	13%	559	9%	9,928	10%
		40-55	3	2%	32	1%	36	1%	1,555	2%	7	5%	440	11%	412	7%	8,526	8%
		Over 55	0	0%	2	0%	2	0%	123	0%	0	0%	36	1%	46	1%	654	1%
		Total	159	100%	3,456	100%	6,037	100%	115,066	100%	150	100%	4,150	100%	7,553	100%	118,747	100%
16. Sex	SEX	Male	46	33%	1,283	46%	2,240	46%	40,475	44%	39	33%	1,579	43%	2,887	44%	41,841	42%
		Female	112	67%	2,176	54%	3,805	54%	74,681	56%	111	67%	2,582	57%	4,673	56%	77,110	58%
		Total	158	100%	3,459	100%	6,045	100%	115,156	100%	150	100%	4,161	100%	7,560	100%	118,951	100%
17. Are you an international student or foreign national?	INTERNAT	No	151	96%	3,237	93%	5,706	94%	109,268	94%	148	98%	3,831	93%	7,157	95%	113,456	95%
		Yes	7	4%	217	7%	328	6%	5,694	6%	3	2%	325	7%	399	5%	5,419	5%
		Total	158	100%	3,454	100%	6,034	100%	114,962	100%	151	100%	4,156	100%	7,556	100%	118,875	100%
18. Racial or ethnic identification	RACE05	American Indian or other Native American	0	0%	16	0%	49	1%	828	1%	0	0%	30	1%	53	1%	784	1%
		Asian, Asian American, or Pacific Islander	0	0%	296	8%	414	7%	5,771	6%	0	0%	279	6%	423	5%	5,179	5%
		American	0	0%	424	12%	392	8%	6,700	8%	0	0%	436	11%	502	8%	6,934	7%
		White (non-Hispanic)	0	0%	1,996	59%	4,293	70%	85,073	69%	1	1%	2,500	60%	5,456	71%	88,179	71%
		Mexican or Mexican American	0	0%	235	8%	110	2%	2,441	4%	0	0%	250	8%	110	2%	2,565	3%
		Puerto Rican	150	94%	17	1%	25	0%	714	1%	134	91%	20	0%	27	0%	617	1%
		Other Hispanic or Latino	6	4%	110	3%	112	2%	2,389	3%	5	4%	157	4%	136	2%	2,399	2%
		Multiracial	0	0%	87	2%	160	3%	2,529	2%	2	1%	89	2%	176	2%	2,334	2%
		Other	0	0%	64	2%	99	2%	1,699	2%	0	0%	92	2%	141	2%	1,790	2%
		I prefer not to respond	3	2%	209	6%	381	6%	6,827	6%	6	4%	300	7%	531	7%	8,052	7%
Total	159	100%	3,454	100%	6,035	100%	114,971	100%	148	100%	4,153	100%	7,555	100%	118,833	100%		
19. What is your current classification in college?	CLASS	Freshman/First year	143	90%	2,749	75%	5,081	80%	98,420	80%	0	0%	5	0%	6	0%	102	0%
		Soph./Second Year	14	9%	625	20%	831	16%	13,296	16%	0	0%	20	1%	15	0%	365	0%
		Junior/Third Year	1	1%	32	2%	60	2%	1,793	2%	1	1%	188	4%	319	5%	4,860	5%
		Senior/Fourth Year	0	0%	20	1%	22	1%	493	1%	132	89%	3,814	92%	7,046	92%	110,523	92%
		Unclassified	1	1%	26	2%	40	1%	1,002	1%	16	11%	125	3%	167	3%	2,894	3%
		Total	159	100%	3,452	100%	6,034	100%	115,004	100%	149	100%	4,152	100%	7,553	100%	118,744	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	156	98%	3,152	88%	5,520	90%	104,750	89%	118	78%	1,897	45%	4,357	54%	72,222	56%
		Started elsewhere	3	2%	301	12%	514	10%	10,243	11%	33	22%	2,259	55%	3,199	46%	46,701	44%
		Total	159	100%	3,453	100%	6,034	100%	114,993	100%	151	100%	4,156	100%	7,556	100%	118,923	100%

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**NSSE 2006 Background Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

			First-Year Students								Seniors							
			UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006	
Variable	Response Options		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? (Mark all that apply.)	VOTECH05	Vocational or technical school	5	3%	81	3%	116	2%	3,870	4%	8	6%	311	7%	412	6%	8,418	7%
	COMCOL05	Community or junior college	4	2%	293	9%	534	9%	9,091	8%	7	5%	2022	47%	3,087	40%	39,476	35%
	FOURYR05	4-year college other than this one	6	4%	280	9%	436	7%	8,218	7%	20	13%	1250	28%	1,928	24%	30,050	25%
	NONE05	None	140	86%	2798	69%	4,952	69%	94,606	68%	100	64%	1403	31%	3,179	37%	56,868	39%
	OCOL1_05	Other	4	2%	93	3%	139	2%	3,203	3%	18	12%	226	5%	272	4%	5,040	4%
22. Thinking about this current academic term, how would you characterize your enrollment?	ENRLMENT	Less than full-time	12	8%	178	8%	204	5%	4,551	7%	46	31%	957	24%	1,031	16%	15,679	17%
		Full-time	146	92%	3268	92%	5,821	95%	110,399	93%	101	69%	3197	76%	6,518	84%	103,117	83%
	Total		158	100%	3446	100%	6,025	100%	114,950	100%	147	100%	4154	100%	7,549	100%	118,796	100%
23. Are you member of a fraternity or sorority?	FRATSORO	No	152	96%	3021	91%	5,118	86%	103,832	91%	145	96%	3664	90%	6,441	85%	104,088	89%
		Yes	6	4%	426	9%	904	14%	11,061	9%	6	4%	491	10%	1,112	15%	14,734	11%
	Total		158	100%	3447	100%	6,022	100%	114,893	100%	151	100%	4155	100%	7,553	100%	118,822	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	147	95%	3236	95%	5,658	95%	100,935	91%	143	97%	4029	97%	7,298	97%	110,515	95%
		Yes	8	5%	210	5%	362	5%	13,924	9%	4	3%	121	3%	250	3%	8,272	5%
	Total		155	100%	3446	100%	6,020	100%	114,859	100%	147	100%	4150	100%	7,548	100%	118,787	100%
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	0	0%	93	3%	134	3%	2,135	2%	0	0%	17	0%	30	1%	278	0%
		C	3	2%	178	6%	269	5%	4,873	5%	4	4%	126	3%	201	3%	2,274	2%
		C+	11	9%	223	6%	387	6%	6,632	6%	6	5%	234	6%	390	6%	4,663	4%
		B-	2	2%	356	11%	565	10%	10,129	9%	4	3%	337	9%	669	9%	8,794	8%
		B	33	27%	695	21%	1,227	20%	24,415	21%	28	23%	920	22%	1,602	21%	23,728	21%
		B+	18	14%	622	17%	1,180	20%	22,518	19%	27	21%	862	19%	1,456	19%	25,029	20%
		A-	16	13%	549	15%	1,050	17%	20,607	17%	5	4%	626	15%	1,389	18%	23,843	19%
		A	44	34%	709	21%	1,198	20%	23,027	21%	54	41%	998	24%	1,792	24%	29,461	25%
Total		127	100%	3425	100%	6,010	100%	114,336	100%	128	100%	4120	100%	7,529	100%	118,070	100%	
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	7	4%	1806	47%	4,206	65%	81,205	59%	5	3%	353	6%	630	8%	21,262	12%
		Residence, walking distance	35	22%	201	7%	496	9%	6,519	7%	27	18%	613	17%	2,113	26%	28,869	24%
		Residence, driving distance	116	74%	1417	46%	1,255	25%	26,198	33%	117	78%	3144	77%	4,626	64%	66,000	62%
		house	0	0%	11	1%	58	1%	702	1%	0	0%	18	1%	164	2%	2,154	2%
		Total		158	100%	3435	100%	6,015	100%	114,624	100%	149	100%	4128	100%	7,533	100%	118,285

