



2012 National Survey of Student Engagement



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General Overview of the Report

This report provides a general overview of the results from our most recent administration of the **National Survey of Student Engagement (NSSE)**. Data summarizing Overall Respondent Characteristics, Institutional Benchmark Comparison, and the Student Experiences were generated and provided by NSSE. The Office of Academic Planning and Accountability has re-formatted and configured essential pieces of the data for the purposes of this report. All other reports, including trend data, unit level comparisons, and unit respondent characteristics were generated by the Office of Academic Planning and Accountability utilizing the raw data provided by NSSE.



NSSE analyzes individual student responses and calculates five benchmark scores based on those responses: **1) Level of Academic Challenge, 2) Active and Collaborative Learning, 3) Student-Faculty Interaction, 4) Enriching Educational Experiences, and 5) Supportive Campus Environment**. The first series of reports examines our student responses at the institutional level. These benchmark scores are used to draw comparisons with other related institutions (i.e. UofL's Benchmark Institutions, Kentucky System Institutions, Urban Serving Institutions) as well as provide each institution with a macro level snapshot of the conditions and context of the campus climate, student's perception of the institution, and an overview of the kinds of engagement activities and opportunities provided to the student.



The second series of reports examines the results broken out by academic unit. Intra-university reports generated by the Office of Academic Planning and Accountability have been analyzed using SPSS, and statistical differences were identified using independent-sample t-tests at .05, .01, and .001 significance levels^a.

UofL obtained an overall response rate of 28% along with the largest respondent size to date (n=1,499) in administering the NSSE. Future reports will include additional mean comparisons for differing sub-groups, correlation analysis, and multiple regression.

^a NSSE's standard Institutional Reports are weighted to reflect the differences in the number of population units that each respondent represents. This would include the institutions first-year and senior population size, gender, and full- or part-time enrollment statuses. By using the weighted system, NSSE can provide comparison data with other institutions and populations. For the purposes of intra-university reporting, NSSE recommends that the weights not be utilized in the background of SPSS, the statistical software used in analyzing the raw data provided.

University of Louisville's 2012 Selected Comparison Groups

The National Survey of Student Engagement (NSSE) allows for institutions to identify up to three comparison groups consisting of current year participants. The University of Louisville requested three specific comparison groups rather than the traditional default groups assigned by NSSE. Below are the three comparison groups used in this year's report along with the listing of institutions that make up each group. The only group automatically assigned by NSSE is the Kentucky System, a consortium of 4-year public institutions in the state of Kentucky. The two other groups were customized by the Office of Academic Planning & Accountability in creating meaningful comparison groups. Institutions in bold red are UofL's benchmark institutions that participated in the NSSE for the spring of 2012.

Kentucky System (7)

Eastern Kentucky University
Kentucky State University
Morehead State University
Murray State University

Northern Kentucky University
University of Kentucky
Western Kentucky University

Large Urban Serving Institutions (20)

Auburn University
Colorado State University
East Carolina University
Indiana University Bloomington
Indiana University-Purdue University Indianapolis
Northern Arizona University
Rutgers University-New Brunswick/Piscataway
Texas Tech University
The University of Akron
The University of Arizona

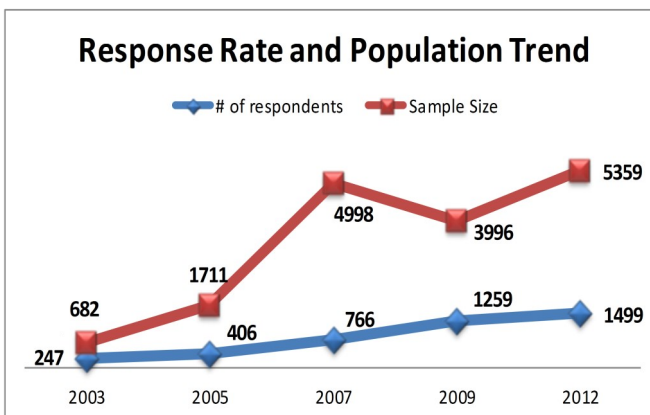
University of Houston
University of Illinois at Urbana-Champaign
University of Michigan-Ann Arbor
University of Missouri-Columbia
University of Nevada-Las Vegas
University of South Carolina Columbia
The University of Texas at Arlington
The University of Texas at San Antonio
Utah Valley University
Wayne State University

Carnegie Class (20)

Case Western Reserve University
Colorado State University
Emory University
Indiana University Bloomington
Mississippi State University
Rutgers University-New Brunswick/Piscataway
SUNY-Buffalo State College
University of Alabama at Birmingham
University of Alabama in Huntsville
The University of Arizona

University of Houston
University of Illinois at Urbana-Champaign
University of Kentucky
University of Miami
University of Michigan-Ann Arbor
University of Missouri-Columbia
University of Oregon
University of South Carolina Columbia
Washington State University
Wayne State University

2012 NSSE Respondent Characteristics



Response Rate	University of Louisville	
Overall	28%	
By class	First Year	Senior
Number of respondents	25%	30%
NSSE sample size	565	934
	2,273	3,086
Characteristics^a		
Enrollment Status^b		
Full-time	95%	81%
Less than full-time	5%	19%
Gender^b		
Female	61%	55%
Male	39%	45%
Race/Ethnicity		
Am. Indian/Native American	0%	0%
Asian/Asian Am./Pacific Isl.	4%	4%
Black/African American	10%	8%
White (non-Hispanic)	75%	77%
Mexican/Mexican American	1%	1%
Puerto Rican	1%	0%
Other Hispanic or Latino	1%	1%
Multiracial	3%	2%
Other	2%	1%
I prefer not to respond	4%	6%
Place of Residence		
On-campus ^c	47%	5%
Transfer Status		
Transfer students	8%	38%

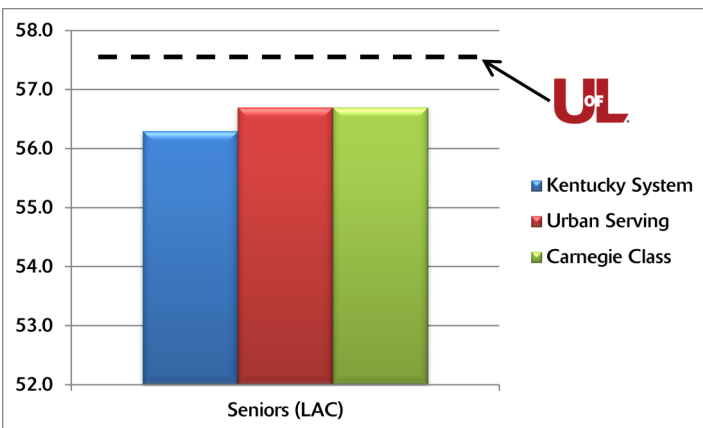
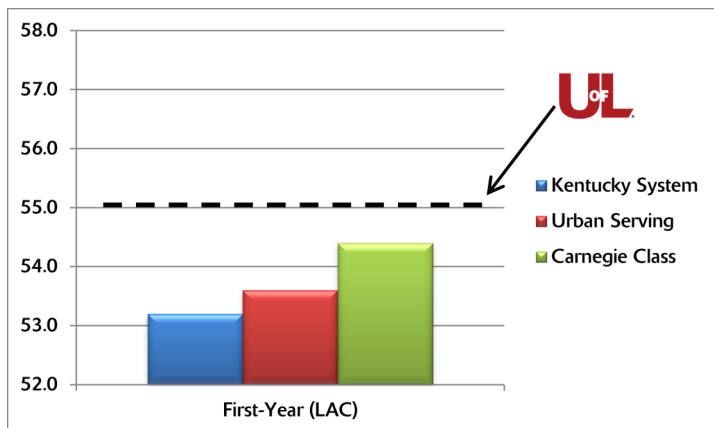
^a Percent of total respondents within each category. These results are not weighted.

^b Institution-reported data. These data were used to weight in the Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

^c Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

Level of Academic Challenge (LAC)

“... the extent to which expectations and academic work challenge students to learn.”



Class	How the University of Louisville compared with ^a :					
	University of Louisville 2012	Kentucky System 2012	Urban Serving 2012	Carnegie Class 2012	NSSE 2012 Top 50%	NSSE 2012 Top 10%
First-Year	55.1	53.2 ²	53.6 ¹	54.4	57.4 ³	59.6 ³
Senior	57.7	56.3 ²	56.7 ¹	56.7 ¹	61.8 ³	64.3 ³

Class	How the University of Louisville scored the last four NSSE administration ^b :			
	2005	2007	2009	2012
First-Year	46.98 (n=196)	50.39 ² (n=375)	53.46 ³ (n=643)	55.46 ² (n=565)
Senior	55.35 (n=210)	53.49 (n=391)	55.33 ¹ (n=616)	57.90 ³ (n=934)

[Red represents scores significantly higher than UofL's score; Green represents scores significantly lower than UofL's score.]

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.^c

- Preparing for class (studying, reading, writing, doing homework or lab work, 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 emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying 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 emphasizes: Spending significant amount of time studying and on academic work.

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

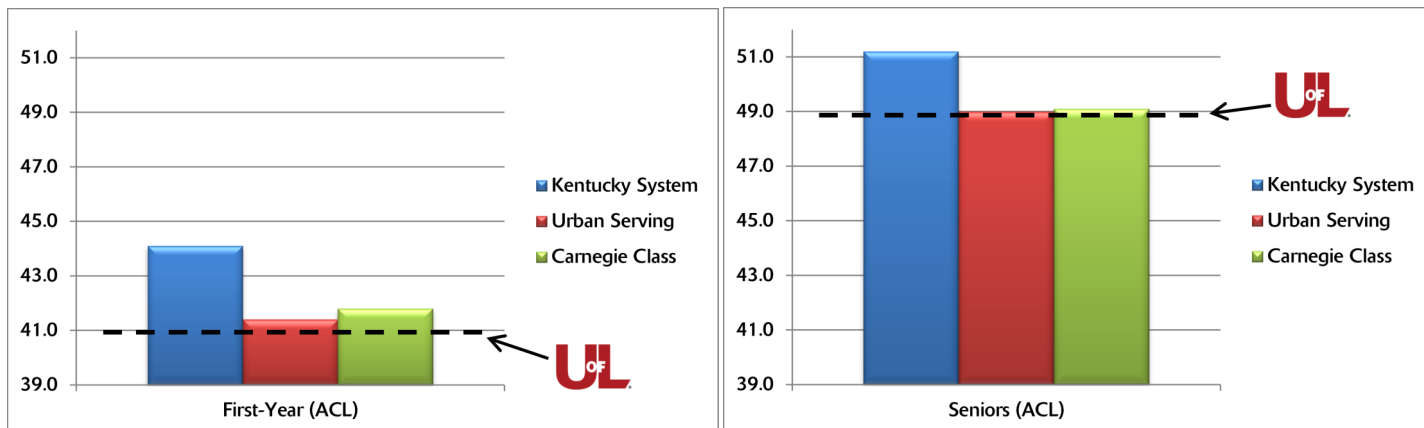
^b Values that are indicated as being significantly different are in relation to the immediate prior administration of the NSSE. The mean averages generated for this section of the report are not weighted using NSSE's weighting system for institutional reporting. These means have been generated for intra-university review and evaluation only.

^c As provided by NSSE for institutional use.

¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

Active and Collaborative Learning (ACL)

“... students’ efforts to actively construct knowledge.”



Class	How the University of Louisville compared with ^a :					
	University of Louisville 2012	Kentucky System 2012	Urban Serving 2012	Carnegie Class 2012	NSSE 2012 Top 50%	NSSE 2012 Top 10%
First-Year	40.9	44.1 ³	41.4	41.8	49.1 ³	52.2 ³
Senior	48.9	51.2 ³	49.0	49.1	56.2 ³	60.6 ³

Class	How the University of Louisville scored the last four NSSE administration ^b :			
	2005	2007	2009	2012
First-Year	37.52 (n=196)	39.78 (n=375)	38.32 (n=643)	41.04 ² (n=565)
Senior	45.38 (n=210)	45.71 (n=391)	48.43 ¹ (n=616)	49.15 (n=934)

[Red represents scores significantly higher than UofL’s score; Green represents scores significantly lower than UofL’s score.]

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.^c

- 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 (paid or voluntary)
- Participated in a community-based project (e.g., service learning) 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.

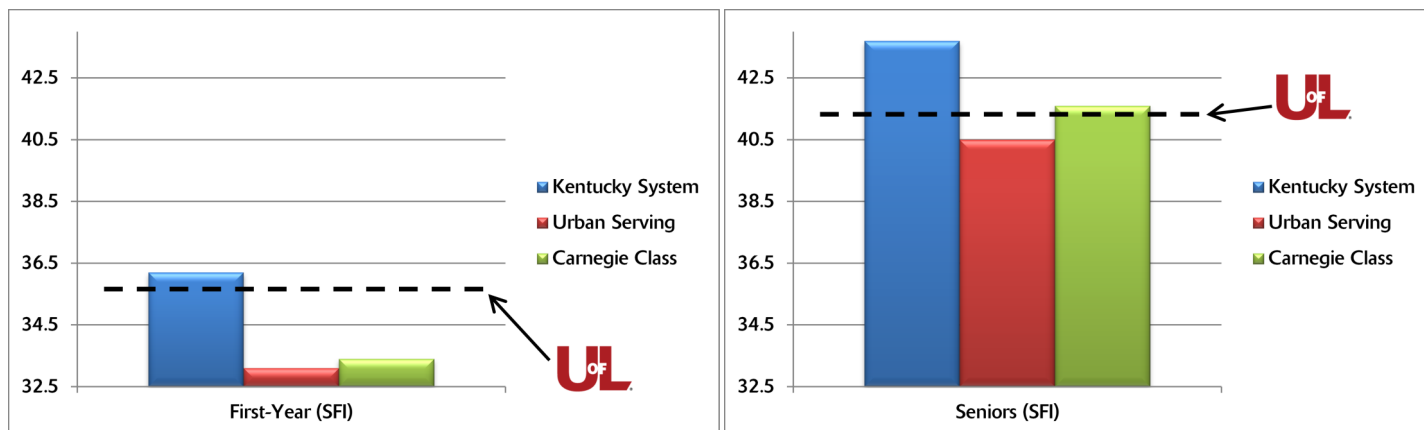
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¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