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**NSSE 2006 Background Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

			First-Year Students								Seniors							
Variable	Response Options	UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
27a. Father's educational attainment	FATHREDU	Did not finish HS	14	9%	253	8%	315	6%	7,110	8%	17	11%	464	12%	578	9%	9,946	10%
		Graduated from HS	30	19%	750	24%	1,207	21%	27,678	25%	40	28%	978	25%	1,534	22%	28,078	24%
		Attended, no degree	22	14%	496	15%	843	15%	15,927	15%	20	14%	585	14%	1,120	15%	16,709	14%
		Completed Associate's	24	15%	231	7%	427	7%	9,302	8%	13	8%	314	8%	534	8%	9,584	8%
		Completed Bachelor's	33	22%	881	25%	1,680	27%	28,998	24%	38	25%	1012	24%	1,984	25%	29,088	24%
		Completed Master's	16	11%	564	16%	1,002	16%	16,509	13%	13	8%	516	11%	1,131	14%	16,144	13%
		Completed Doctorate	15	10%	220	5%	484	8%	8,118	6%	7	5%	247	5%	623	7%	8,346	7%
Total		154	100%	3395	100%	5,958	100%	113,642	100%	148	100%	4116	100%	7,504	100%	117,895	100%	
27b. Mother's educational attainment	MOTHREDU	Did not finish HS	7	4%	219	7%	249	5%	5,308	7%	8	6%	415	11%	462	7%	7,914	8%
		Graduated from HS	16	10%	690	23%	1,071	20%	25,008	23%	26	18%	1133	29%	1,642	23%	29,711	25%
		Attended, no degree	24	15%	567	18%	999	17%	18,171	17%	15	9%	639	16%	1,277	17%	18,268	16%
		Completed Associate's	34	21%	415	12%	653	11%	14,190	12%	35	23%	527	12%	849	12%	14,684	12%
		Completed Bachelor's	50	33%	955	26%	1,855	29%	32,204	26%	48	31%	897	21%	1,999	25%	29,086	24%
		Completed Master's	22	14%	478	12%	986	16%	16,191	13%	14	9%	449	10%	1,131	14%	16,113	13%
		Completed Doctorate	4	3%	91	2%	163	2%	2,985	2%	5	4%	66	1%	161	2%	2,487	2%
Total		157	100%	3415	100%	5,976	100%	114,057	100%	151	100%	4126	100%	7,521	100%	118,263	100%	
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	15	10%	367	12%	963	15%	17,571	14%	18	12%	444	12%	1,218	16%	19,249	15%
		Biological science	11	7%	316	8%	423	7%	9,147	7%	9	6%	231	6%	439	6%	7,906	6%
		Business	33	21%	550	16%	1,029	18%	16,194	16%	27	18%	773	18%	1,456	21%	19,709	17%
		Education	20	12%	171	4%	343	6%	10,570	9%	31	20%	307	8%	657	9%	12,381	10%
		Engineering	1	1%	284	11%	333	8%	6,605	7%	1	1%	424	11%	446	7%	6,814	7%
		Physical science	9	6%	93	3%	146	2%	4,003	3%	1	1%	110	3%	193	2%	4,046	3%
		Professional	27	17%	580	16%	693	12%	12,442	12%	17	12%	494	11%	665	9%	10,356	9%
		Social science	22	14%	432	12%	923	13%	14,874	12%	25	18%	504	12%	1,195	15%	18,122	15%
		Other	19	12%	437	12%	708	13%	14,845	15%	20	13%	786	19%	1,180	16%	18,846	17%
		Undecided	0	0%	157	4%	346	5%	6,235	5%	0	0%	2	0%	3	0%	50	0%
Total		157	100%	3387	100%	5,907	100%	112,486	100%	149	100%	4075	100%	7,452	100%	117,479	100%	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	16	15%	251	24%	513	25%	10,086	25%	15	20%	165	19%	508	25%	7,652	24%
		Biological science	6	6%	50	4%	70	3%	1,493	4%	3	4%	30	3%	73	4%	1,206	4%
		Business	18	17%	179	19%	319	18%	4,859	15%	8	10%	239	23%	377	22%	4,948	18%
		Education	6	6%	42	3%	68	3%	2,999	7%	9	12%	66	6%	66	3%	3,147	9%
		Engineering	2	2%	50	6%	45	4%	720	3%	0	0%	60	6%	41	3%	467	2%
		Physical science	3	3%	67	7%	81	5%	2,085	6%	2	2%	62	8%	116	7%	1,693	6%
		Professional	26	24%	108	10%	154	9%	2,707	9%	6	7%	52	5%	82	4%	1,474	5%
		Social science	10	9%	177	14%	323	17%	6,137	15%	13	17%	163	17%	362	20%	5,627	18%
		Other	16	15%	121	10%	196	12%	4,176	13%	13	17%	121	10%	216	12%	3,733	13%
		Undecided	4	4%	36	3%	54	3%	992	3%	8	9%	26	3%	24	2%	364	2%
Total		107	100%	1081	100%	1,823	100%	36,254	100%	77	100%	984	100%	1,865	100%	30,311	100%	
Institution reported gender	GENDER	Male	49	34%	1461	47%	2,628	47%	46,861	45%	39	32%	1716	43%	3,178	45%	45,989	43%

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**NSSE 2006 Background Item Frequency Distributions^a
University of Puerto Rico-Rio Piedras Campus**