Student-Faculty Interaction (SFI)

“... level and nature of students’ contact and interaction with faculty.”



Class	How the University of Louisville compared with ^a :					
	University of Louisville 2012	Kentucky System 2012	Urban Serving 2012	Carnegie Class 2012	NSSE 2012 Top 50%	NSSE 2012 Top 10%
First-Year	35.2	36.2	33.1 ²	33.4 ¹	40.2 ³	44.0 ³
Senior	41.2	43.7 ³	40.5	41.6	50.3 ³	56.0 ³

Class	How the University of Louisville scored the last four NSSE administration ^b :			
	2005	2007	2009	2012
First-Year	33.51 (n=196)	31.95 (n=375)	32.46 (n=643)	35.41 ² (n=565)
Senior	40.30 (n=210)	37.58 (n=391)	39.84 (n=616)	41.64 (n=934)

[Red represents scores significantly higher than UofL’s score; Green represents scores significantly lower than UofL’s score.]

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.^c

- 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 on a research project with a faculty member outside of course or program requirements

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

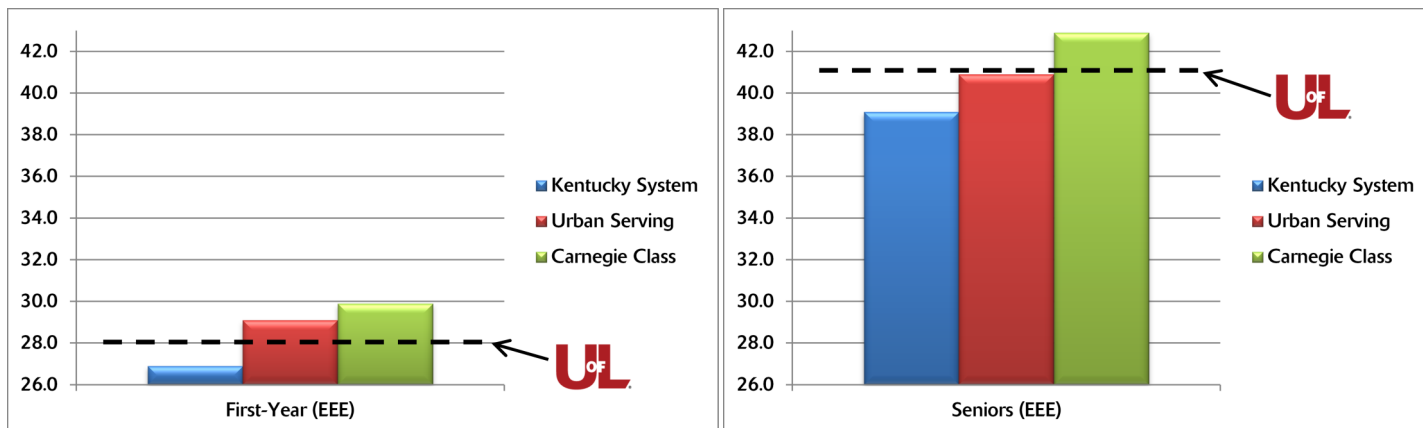
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¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

Enriching Educational Experiences (EEE)

“... students’ participation in activities that broaden their experience and knowledge.”



Class	How the University of Louisville compared with ^a :					
	University of Louisville 2012	Kentucky System 2012	Urban Serving 2012	Carnegie Class 2012	NSSE 2012 Top 50%	NSSE 2012 Top 10%
First-Year	28.0	26.9	29.1	29.9 ²	31.2 ³	34.5 ³
Senior	41.2	39.1 ²	40.9	42.9 ²	48.4 ³	56.0 ³

Class	How the University of Louisville scored the last four NSSE administration ^b :			
	2005	2007	2009	2012
First-Year	25.99 (n=196)	27.50 (n=375)	27.72 (n=643)	28.15 (n=565)
Senior	37.21 (n=210)	37.52 (n=391)	39.59 (n=616)	41.72 ¹ (n=934)

[Red represents scores significantly higher than UofL’s score; Green represents scores significantly lower than UofL’s score.]

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.^c

- Participating in co-curricular activities (organizations, student government, social fraternity or sorority, 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 than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) 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.

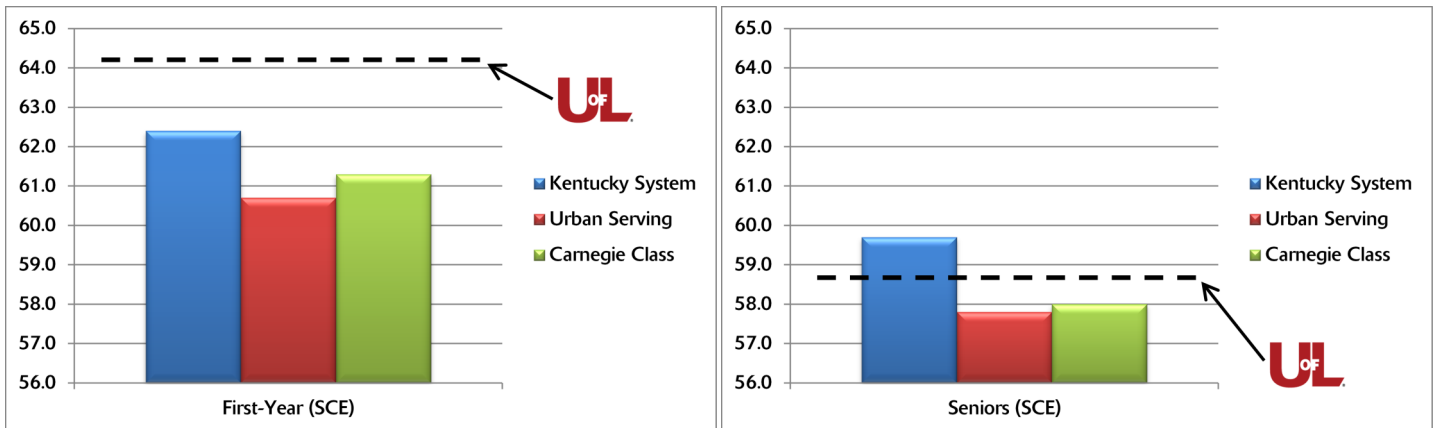
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Supportive Campus Environment (SCE)

“... students’ perceptions about the institution’s commitment to their success and cultivation of positive relationships among different groups on campus.”