First-Year Students

Seniors

Variable	Response Options	First-Year Students								Seniors								
		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		UPR-Rio Piedras		Selected Peers		Carnegie Peers		NSSE 2006		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
	Female	112	66%	2441	53%	4,369	53%	84,234	55%	114	68%	2757	57%	5,047	55%	82,585	57%	
	Total	161	100%	3902	100%	6,997	100%	131,095	100%	153	100%	4473	100%	8,225	100%	128,574	100%	
Institution reported race or ethnicity	ETHNICIT	African American/Black	0	0%	547	13%	445	8%	8,423	9%	0	0%	525	12%	547	9%	7,993	8%
		Am. Indian/Native Amer.	0	0%	14	0%	44	1%	723	1%	0	0%	19	0%	47	1%	699	1%
		Asian/Pacific Islander	0	0%	308	7%	352	6%	5,436	5%	0	0%	255	5%	333	4%	4,756	5%
		Caucasian/White	0	0%	2292	61%	4,417	72%	87,169	69%	0	0%	2785	62%	5,466	74%	87,845	72%
		Hispanic/Latino	0	0%	397	11%	265	5%	6,341	7%	0	0%	457	12%	257	4%	6,104	7%
		Other	0	0%	81	1%	120	1%	1,291	1%	0	0%	86	1%	161	2%	1,211	1%
		Multi-racial	0	0%	102	3%	187	3%	2,171	2%	0	0%	167	4%	224	3%	2,166	2%
		Foreign	0	0%	0	0%	3	0%	384	0%	0	0%	0	0%	5	0%	245	0%
		Unknown	0	0%	161	4%	201	3%	5,889	5%	0	0%	179	4%	203	3%	5,139	4%
	Total	0	0%	3902	100%	6,034	100%	117,827	100%	0	0%	4473	100%	7,243	100%	116,158	100%	
Institution reported enrollment	ENROLLMT	Part-time	7	4%	183	9%	299	7%	6,097	9%	55	35%	1223	30%	1,258	19%	18,101	20%
		Full-time	154	96%	3719	91%	6,698	93%	124,998	91%	98	65%	3250	70%	6,967	81%	110,473	80%
		Total	161	100%	3902	100%	6,997	100%	131,095	100%	153	100%	4473	100%	8,225	100%	128,574	100%
Mode of completion	MODECOMP	Paper	160	99%	249	14%	206	7%	5,294	9%	151	99%	404	20%	334	10%	8,211	11%
		Web	1	1%	3653	86%	6,791	93%	125,801	91%	2	1%	4069	80%	7,891	90%	120,363	89%
		Total	161	100%	3902	100%	6,997	100%	131,095	100%	153	100%	4473	100%	8,225	100%	128,574	100%
Are you taking all courses entirely online? (item asked with the online version only)	DISTED	No	1	100%	3164	98%	5,757	98%	108,402	98%	2	100%	3651	97%	7,108	98%	108,045	98%
		Yes	0	0%	35	2%	64	2%	1,279	2%	0	0%	100	3%	109	2%	2,615	2%
		Total	1	100%	3199	100%	5,821	100%	109,681	100%	2	100%	3751	100%	7,217	100%	110,660	100%

IPEDS: 243221

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



Response rate	37%			
Number of invited faculty members	571			
Total number of respondents	213 (66 Lower Division, 133 Upper Division, 7 Other, 7 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	42%	29%	50%	34%
Biological science	8%	7%	0%	7%
Business	9%	14%	17%	13%
Education	5%	14%	0%	11%
Engineering	0%	0%	0%	0%
Physical science	16%	10%	0%	12%
Professional	0%	5%	0%	3%
Social science	13%	11%	0%	11%
Other	8%	10%	33%	10%
Rank				
Professor	42%	45%	0%	43%
Associate Professor	23%	25%	67%	26%
Assistant Professor	17%	14%	17%	15%
Instructor	17%	13%	17%	15%
Lecturer	0%	1%	0%	1%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	2%	0%	1%
Tenure status				
Tenured	66%	71%	50%	69%
On tenure track but not tenured	11%	8%	33%	10%
Not on tenure track	21%	17%	17%	18%
No tenure system	2%	4%	0%	3%
Highest degree earned				
First professional degree	2%	4%	0%	3%
Doctoral degree	66%	67%	100%	68%
Master's degree	23%	25%	0%	24%
Bachelor's degree	3%	0%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	6%	4%	0%	4%
Full-time/Part Time				
Full-time	88%	89%	86%	89%
Part-time	12%	11%	14%	11%



	Lower Division	Upper Division	Other	Total
Number of courses taught 05-06¹				
None	0%	0%	0%	0%
1-3	40%	37%	17%	37%
4-6	26%	38%	33%	34%
7 or more	34%	25%	50%	29%
Years of teaching experience				
4 or less	8%	6%	17%	7%
5-9	16%	14%	0%	14%
10-14	18%	13%	50%	15%
15 or more	58%	67%	33%	63%
Age				
34 or younger	6%	9%	17%	8%
35-44	34%	28%	33%	30%
45-54	27%	35%	33%	33%
Older than 54	32%	28%	17%	29%
Gender				
Male	42%	42%	67%	43%
Female	58%	58%	33%	57%
Race / Ethnicity				
American Indian/ Native Amer.	0%	1%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	0%	0%	0%	0%
Black or African American	2%	1%	0%	1%
White (non-Hispanic)	9%	5%	17%	7%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	72%	82%	67%	78%
Other Hispanic or Latino	6%	5%	0%	6%
Multiracial	2%	1%	0%	1%
Other	3%	0%	17%	2%
Prefer not to respond	6%	5%	0%	6%
Citizenship status				
U.S. citizen, native	82%	87%	83%	85%
U.S. citizen, naturalized	11%	10%	17%	10%
Permanent resident of the U.S.	6%	2%	0%	3%
Temporary resident of the U.S.	2%	2%	0%	2%

1: Includes 2005-2006 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	2	3%	6	5%	8	4%
		Somewhat important	4	6%	11	8%	15	8%
		Important	14	21%	23	17%	37	19%
		Very important	46	70%	92	70%	138	70%
		Total	66	100%	132	100%	198	100%
b. Community service or volunteer work	FVOLUNTR	Not important	5	8%	11	8%	16	8%
		Somewhat important	15	23%	25	19%	40	20%
		Important	24	36%	43	32%	67	34%
		Very important	22	33%	54	41%	76	38%
		Total	66	100%	133	100%	199	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	10	15%	13	10%	23	12%
		Somewhat important	12	18%	33	25%	45	23%
		Important	24	36%	45	34%	69	35%
		Very important	20	30%	42	32%	62	31%
		Total	66	100%	133	100%	199	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	0	0%	11	8%	11	6%
		Somewhat important	14	21%	24	18%	38	19%
		Important	21	32%	37	28%	58	29%
		Very important	31	47%	61	46%	92	46%
		Total	66	100%	133	100%	199	100%
e. Foreign language coursework	FFORLANG	Not important	2	3%	2	2%	4	2%
		Somewhat important	10	15%	22	17%	32	16%
		Important	20	30%	49	37%	69	35%
		Very important	34	52%	59	45%	93	47%
		Total	66	100%	132	100%	198	100%
f. Study abroad	FSTUDYAB	Not important	3	5%	8	6%	11	6%
		Somewhat important	12	19%	30	23%	42	22%
		Important	21	33%	47	36%	68	35%
		Very important	28	44%	45	35%	73	38%
		Total	64	100%	130	100%	194	100%



Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	7	11%	11	8%	18	9%
		Somewhat important	23	35%	28	22%	51	26%
		Important	19	29%	42	32%	61	31%
		Very important	17	26%	49	38%	66	34%
		Total	66	100%	130	100%	196	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	3%	7	5%	9	5%
		Somewhat important	10	15%	23	17%	33	17%
		Important	26	39%	46	35%	72	36%
		Very important	28	42%	57	43%	85	43%
		Total	66	100%	133	100%	199	100%

Select the response that you believe best represents the quality of student relationships with people at your institution.