How the University of Louisville compared with:

Class	University of Louisville 2012	Kentucky System 2012	Urban Serving 2012	Carnegie Class 2012	NSSE 2012 Top 50%	NSSE 2012 Top 10%
First-Year	64.2	62.4 ¹	60.7 ³	61.3 ³	68.1 ³	70.6 ³
Senior	58.7	59.7	57.8	58.0	65.4 ³	69.2 ³

How the University of Louisville scored the last four NSSE administration^b:

Class	2005	2007	2009	2012
First-Year	54.28 (n=196)	60.43 ³ (n=375)	62.72 (n=643)	64.09 (n=565)
Senior	51.34 (n=210)	51.24 (n=391)	56.65 ³ (n=616)	58.87 ¹ (n=934)

[Red represents scores significantly higher than UofL’s score; Green represents scores significantly lower than UofL’s score.]

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.^c

- 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

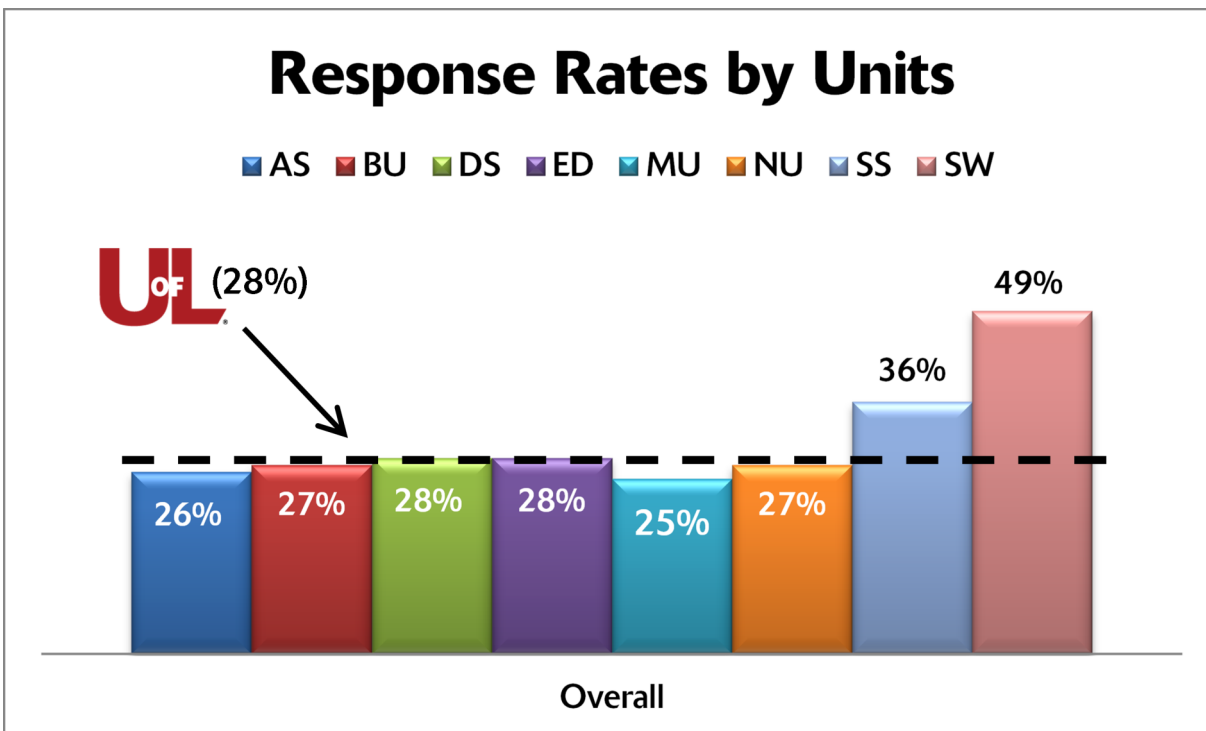
^a Weighted by gender, enrollment status, and institutional size.

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^c As provided by NSSE for institutional use.

¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

2012 Unit Respondent Characteristics



Response Rates	AS		BU		DS		ED		MU		NU		SS		SW	
Overall	26%		27%		28%		28%		25%		27%		36%		49%	
	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
By class	22%	31%	25%	28%	40%	17%	27%	29%	26%	23%	33%	23%	34%	36%	*	49%
Number of respondents	312	439	44	131	10	5	61	124	14	18	45	47	79	148	0	22
NSSE sample size	1,422	1,424	175	469	25	29	230	431	53	77	138	202	230	409	0	45
Student Characteristics																
Enrollment Status																
Full-time	93%	83%	100%	83%	100%	100%	92%	70%	100%	94%	96%	83%	100%	75%	*	77%
Less than full-time	7%	17%	0%	17%	0%	0%	8%	30%	0%	6%	4%	17%	0%	25%	*	23%
Gender																
Female	67%	62%	46%	41%	100%	100%	69%	67%	57%	56%	82%	87%	25%	24%	*	77%
Male	33%	38%	55%	60%	0%	0%	31%	33%	43%	44%	18%	13%	75%	76%	*	23%
Race/Ethnicity																
Am. Indian/Native American	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	*	0%
Asian/Asian Am./Pacific Isl.	5%	3%	3%	8%	0%	0%	2%	1%	0%	0%	5%	7%	0%	4%	*	0%
Black/African American	12%	10%	9%	7%	0%	0%	13%	10%	0%	11%	12%	2%	1%	2%	*	14%
White (non-Hispanic)	68%	75%	88%	73%	80%	100%	80%	79%	86%	67%	72%	87%	94%	79%	*	81%
Mexican/Mexican American	1%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	*	0%
Puerto Rican	1%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	1%	*	0%
Other Hispanic or Latino	1%	1%	0%	3%	0%	0%	2%	1%	0%	0%	0%	0%	0%	4%	*	0%
Multiracial	4%	2%	0%	3%	0%	0%	4%	2%	14%	11%	5%	4%	1%	1%	*	0%
Other	3%	2%	0%	2%	0%	0%	0%	0%	0%	0%	2%	0%	0%	1%	*	0%
I prefer not to respond	5%	7%	0%	4%	10%	0%	0%	5%	0%	11%	5%	0%	3%	5%	*	5%
Place of Residence																
On-campus	43%	7%	61%	5%	40%	0%	42%	4%	86%	11%	36%	0%	59%	5%	*	0%
Transfer Status																
Transfer students	8%	39%	9%	36%	0%	60%	12%	47%	0%	22%	5%	40%	4%	24%	*	65%

^a Percent of total respondents within each category. These results are not weighted.

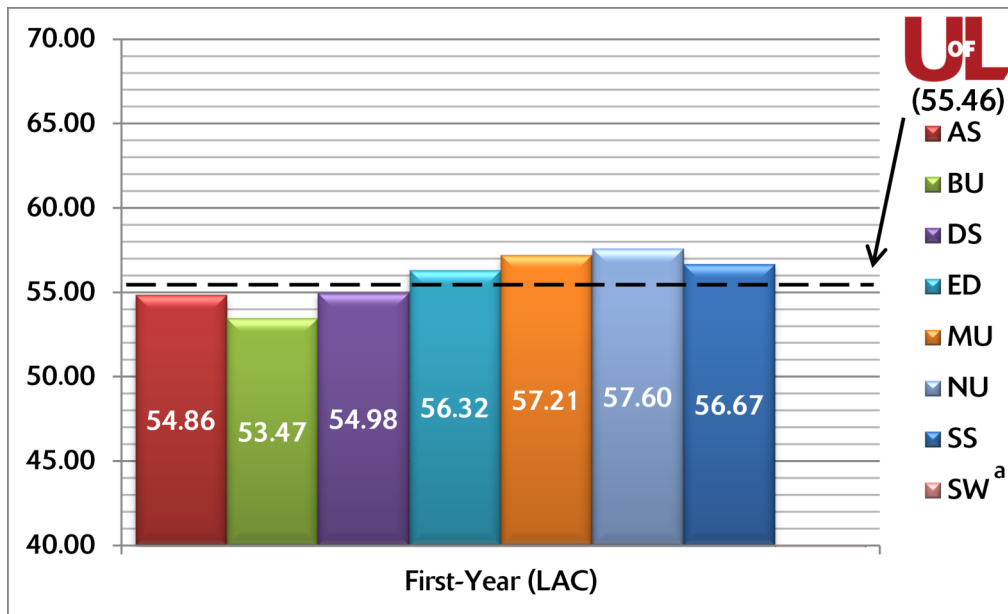
^b Institution-reported data. These data were used to weight the Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

^c Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

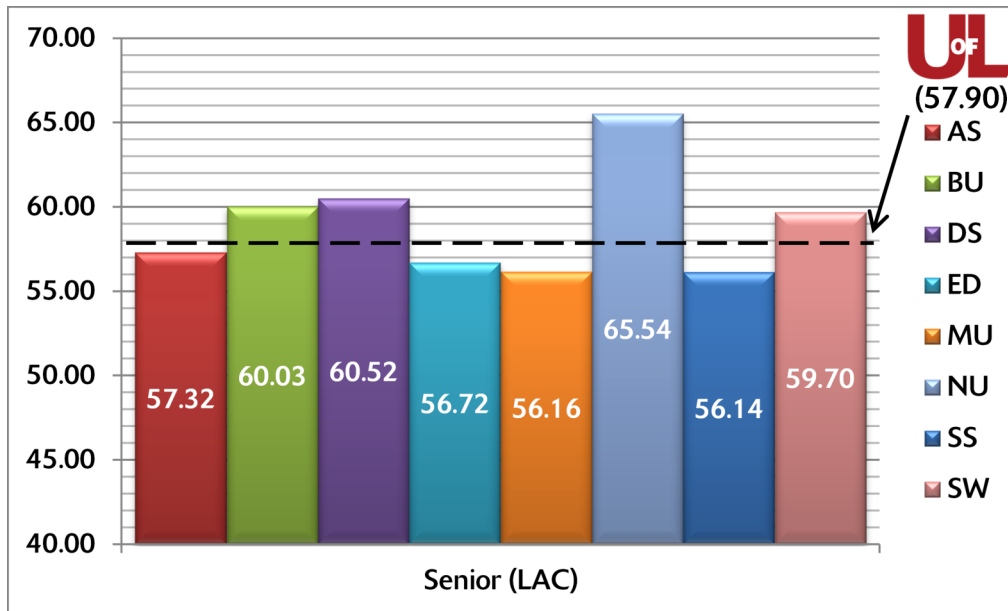


Level of Academic Challenge

“... the extent to which expectations and academic work challenge students to learn.”
(Unit Benchmark Comparisons^a)



	UL (n=565)	AS (n=312)	BU (n=44)	DS (n=10)	ED (n=61)	MU (n=14)	NU (n=45)	SS (n=79)	SW ^a (n=0)
First-Year LAC	55.46	54.86	53.47	54.98	56.32	57.21	57.60	56.67	na



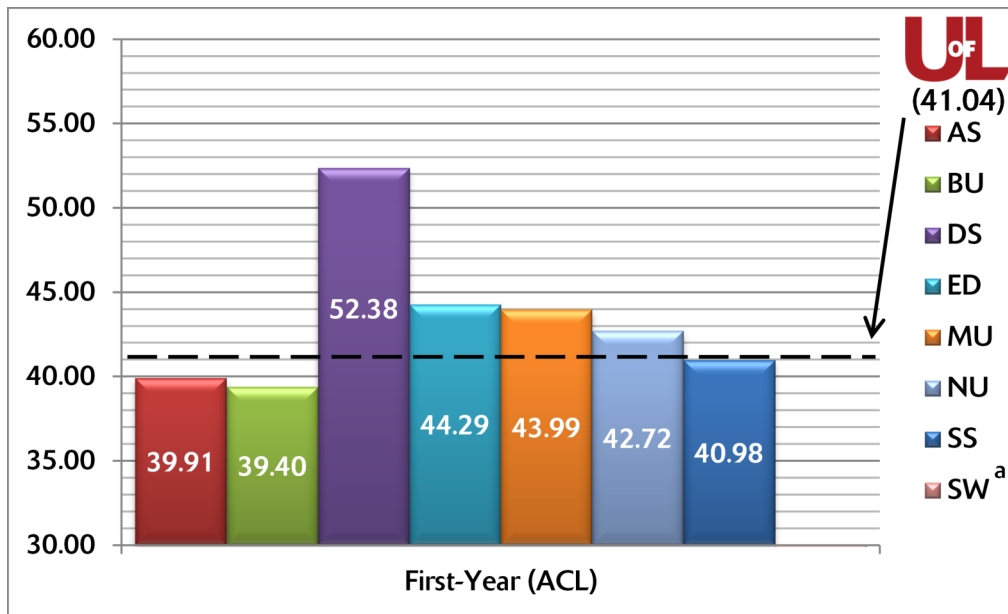
	UL (n=934)	AS (n=439)	BU (n=131)	DS (n=5)	ED (n=124)	MU (n=18)	NU (n=47)	SS (n=148)	SW (n=22)
Senior LAC	57.90	57.32	60.03	60.52	56.72	56.16	65.54³	56.14	59.70

^a Kent School of Social Work do not admit freshman into their upper division program and therefore do not have responses for first-year students.
^b The mean averages generated for this report are not weighted using NSSE's weighting system for Institutional Reporting. These means have been generated for Intra-University review and evaluation only. The dashed line represents UoF's mean score.
^c Values that are indicated as being significantly different are in relation to the Institution's mean scores.
¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).