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	1	2%	0	0%	1	1%
		2	2	3%	2	2%	4	2%
		3	6	9%	7	5%	13	7%
		4	6	9%	19	14%	25	13%
		5	18	27%	36	27%	54	27%
		6	22	33%	36	27%	58	29%
		Friendly, Supportive, Sense of Belonging	11	17%	33	25%	44	22%
		Total	66	100%	133	100%	199	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	2	3%	1	1%	3	2%
		2	2	3%	3	2%	5	3%
		3	7	11%	12	9%	19	10%
		4	16	24%	20	15%	36	18%
		5	20	30%	49	37%	69	35%
		6	12	18%	27	20%	39	20%
		Available, Helpful, Sympathetic	7	11%	21	16%	28	14%
		Total	66	100%	133	100%	199	100%



Lower Division	Upper Division	Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Student relationships with administrative personnel and offices	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		4	6%	9	7%	13
	2		14	21%	16	12%	30	15%
	3		15	23%	21	16%	36	18%
	4		15	23%	25	19%	40	20%
	5		8	12%	30	23%	38	19%
	6		7	11%	17	13%	24	12%
	Helpful, Considerate, Flexible		3	5%	15	11%	18	9%
	Total		66	100%	133	100%	199	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		5	8%	7	5%	12
	Some		14	22%	21	16%	35	18%
	Quite a bit		29	45%	50	38%	79	40%
	Very much		17	26%	53	40%	70	36%
	Total		65	100%	131	100%	196	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	8	12%	12	9%	20	10%
		Some	30	46%	41	31%	71	36%
	Quite a bit		21	32%	55	42%	76	39%
	Very much		6	9%	24	18%	30	15%
	Total		65	100%	132	100%	197	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	21	32%	28	22%	49	25%
		Some	16	24%	42	32%	58	30%
	Quite a bit		20	30%	36	28%	56	29%
	Very much		9	14%	24	18%	33	17%
	Total		66	100%	130	100%	196	100%



Lower Division	Upper Division	Total
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To what extent does your institution emphasize each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	18	28%	33	25%	51	26%
		Some	31	48%	59	45%	90	46%
		Quite a bit	15	23%	30	23%	45	23%
		Very much	1	2%	10	8%	11	6%
		Total	65	100%	132	100%	197	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	23	35%	32	24%	55	28%
		Some	27	41%	51	39%	78	40%
		Quite a bit	14	21%	36	27%	50	25%
		Very much	2	3%	12	9%	14	7%
		Total	66	100%	131	100%	197	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	13	20%	18	14%	31	16%
		Some	28	43%	37	28%	65	33%
		Quite a bit	18	28%	54	41%	72	37%
		Very much	6	9%	22	17%	28	14%
		Total	65	100%	131	100%	196	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	14	21%	15	11%	29	15%
		Some	23	35%	45	34%	68	34%
		Quite a bit	16	24%	51	39%	67	34%
		Very much	13	20%	21	16%	34	17%
		Total	66	100%	132	100%	198	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	2%	3	2%	4	2%
		Some	15	23%	23	18%	38	19%
		Quite a bit	30	45%	48	37%	78	40%
		Very much	20	30%	57	44%	77	39%
		Total	66	100%	131	100%	197	100%



Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	9	14%	20	15%	29	15%
		5-8	16	24%	31	23%	47	24%
		9-12	22	33%	42	32%	64	32%
		13-16	9	14%	23	17%	32	16%
		17-20	6	9%	10	8%	16	8%
		21-30	3	5%	5	4%	8	4%
		More than 30	1	2%	2	2%	3	2%
		Total	66	100%	133	100%	199	100%
b. Grading papers and exams	GRADEPAP	0	1	2%	2	2%	3	2%
		1-4	29	44%	61	46%	90	45%
		5-8	15	23%	33	25%	48	24%
		9-12	11	17%	18	14%	29	15%
		13-16	7	11%	9	7%	16	8%
		17-20	2	3%	7	5%	9	5%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	2%	3	2%	4	2%
		Total	66	100%	133	100%	199	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	2	2%	2	1%
		1-4	31	47%	60	45%	91	46%
		5-8	25	38%	38	29%	63	32%
		9-12	6	9%	20	15%	26	13%
		13-16	3	5%	9	7%	12	6%
		17-20	0	0%	2	2%	2	1%
		21-30	1	2%	2	2%	3	2%
		More than 30	0	0%	0	0%	0	0%
		Total	66	100%	133	100%	199	100%



Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	12	18%	25	19%	37	19%
		5-8	31	47%	47	35%	78	39%
		9-12	14	21%	29	22%	43	22%
		13-16	3	5%	18	14%	21	11%
		17-20	3	5%	7	5%	10	5%
		21-30	1	2%	5	4%	6	3%
		More than 30	2	3%	2	2%	4	2%
			Total	66	100%	133	100%	199
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	1	1%	1	1%
		1-4	31	48%	67	51%	98	50%
		5-8	19	30%	38	29%	57	29%
		9-12	6	9%	8	6%	14	7%
		13-16	3	5%	7	5%	10	5%
		17-20	1	2%	5	4%	6	3%
		21-30	1	2%	4	3%	5	3%
		More than 30	3	5%	1	1%	4	2%
			Total	64	100%	131	100%	195
f. Research and scholarly activities	SCHOLAR	0	2	3%	2	2%	4	2%
		1-4	15	24%	33	25%	48	25%
		5-8	14	22%	35	27%	49	25%
		9-12	6	10%	14	11%	20	10%
		13-16	7	11%	18	14%	25	13%
		17-20	5	8%	14	11%	19	10%
		21-30	3	5%	8	6%	11	6%
		More than 30	11	17%	8	6%	19	10%
			Total	63	100%	132	100%	195

Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	25	39%	39	30%	64	33%
		1-4	25	39%	50	38%	75	38%
		5-8	9	14%	19	14%	28	14%
		9-12	3	5%	17	13%	20	10%
		13-16	1	2%	3	2%	4	2%
		17-20	1	2%	2	2%	3	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total	64	100%	132	100%	196	100%
h. Advising undergraduate students	ADVISE	0	11	17%	25	19%	36	18%
		1-4	40	63%	67	51%	107	55%
		5-8	6	9%	23	17%	29	15%
		9-12	3	5%	9	7%	12	6%
		13-16	3	5%	4	3%	7	4%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	3	2%	3	2%
		More than 30	1	2%	0	0%	1	1%
		Total	64	100%	132	100%	196	100%
i. Supervising internships or other field experiences	FIELDEXP	0	53	82%	73	56%	126	64%
		1-4	7	11%	29	22%	36	18%
		5-8	4	6%	12	9%	16	8%
		9-12	0	0%	9	7%	9	5%
		13-16	0	0%	2	2%	2	1%
		17-20	0	0%	4	3%	4	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	1	2%	1	1%	2	1%
		Total	65	100%	131	100%	196	100%



Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	28	43%	43	33%	71	36%
		1-4	24	37%	61	46%	85	43%
		5-8	10	15%	17	13%	27	14%
		9-12	2	3%	5	4%	7	4%
		13-16	0	0%	4	3%	4	2%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	1	2%	0	0%	1	1%
		Total	65	100%	132	100%	197	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	13	20%	27	20%	40	20%
		1-4	36	56%	79	60%	115	59%
		5-8	9	14%	16	12%	25	13%
		9-12	5	8%	3	2%	8	4%
		13-16	0	0%	5	4%	5	3%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	1	2%	0	0%	1	1%
		Total	64	100%	132	100%	196	100%
l. Conducting service activities	SERVICE	0	25	38%	45	34%	70	36%
		1-4	26	40%	47	36%	73	37%
		5-8	9	14%	20	15%	29	15%
		9-12	4	6%	13	10%	17	9%
		13-16	0	0%	4	3%	4	2%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	1	2%	1	1%	2	1%
		Total	65	100%	132	100%	197	100%