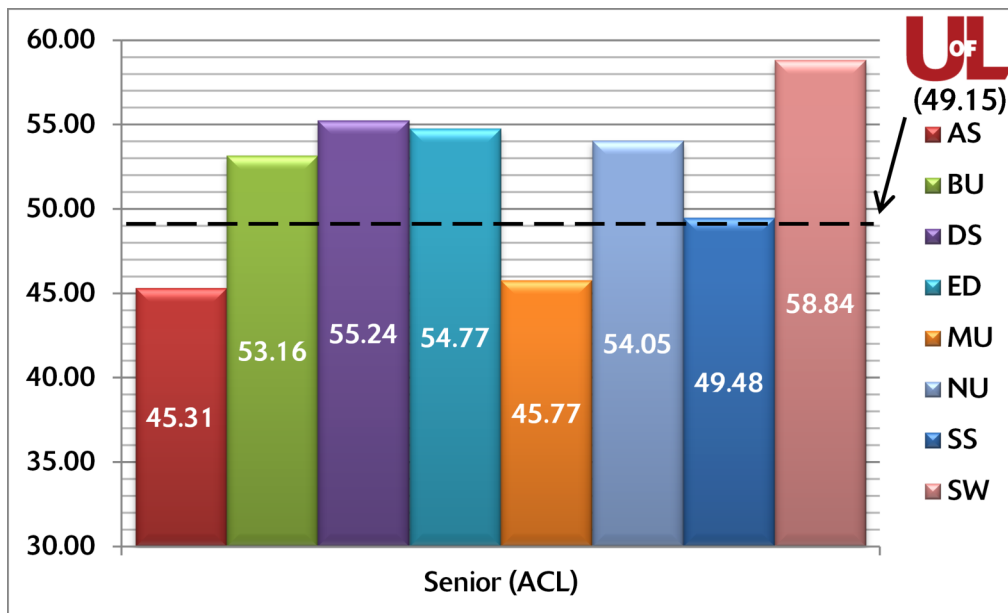


Active and Collaborative Learning

“... students’ efforts to actively construct knowledge.”
 (Unit Benchmark Comparisons^a)



	UL (n=565)	AS (n=312)	BU (n=44)	DS (n=10)	ED (n=61)	MU (n=14)	NU (n=45)	SS (n=79)	SW ^a (n=0)
First-Year ACL	41.04	39.91	39.40	52.38¹	44.29	43.99	42.72	40.98	na



	UL (n=934)	AS (n=439)	BU (n=131)	DS (n=5)	ED (n=124)	MU (n=18)	NU (n=47)	SS (n=148)	SW (n=22)
Senior ACL	49.15	45.31³	53.16¹	55.24	54.77²	45.77	54.05	49.48	58.84²

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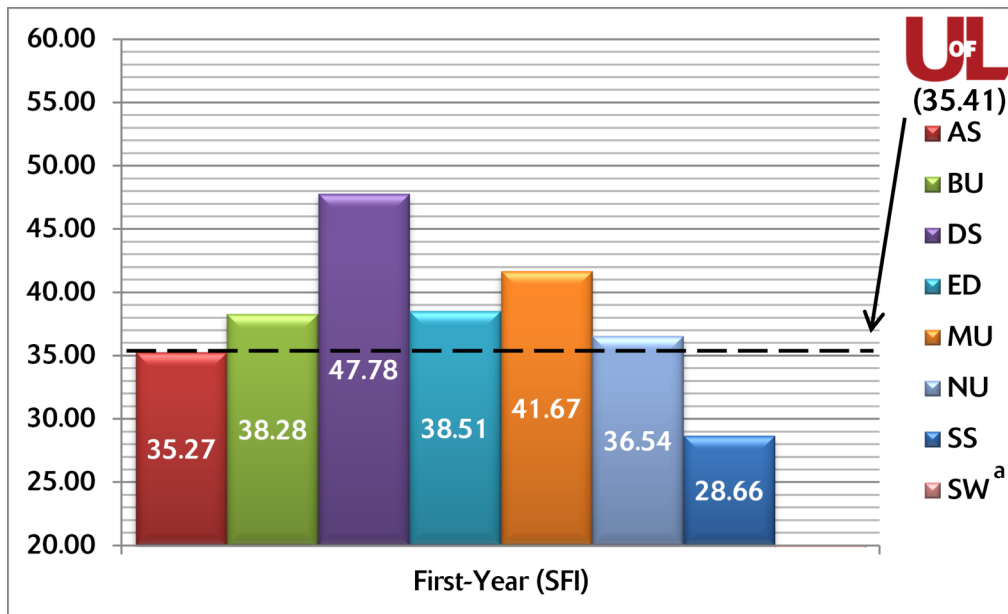
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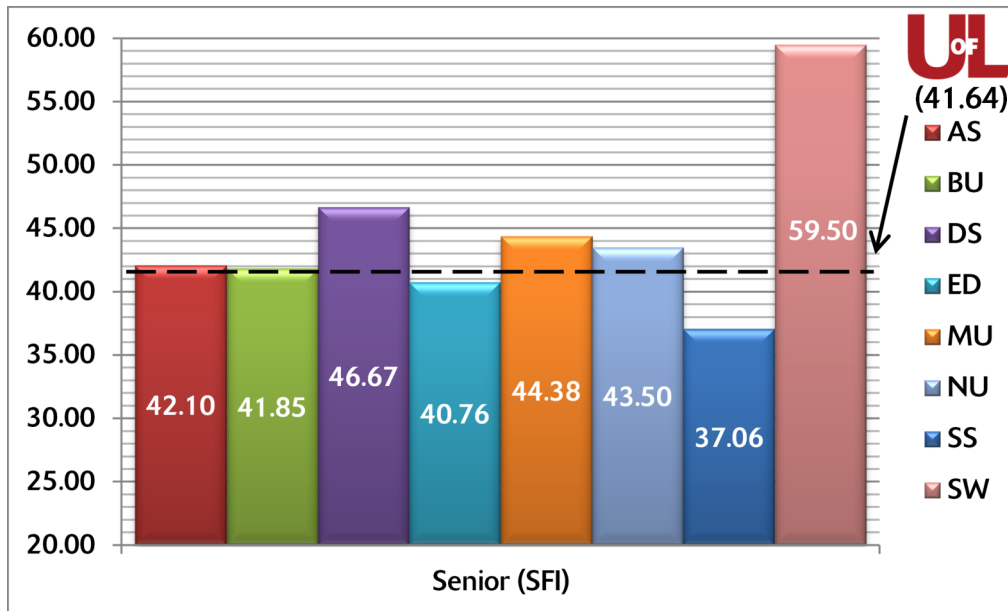
Student-Faculty Interaction

"... level and nature of students' contact and interaction with faculty."

(Unit Benchmark Comparisons^a)



	UL (n=565)	AS (n=312)	BU (n=44)	DS (n=10)	ED (n=61)	MU (n=14)	NU (n=45)	SS (n=79)	SW ^a (n=0)
First-Year SFI	35.41	35.27	38.28	47.78¹	38.51	41.67	36.54	28.66³	na



	UL (n=934)	AS (n=439)	BU (n=131)	DS (n=5)	ED (n=124)	MU (n=18)	NU (n=47)	SS (n=148)	SW (n=22)
Senior SFI	41.64	42.10	41.85	46.67	40.76	44.38	43.50	37.06¹	59.50³

^a Kent School of Social Work do not admit freshman into their upper division program and therefore do not have responses for first-year students.

^b The mean averages generated for this report are not weighted using NSSE's weighting system for Institutional Reporting. These means have been generated for Intra-University review and evaluation only. The dashed line represents UoL's mean score.

^c Values that are indicated as being significantly different are in relation to the Institution's mean scores.

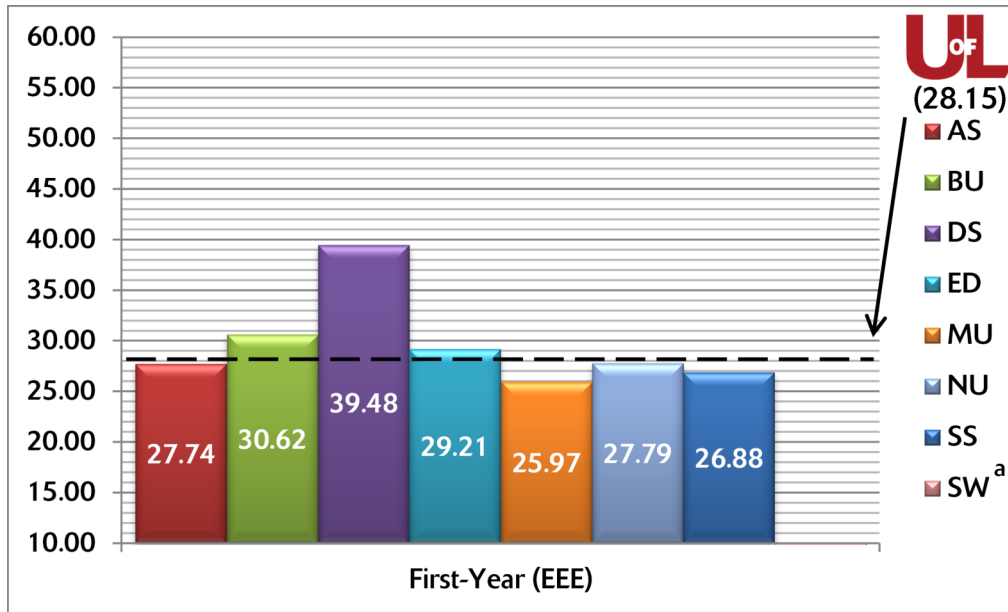
¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).



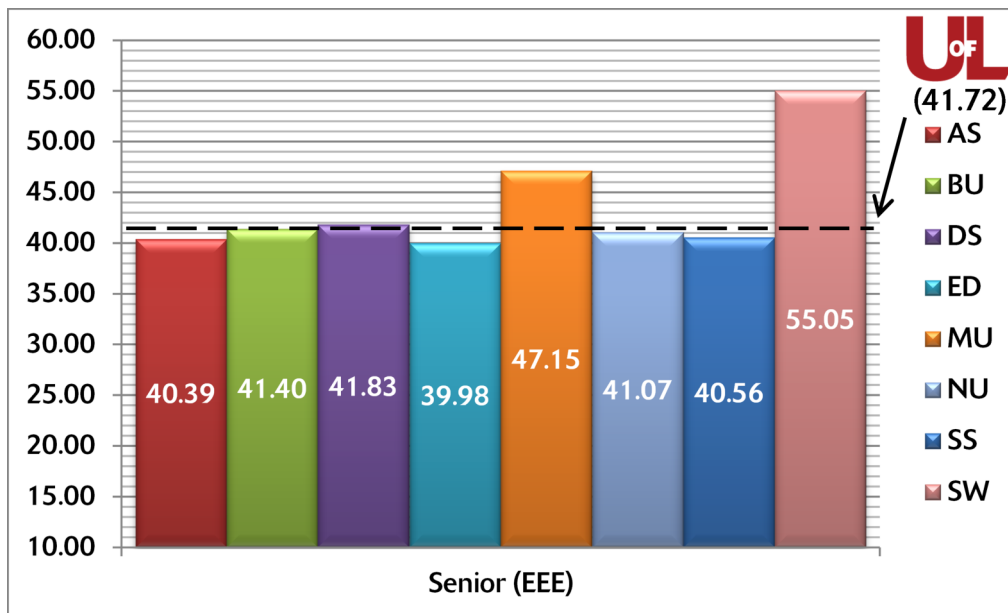
Enriching Educational Experiences

"... students' participation in activities that broaden their experience and knowledge."

(Unit Benchmark Comparisons^a)



	UL (n=565)	AS (n=312)	BU (n=44)	DS (n=10)	ED (n=61)	MU (n=14)	NU (n=45)	SS (n=79)	SW ^a (n=0)
First-Year EEE	28.15	27.74	30.62	39.48²	29.21	25.97	27.79	26.88	na



	UL (n=934)	AS (n=439)	BU (n=131)	DS (n=5)	ED (n=124)	MU (n=18)	NU (n=47)	SS (n=148)	SW (n=22)
Senior EEE	41.72	40.39	41.40	41.83	39.98	47.15	41.07	40.56	55.05²

^a Kent School of Social Work do not admit freshman into their upper division program and therefore do not have responses for first-year students.

^b The mean averages generated for this report are not weighted using NSSE's weighting system for Institutional Reporting. These means have been generated for Intra-University review and evaluation only. The dashed line represents UoF's mean score.

^c Values that are indicated as being significantly different are in relation to the Institution's mean scores.