Lower Division	Upper Division	Total
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Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	64	97%	130	98%	194	98%
		Classroom, auxiliary location	0	0%	1	1%	1	1%
		Distance education	2	3%	1	1%	3	2%
		Total	66	100%	132	100%	198	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	20	30%	47	36%	67	34%
		Yes	46	70%	84	64%	130	66%
		Total	66	100%	131	100%	197	100%
How many students are enrolled in your selected course section?	CS05	9 or less	1	2%	7	5%	8	4%
		10 to 19	17	26%	40	30%	57	29%
		20 to 29	30	45%	44	33%	74	37%
		30 to 49	10	15%	28	21%	38	19%
		50 to 99	6	9%	9	7%	15	8%
		100 or more	2	3%	5	4%	7	4%
		Total	66	100%	133	100%	199	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	1	2%	7	5%	8	4%
		1 to 2	8	13%	13	10%	21	11%
		3 to 9	24	38%	45	34%	69	35%
		10 to 19	17	27%	33	25%	50	26%
		20 or more	13	21%	34	26%	47	24%
		Total	63	100%	132	100%	195	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	30	46%	37	28%	67	34%
		Biological science	5	8%	11	8%	16	8%
		Business	7	11%	19	14%	26	13%
		Education	1	2%	17	13%	18	9%
		Engineering	0	0%	0	0%	0	0%
		Physical science	10	15%	16	12%	26	13%
		Professional	0	0%	5	4%	5	3%
		Social science	8	12%	15	11%	23	12%
		Other	4	6%	13	10%	17	9%
		Total	65	100%	133	100%	198	100%



**Faculty Survey
of Student Engagement**

**FSSE 2006 Frequency Distributions
University of Puerto Rico-Rio Piedras Campus**

Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	0	0%	0	0%
		1-24%	19	29%	44	33%	63	32%
		25-49%	16	24%	34	26%	50	25%
		50-74%	21	32%	27	20%	48	24%
		75% or higher	10	15%	28	21%	38	19%
		Total	66	100%	133	100%	199	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	1	2%	4	3%	5	3%
		1-24%	24	36%	49	37%	73	37%
		25-49%	19	29%	33	25%	52	26%
		50-74%	13	20%	29	22%	42	21%
		75% or higher	9	14%	18	14%	27	14%
		Total	66	100%	133	100%	199	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	2	3%	4	3%	6	3%
		1-24%	25	38%	64	49%	89	45%
		25-49%	20	30%	30	23%	50	25%
		50-74%	15	23%	23	18%	38	19%
		75% or higher	4	6%	10	8%	14	7%
		Total	66	100%	131	100%	197	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	10	15%	9	7%	19	10%
		1-24%	30	45%	64	48%	94	47%
		25-49%	11	17%	21	16%	32	16%
		50-74%	6	9%	23	17%	29	15%
		75% or higher	9	14%	15	11%	24	12%
		Total	66	100%	132	100%	198	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	1%	1	1%
		1-24%	28	42%	46	35%	74	37%
		25-49%	19	29%	37	28%	56	28%
		50-74%	10	15%	30	23%	40	20%
		75% or higher	9	14%	18	14%	27	14%
		Total	66	100%	132	100%	198	100%



Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	2	3%	3	2%	5	3%
		1-24%	42	64%	72	55%	114	58%
		25-49%	8	12%	24	18%	32	16%
		50-74%	8	12%	19	14%	27	14%
		75% or higher	6	9%	14	11%	20	10%
	Total	66	100%	132	100%	198	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	6	9%	10	8%	16	8%
		1-24%	39	59%	73	55%	112	56%
		25-49%	16	24%	26	20%	42	21%
		50-74%	2	3%	13	10%	15	8%
		75% or higher	3	5%	11	8%	14	7%
	Total	66	100%	133	100%	199	100%	

How often do students in your selected course section engage in the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	15	23%	20	15%	35	18%
		Sometimes	16	24%	42	32%	58	29%
		Often	13	20%	41	31%	54	27%
		Very often	22	33%	29	22%	51	26%
	Total	66	100%	132	100%	198	100%	
b. Work with other students on projects during class	FCLASSGR	Never	9	14%	18	14%	27	14%
		Sometimes	26	39%	42	32%	68	35%
		Often	17	26%	29	22%	46	23%
		Very often	14	21%	42	32%	56	28%
	Total	66	100%	131	100%	197	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	50	76%	70	53%	120	61%
		Sometimes	12	18%	45	34%	57	29%
		Often	3	5%	5	4%	8	4%
		Very often	1	2%	12	9%	13	7%
	Total	66	100%	132	100%	198	100%	



Lower Division	Upper Division	Total
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How often do students in your selected course section engage in the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	20	30%	24	18%	44	22%
		Sometimes	17	26%	41	31%	58	29%
		Often	15	23%	33	25%	48	24%
		Very often	14	21%	34	26%	48	24%
		Total	66	100%	132	100%	198	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	2%	2	2%	3	2%
		Sometimes	4	6%	10	8%	14	7%
		Often	30	46%	43	33%	73	37%
		Very often	30	46%	77	58%	107	54%
		Total	65	100%	132	100%	197	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	25	38%	40	31%	65	34%
		Sometimes	20	31%	41	32%	61	32%
		Often	12	18%	29	23%	41	21%
		Very often	8	12%	18	14%	26	13%
		Total	65	100%	128	100%	193	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	19	29%	29	23%	48	25%
		Sometimes	22	33%	45	35%	67	35%
		Often	16	24%	31	24%	47	24%
		Very often	9	14%	23	18%	32	16%
		Total	66	100%	128	100%	194	100%

In your selected course section, about how much reading and writing do you assign students?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None	0	0%	7	5%	7	4%
		1	22	33%	42	32%	64	32%
		2-3	27	41%	48	36%	75	38%
		4-6	9	14%	10	8%	19	10%
		More than 6	8	12%	25	19%	33	17%
		Total	66	100%	132	100%	198	100%



Lower Division	Upper Division	Total
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In your selected course section, about how much reading and writing do you assign students? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	50	76%	62	48%	112	57%
		1	9	14%	38	29%	47	24%
		2-3	6	9%	17	13%	23	12%
		4-6	0	0%	4	3%	4	2%
		More than 6	1	2%	8	6%	9	5%
		Total		66	100%	129	100%	195
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	26	39%	33	26%	59	31%
		1	15	23%	29	23%	44	23%
		2-3	18	27%	39	31%	57	30%
		4-6	4	6%	17	13%	21	11%
		More than 6	3	5%	8	6%	11	6%
		Total		66	100%	126	100%	192
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	12	18%	19	15%	31	16%
		1	9	14%	29	22%	38	19%
		2-3	19	29%	40	31%	59	30%
		4-6	12	18%	22	17%	34	17%
		More than 6	14	21%	20	15%	34	17%
		Total		66	100%	130	100%	196

In a typical week, how many homework problem sets do you require students in your selected course section to complete?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	8	12%	26	21%	34	18%
		1-2	40	61%	68	54%	108	57%
		3-4	12	18%	20	16%	32	17%
		5-6	2	3%	4	3%	6	3%
		More than 6	4	6%	7	6%	11	6%
		Total		66	100%	125	100%	191
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	17	27%	43	35%	60	32%
		1-2	31	49%	46	38%	77	42%
		3-4	11	17%	19	16%	30	16%
		5-6	2	3%	7	6%	9	5%
		More than 6	2	3%	7	6%	9	5%
		Total		63	100%	122	100%	185