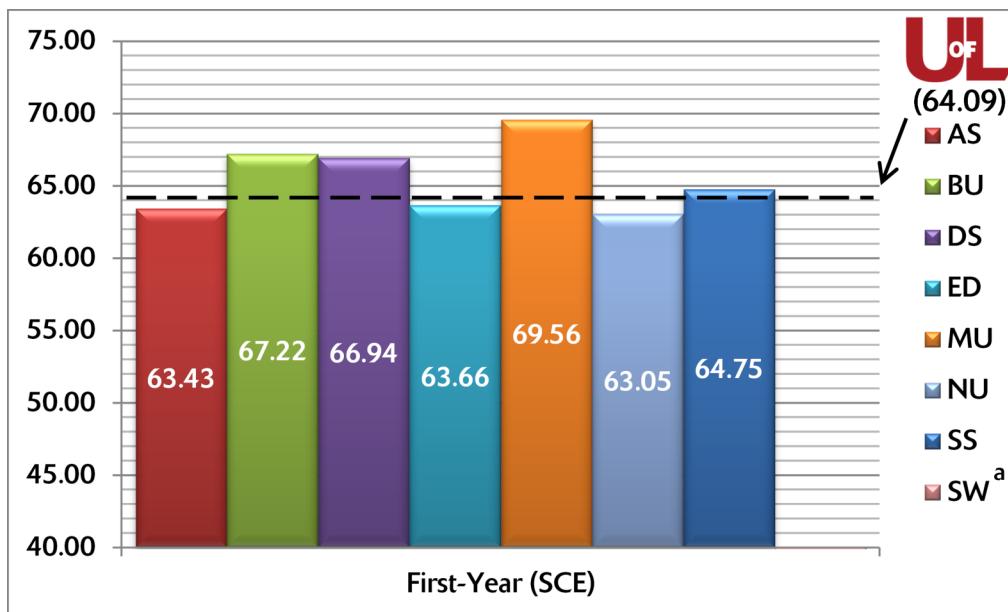
¹ Sig at p < .05 (2-tailed). ² Sig at p < .01 (2-tailed). ³ Sig at p < .001 (2-tailed).



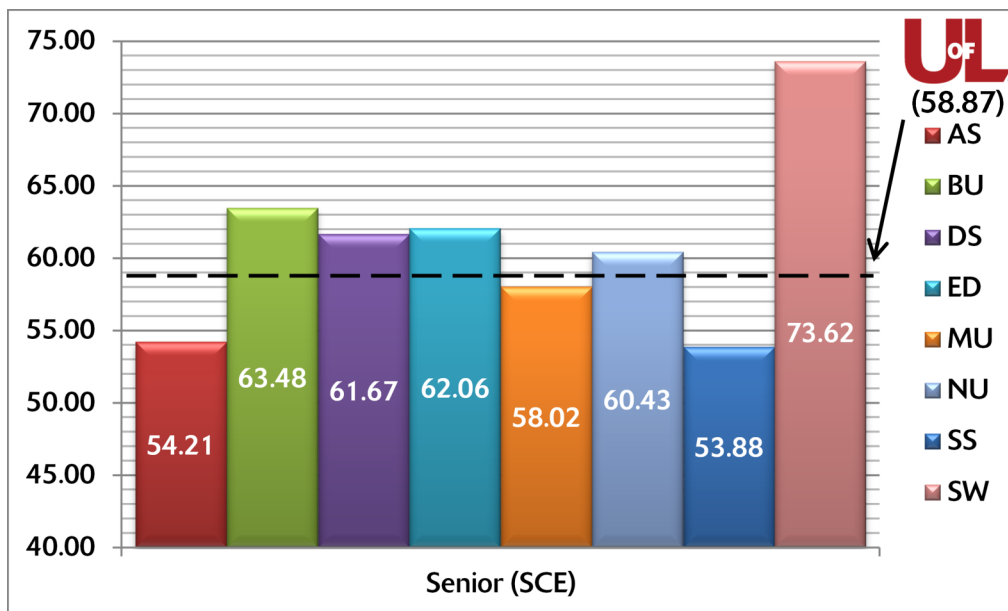
Supportive Campus Environment

"... students' perception about the institution's commitment to their success and cultivation of positive relationships among different groups on campus."

(Unit Benchmark Comparisons^a)



	UL (n=565)	AS (n=312)	BU (n=44)	DS (n=10)	ED (n=61)	MU (n=14)	NU (n=45)	SS (n=79)	SW ^a (n=0)
First-Year SCE	64.09	63.43	67.22	66.94	63.66	69.56	63.05	64.75	na



	UL (n=934)	AS (n=439)	BU (n=131)	DS (n=5)	ED (n=124)	MU (n=18)	NU (n=47)	SS (n=148)	SW (n=22)
Senior SCE	58.87	54.21	63.48²	61.67	62.06	58.02	60.43	53.88¹	73.62³

^a Kent School of Social Work do not admit freshman into their upper division program and therefore do not have responses for first-year students.

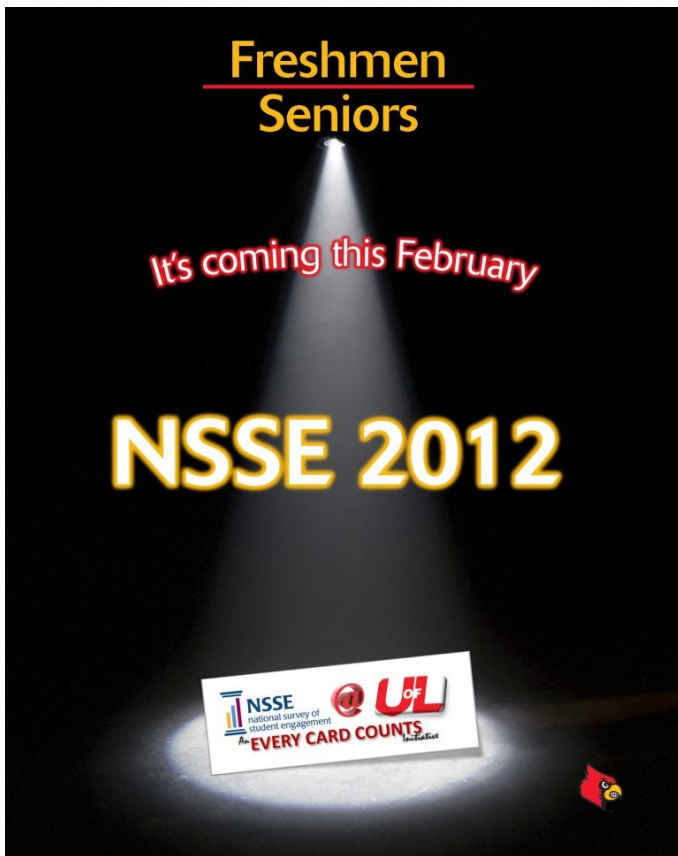
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¹ Sig at p<.05 (2-tailed). ² Sig at p<.01 (2-tailed). ³ Sig at p<.001 (2-tailed).



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