Lower Division	Upper Division	Total
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Time students spend preparing for your selected course section:

a. In a typical 7-day week, about how many hours do you **expect** your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FEXPREP	0	0	0%	0	0%	0	0%
	1-2	3	5%	8	6%	11	6%
	3-4	22	34%	47	36%	69	35%
	5-6	24	37%	41	31%	65	33%
	7-8	10	15%	23	18%	33	17%
	9-10	4	6%	6	5%	10	5%
	11-12	1	2%	3	2%	4	2%
	More than 12	1	2%	3	2%	4	2%
	Total		65	100%	131	100%	196
FACTPREP	0	3	5%	3	2%	6	3%
	1-2	34	52%	65	50%	99	51%
	3-4	16	25%	43	33%	59	30%
	5-6	9	14%	13	10%	22	11%
	7-8	2	3%	3	2%	5	3%
	9-10	0	0%	2	2%	2	1%
	11-12	1	2%	0	0%	1	1%
	More than 12	0	0%	2	2%	2	1%
	Total		65	100%	131	100%	196

b. In a typical 7-day week, about how many hours do you think your students **actually** spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

In your selected course section, how important to you is it that your students do the following?

a. Prepare two or more drafts of a paper or assignment before turning it in

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FREWROPA	Not important	12	18%	24	19%	36	19%
	Somewhat important	9	14%	29	22%	38	20%
	Important	18	28%	23	18%	41	21%
	Very important	26	40%	53	41%	79	41%
	Total		65	100%	129	100%	194



Lower Division	Upper Division	Total
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In your selected course section, how important to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	4	6%	12	9%	16	8%
		Somewhat important	4	6%	7	5%	11	6%
		Important	20	31%	27	21%	47	24%
		Very important	37	57%	83	64%	120	62%
		Total	65	100%	129	100%	194	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	5	8%	17	13%	22	11%
		Somewhat important	17	26%	34	26%	51	26%
		Important	17	26%	47	36%	64	33%
		Very important	26	40%	31	24%	57	29%
		Total	65	100%	129	100%	194	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	2	3%	7	5%	9	5%
		Somewhat important	3	5%	16	12%	19	10%
		Important	27	42%	48	37%	75	39%
		Very important	33	51%	58	45%	91	47%
		Total	65	100%	129	100%	194	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	2	3%	10	8%	12	6%
		Somewhat important	9	14%	30	23%	39	20%
		Important	27	42%	48	37%	75	38%
		Very important	27	42%	42	32%	69	35%
		Total	65	100%	130	100%	195	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	15	23%	34	27%	49	26%
		Somewhat important	25	38%	50	40%	75	39%
		Important	15	23%	28	22%	43	23%
		Very important	10	15%	14	11%	24	13%
		Total	65	100%	126	100%	191	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	2	3%	6	5%	8	4%
		Somewhat important	6	9%	15	12%	21	11%
		Important	21	33%	42	33%	63	33%
		Very important	35	55%	66	51%	101	52%
		Total	64	100%	129	100%	193	100%



Lower Division	Upper Division	Total
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In your selected course section, how important to you is it that your students do the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	1	2%	9	7%	10	5%
		Somewhat important	7	11%	17	13%	24	12%
		Important	16	25%	40	31%	56	29%
		Very important	41	63%	63	49%	104	54%
		Total	65	100%	129	100%	194	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	0	0%	3	2%	3	2%
		Somewhat important	1	2%	7	5%	8	4%
		Important	13	20%	25	19%	38	20%
		Very important	51	78%	94	73%	145	75%
		Total	65	100%	129	100%	194	100%

In your selected course section, on average, what percent of class time is spent on the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0	8	12%	7	5%	15	8%
		1-9	8	12%	19	15%	27	14%
		10-19	11	17%	16	12%	27	14%
		20-29	12	18%	22	17%	34	17%
		30-39	7	11%	14	11%	21	11%
		40-49	5	8%	24	18%	29	15%
		50-74	9	14%	14	11%	23	12%
		75 or more	5	8%	14	11%	19	10%
		Total	65	100%	130	100%	195	100%
b. Teacher-led discussion	TEACHLED	0	0	0%	3	2%	3	2%
		1-9	11	17%	12	9%	23	12%
		10-19	8	12%	22	17%	30	15%
		20-29	16	25%	31	24%	47	24%
		30-39	8	12%	18	14%	26	13%
		40-49	5	8%	18	14%	23	12%
		50-74	10	15%	18	14%	28	14%
		75 or more	7	11%	8	6%	15	8%
		Total	65	100%	130	100%	195	100%



Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0	10	16%	23	18%	33	17%
		1-9	7	11%	16	12%	23	12%
		10-19	12	19%	29	22%	41	21%
		20-29	9	14%	20	15%	29	15%
		30-39	9	14%	18	14%	27	14%
		40-49	7	11%	7	5%	14	7%
		50-74	7	11%	10	8%	17	9%
		75 or more	3	5%	7	5%	10	5%
		Total	64	100%	130	100%	194	100%
d. Student computer use	COMPMED	0	32	51%	52	40%	84	44%
		1-9	11	17%	22	17%	33	17%
		10-19	8	13%	16	12%	24	13%
		20-29	4	6%	11	9%	15	8%
		30-39	4	6%	7	5%	11	6%
		40-49	0	0%	9	7%	9	5%
		50-74	1	2%	4	3%	5	3%
		75 or more	3	5%	8	6%	11	6%
		Total	63	100%	129	100%	192	100%
e. Small group activities	GROUPSML	0	12	18%	27	21%	39	20%
		1-9	15	23%	33	25%	48	25%
		10-19	18	28%	21	16%	39	20%
		20-29	7	11%	17	13%	24	12%
		30-39	6	9%	11	8%	17	9%
		40-49	1	2%	10	8%	11	6%
		50-74	3	5%	4	3%	7	4%
		75 or more	3	5%	7	5%	10	5%
		Total	65	100%	130	100%	195	100%



Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0	15	23%	28	22%	43	22%
		1-9	24	37%	33	26%	57	29%
		10-19	14	22%	22	17%	36	19%
		20-29	6	9%	19	15%	25	13%
		30-39	3	5%	12	9%	15	8%
		40-49	1	2%	8	6%	9	5%
		50-74	1	2%	4	3%	5	3%
		75 or more	1	2%	3	2%	4	2%
			Total	65	100%	129	100%	194
g. In-class writing	CLSWRITE	0	20	31%	49	38%	69	36%
		1-9	19	29%	31	24%	50	26%
		10-19	7	11%	17	13%	24	12%
		20-29	8	12%	17	13%	25	13%
		30-39	5	8%	6	5%	11	6%
		40-49	3	5%	5	4%	8	4%
		50-74	2	3%	1	1%	3	2%
		75 or more	1	2%	3	2%	4	2%
			Total	65	100%	129	100%	194
h. Testing and evaluation	TESTEVAL	0	2	3%	8	6%	10	5%
		1-9	18	28%	45	36%	63	33%
		10-19	22	34%	33	26%	55	29%
		20-29	10	15%	19	15%	29	15%
		30-39	6	9%	8	6%	14	7%
		40-49	2	3%	5	4%	7	4%
		50-74	4	6%	7	6%	11	6%
		75 or more	1	2%	1	1%	2	1%
			Total	65	100%	126	100%	191



Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0	48	75%	93	76%	141	75%
		1-9	9	14%	12	10%	21	11%
		10-19	4	6%	3	2%	7	4%
		20-29	1	2%	6	5%	7	4%
		30-39	1	2%	2	2%	3	2%
		40-49	0	0%	1	1%	1	1%
		50-74	1	2%	4	3%	5	3%
		75 or more	0	0%	2	2%	2	1%
		Total	64	100%	123	100%	187	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0	29	46%	52	41%	81	42%
		1-9	10	16%	19	15%	29	15%
		10-19	7	11%	16	13%	23	12%
		20-29	8	13%	10	8%	18	9%
		30-39	4	6%	8	6%	12	6%
		40-49	3	5%	7	5%	10	5%
		50-74	0	0%	9	7%	9	5%
		75 or more	2	3%	7	5%	9	5%
		Total	63	100%	128	100%	191	100%
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	1	2%	1	1%	2	1%
		4	5	8%	6	5%	11	6%
		5	15	23%	24	19%	39	20%
		6	26	40%	62	48%	88	45%
		Very much	18	28%	36	28%	54	28%
		Total	65	100%	129	100%	194	100%



Lower Division	Upper Division	Total
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	32	49%	56	43%	88	45%
		Some	20	31%	51	39%	71	36%
		Quite a bit	10	15%	18	14%	28	14%
		Very much	3	5%	5	4%	8	4%
		Total	65	100%	130	100%	195	100%
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	FANALYZE	Very little	0	0%	1	1%	1	1%
		Some	1	2%	7	5%	8	4%
		Quite a bit	16	25%	27	21%	43	22%
		Very much	48	74%	95	73%	143	73%
		Total	65	100%	130	100%	195	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	2	2%	2	1%
		Some	7	11%	14	11%	21	11%
		Quite a bit	19	29%	41	32%	60	31%
		Very much	39	60%	73	56%	112	57%
		Total	65	100%	130	100%	195	100%
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 conclusions	FEVALUAT	Very little	1	2%	9	7%	10	5%
		Some	10	15%	14	11%	24	12%
		Quite a bit	23	35%	34	26%	57	29%
		Very much	31	48%	72	56%	103	53%
		Total	65	100%	129	100%	194	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	0	0%	3	2%	3	2%
		Some	4	6%	11	8%	15	8%
		Quite a bit	20	31%	27	21%	47	24%
		Very much	41	63%	89	68%	130	67%
		Total	65	100%	130	100%	195	100%



Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	5	8%	10	8%	15	8%
		Some	12	18%	25	19%	37	19%
		Quite a bit	20	31%	38	29%	58	30%
		Very much	28	43%	56	43%	84	43%
		Total	65	100%	129	100%	194	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	6	9%	12	9%	18	9%
		Some	8	12%	19	15%	27	14%
		Quite a bit	19	29%	47	36%	66	34%
		Very much	32	49%	51	40%	83	43%
		Total	65	100%	129	100%	194	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	1	2%	7	6%	8	4%
		Quite a bit	15	23%	19	15%	34	18%
		Very much	49	75%	101	80%	150	78%
		Total	65	100%	127	100%	192	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	29	45%	39	31%	68	35%
		Some	16	25%	26	20%	42	22%
		Quite a bit	6	9%	19	15%	25	13%
		Very much	14	22%	43	34%	57	30%
		Total	65	100%	127	100%	192	100%
e. Using computing and information technology	FGNCMPTS	Very little	18	29%	21	16%	39	20%
		Some	18	29%	32	25%	50	26%
		Quite a bit	13	21%	36	28%	49	26%
		Very much	14	22%	40	31%	54	28%
		Total	63	100%	129	100%	192	100%



Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	4	6%	22	17%	26	13%
		Some	19	29%	24	19%	43	22%
		Quite a bit	14	22%	34	27%	48	25%
		Very much	28	43%	48	38%	76	39%
		Total	65	100%	128	100%	193	100%
g. Learning effectively on their own	FGNINQ	Very little	2	3%	2	2%	4	2%
		Some	5	8%	10	8%	15	8%
		Quite a bit	20	31%	42	33%	62	32%
		Very much	38	58%	74	58%	112	58%
		Total	65	100%	128	100%	193	100%
h. Understanding themselves	FGNSELF	Very little	6	9%	19	15%	25	13%
		Some	19	30%	26	20%	45	23%
		Quite a bit	15	23%	35	27%	50	26%
		Very much	24	38%	48	38%	72	38%
		Total	64	100%	128	100%	192	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	14	22%	32	25%	46	24%
		Some	7	11%	27	21%	34	18%
		Quite a bit	23	36%	25	20%	48	25%
		Very much	20	31%	43	34%	63	33%
		Total	64	100%	127	100%	191	100%
j. Solving complex real-world problems	FGNPROBS	Very little	3	5%	11	9%	14	7%
		Some	12	19%	18	14%	30	16%
		Quite a bit	26	41%	44	34%	70	36%
		Very much	23	36%	55	43%	78	41%
		Total	64	100%	128	100%	192	100%



Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	3	5%	17	13%	20	10%
		Some	17	27%	26	20%	43	22%
		Quite a bit	23	36%	29	23%	52	27%
		Very much	21	33%	56	44%	77	40%
		Total	64	100%	128	100%	192	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	28	44%	65	51%	93	48%
		Some	18	28%	24	19%	42	22%
		Quite a bit	11	17%	17	13%	28	15%
		Very much	7	11%	22	17%	29	15%
		Total	64	100%	128	100%	192	100%
m. Acquiring a broad general education	FGNGENLE	Very little	6	9%	10	8%	16	8%
		Some	13	20%	23	18%	36	19%
		Quite a bit	20	31%	41	32%	61	32%
		Very much	25	39%	54	42%	79	41%
		Total	64	100%	128	100%	192	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	4	6%	8	6%	12	6%
		Some	19	30%	26	20%	45	24%
		Quite a bit	24	38%	39	31%	63	33%
		Very much	16	25%	54	43%	70	37%
		Total	63	100%	127	100%	190	100%

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	27	42%	36	29%	63	33%
		Biological science	5	8%	9	7%	14	7%
		Business	6	9%	18	14%	24	13%
		Education	3	5%	18	14%	21	11%
		Engineering	0	0%	0	0%	0	0%
		Physical science	10	16%	13	10%	23	12%
		Professional	0	0%	6	5%	6	3%
		Social science	8	13%	14	11%	22	12%
		Other	5	8%	12	10%	17	9%
		Total	64	100%	126	100%	190	100%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that more than half of students from their courses do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	47%
		UD	41%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	33%
		UD	35%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	29%
		UD	25%
Occasionally use e-mail to communicate with you	FEMAIL	LD	23%
		UD	29%
Occasionally discuss grades or assignments with you	FGRADE	LD	29%
		UD	36%
At least once, talk about career plans with you	FPLANS	LD	21%
		UD	25%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	8%
		UD	18%

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	20%	33%	47%	1%
		SR	29%	35%	35%	2%
Come to class without completing assignments	CLUNPREP	FY	4%	16%	64%	16%
		SR	9%	22%	64%	5%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	28%	34%	32%	6%
		SR	32%	33%	31%	4%
Used e-mail to communicate with an instructor	EMAIL	FY	15%	18%	32%	35%
		SR	32%	34%	27%	7%
Discussed grades or assignments with an instructor	FACGRADE	FY	11%	23%	52%	15%
		SR	13%	27%	46%	13%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	9%	14%	43%	34%
		SR	10%	23%	46%	21%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	8%	32%	56%
		SR	5%	12%	45%	38%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that students from their courses do the following often or very often

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	53%
		UD	53%
Work with other students on projects during class	FCLASSGR	LD	47%
		UD	54%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	6%
		UD	13%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	44%
		UD	51%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	92%
		UD	91%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	31%
		UD	37%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	38%
		UD	42%

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	26%	32%	38%	4%
		SR	24%	31%	35%	10%
Worked with other students on projects during class	CLASSGRP	FY	9%	28%	48%	14%
		SR	21%	37%	31%	11%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	1%	3%	13%	84%
		SR	5%	10%	20%	65%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	42%	23%	24%	11%
		SR	51%	23%	21%	6%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	5%	18%	41%	37%
		SR	8%	19%	42%	32%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	16%	21%	30%	33%
		SR	17%	21%	34%	28%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	22%	29%	28%	21%
		SR	27%	24%	33%	16%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that it is important or very important that their students do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	68%
		UD	59%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	88%
		UD	85%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	66%
		UD	60%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	92%
		UD	82%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	83%
		UD	69%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	38%
		UD	33%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	88%
		UD	84%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	88%
		UD	80%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	98%
		UD	92%

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	30%	24%	36%	11%
		SR	25%	29%	36%	10%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	29%	41%	27%	3%
		SR	46%	35%	14%	4%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	16%	25%	51%	9%
		SR	34%	29%	30%	7%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	19%	32%	42%	6%
		SR	27%	39%	30%	4%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	37%	37%	21%	5%
		SR	30%	36%	31%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	5%	8%	29%	58%
		SR	6%	11%	28%	55%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	21%	28%	41%	10%
		SR	23%	32%	35%	10%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	21%	38%	36%	6%
		SR	31%	35%	29%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	14%	44%	38%	3%
		SR	23%	40%	32%	5%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	91%
		UD	95%

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	20%
		UD	18%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	98%
		UD	94%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	89%
		UD	88%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	83%
		UD	82%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	94%
		UD	89%

Student Responses

Distribution of student responses to how much their examinations during the current school year challenged them to do their best work

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	68%	32%
		SR	56%	44%

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Distribution of student responses to how much their coursework during the current school year emphasized the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	17%	41%	30%	11%
		SR	26%	43%	23%	8%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	50%	31%	17%	2%
		SR	55%	30%	14%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	32%	42%	19%	7%
		SR	36%	42%	20%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	26%	31%	33%	10%
		SR	37%	35%	26%	2%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	32%	39%	26%	4%
		SR	50%	23%	23%	4%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	74%
		UD	73%
Speaking clearly and effectively	FGNSPEAK	LD	78%
		UD	76%
Thinking critically and analytically	FGNANALY	LD	98%
		UD	94%
Analyzing quantitative problems	FGNQUANT	LD	31%
		UD	49%
Using computing and information technology	FGNCMPTS	LD	43%
		UD	59%
Working effectively with others	FGNOTHER	LD	65%
		UD	64%
Learning effectively on their own	FGNINQ	LD	89%
		UD	91%

Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	26%	48%	18%	8%
		SR	44%	37%	17%	2%
Speaking clearly and effectively	GNSPEAK	FY	29%	46%	19%	5%
		SR	45%	37%	15%	3%
Thinking critically and analytically	GNANALY	FY	55%	30%	13%	1%
		SR	53%	38%	8%	1%
Analyzing quantitative problems	GNQUANT	FY	29%	31%	27%	13%
		SR	35%	31%	27%	7%
Using computing and information technology	GNCMPTS	FY	36%	31%	24%	9%
		SR	54%	27%	16%	4%
Working effectively with others	GNOTHERS	FY	25%	44%	26%	4%
		SR	41%	34%	21%	4%
Learning effectively on your own	GNINQ	FY	29%	40%	25%	6%
		SR	43%	31%	21%	5%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	61%
		UD	65%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	67%
		UD	54%
Solving complex real-world problems	FGNPROBS	LD	77%
		UD	77%
Developing a personal code of values and ethics	FVALUES	LD	69%
		UD	66%
Developing a deepened sense of spirituality	FSPIRIT	LD	28%
		UD	30%
Acquiring a broad general education	FGNGENLE	LD	70%
		UD	74%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	63%
		UD	73%

Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	29%	33%	28%	10%
		SR	32%	29%	23%	15%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	26%	34%	29%	10%
		SR	29%	31%	27%	12%
Solving complex real-world problems	GNPROBSV	FY	23%	35%	33%	10%
		SR	32%	36%	24%	8%
Developing a personal code of values and ethics	GNETHICS	FY	16%	42%	23%	19%
		SR	29%	29%	32%	11%
Developing a deepened sense of spirituality	GNSPIRIT	FY	10%	15%	30%	45%
		SR	16%	11%	29%	44%
Acquiring a broad general education	GNGENLED	FY	44%	48%	8%	0%
		SR	58%	38%	4%	0%
Acquiring job or work-related knowledge and skills	GNWORK	FY	19%	35%	35%	11%
		SR	37%	36%	21%	6%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies University of Puerto Rico-Rio Piedras Campus

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

Percentage of faculty who reported that it is important or very important that students at their institution do the following

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	91%
		UD	87%
Community service or volunteer work	FVOLUNTR	LD	70%
		UD	73%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	67%
		UD	65%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	79%
		UD	74%
Foreign language coursework	FFORLANG	LD	82%
		UD	82%
Study abroad	FSTUDYAB	LD	77%
		UD	71%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	82%
		UD	77%

Student Responses

Distribution of student responses to whether they had done or plan to do the following before graduating

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	4%	66%	6%	24%
		SR	51%	25%	13%	11%
Community service or volunteer work	VOLNTR04	FY	17%	42%	12%	29%
		SR	35%	22%	18%	25%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	15%	32%	15%	38%
		SR	23%	12%	46%	20%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	4%	41%	20%	35%
		SR	19%	20%	42%	20%
Foreign language coursework	FORLNG04	FY	4%	71%	6%	19%
		SR	25%	32%	21%	21%
Study abroad	STDABR04	FY	0%	49%	17%	34%
		SR	9%	26%	38%	26%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	67%	6%	27%
		SR	19%	34%	25%	22%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies University of Puerto Rico-Rio Piedras Campus

Faculty and student perceptions of the campus environment:

Faculty Responses

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	71%
		UD	79%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	42%
		UD	60%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	44%
		UD	46%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	25%
		UD	30%
Providing students the support they need to thrive socially	FENVSOCA	LD	24%
		UD	37%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	44%
		UD	55%
Encouraging students to use computers in their academic work	FENVCOMP	LD	76%
		UD	80%

Student Responses

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	25%	47%	25%	4%
		SR	25%	45%	24%	6%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	16%	33%	41%	10%
		SR	11%	32%	46%	11%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	18%	33%	29%	20%
		SR	18%	23%	38%	22%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	6%	21%	38%	35%
		SR	7%	15%	40%	38%
Providing the support you need to thrive socially	ENVSOCAL	FY	10%	33%	37%	21%
		SR	9%	26%	35%	30%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	38%	41%	19%	2%
		SR	26%	37%	27%	9%
Using computers in academic work	ENVCOMPT	FY	44%	38%	14%	4%
		SR	54%	28%	14%	4%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies University of Puerto Rico-Rio Piedras Campus

Faculty and student perceptions of the campus environment:

Faculty Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	77%
		UD	79%
With faculty members	FENVFAC	LD	59%
		UD	73%
With administrative personnel and offices	FENVADM	LD	27%
		UD	47%

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Student Responses

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	80%	20%
		SR	79%	21%
With faculty members	ENVFAC	FY	61%	39%
		SR	60%	40%
With administrative personnel and offices	ENVADM	FY	37%	63%
		SR	38%	62%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4