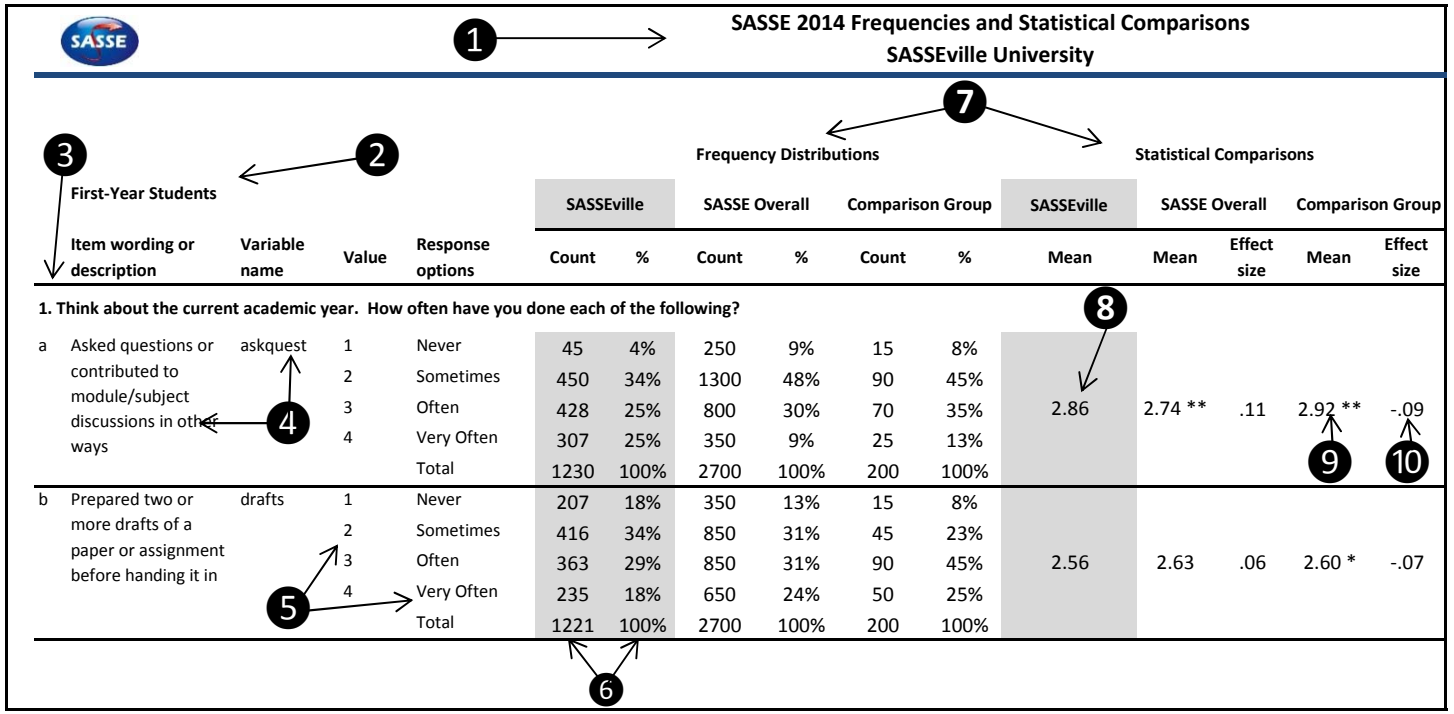
SASSE Frequencies and Statistical Comparisons
SASSEville University

The display below highlights details in the Frequencies and Statistical Comparisons report that are important to keep in mind when interpreting your results.



SASSE 2014 Frequencies and Statistical Comparisons
SASSEville University

First-Year Students

Item wording or description	Variable name	Value	Response options	Frequency Distributions: SASSEville Count	SASSEville %	SASSE Overall Count	SASSE Overall %	Comparison Group Count	Comparison Group %	Statistical Comparisons: SASSEville Mean	SASSE Overall Mean	SASSE Overall Effect size	Comparison Group Mean	Comparison Group Effect size
1. Think about the current academic year. How often have you done each of the following?														
a Asked questions or contributed to module/subject discussions in other ways	askquest	1	Never	45	4%	250	9%	15	8%					
		2	Sometimes	450	34%	1300	48%	90	45%					
		3	Often	428	25%	800	30%	70	35%	2.86	2.74 **	.11	2.92 **	-.09
		4	Very Often	307	25%	350	9%	25	13%					
			Total	1230	100%	2700	100%	200	100%					
b Prepared two or more drafts of a paper or assignment before handing it in	drafts	1	Never	207	18%	350	13%	15	8%					
		2	Sometimes	416	34%	850	31%	45	23%					
		3	Often	363	29%	850	31%	90	45%	2.56	2.63	.06	2.60 *	-.07
		4	Very Often	235	18%	650	24%	50	25%					
			Total	1221	100%	2700	100%	200	100%					

1. *The Frequencies and Statistical Comparisons* report is based on information from all respondents for both your institution and your comparison institutions.

2. *Class* : As reported by your institution.

3. *Item numbers:* Item numbering corresponds to the survey facsimile included in your Institutional Report.

4. *Item wording and variable names:* Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file.

5. *Values and response options:* Values are used to calculate means. Response options are listed as they appear on the instrument.

6. *Count and column percentage (%)* : The count column represents the actual number of students who selected the corresponding question. The column percentage is the weighted percentage of students selecting the corresponding response option. Counts are unweighted and cannot be used to replicate column percentages.

7. *Weighting:* Column percentages and statistics are weighted by gender. Comparison group statistics are also weighted by institutional size. Counts are unweighted.

8. *Mean:* The mean is the arithmetic average of student responses on a particular item.

9. *Statistical comparisons:* Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (*p<.05, **p<.01, ***p<.001). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see below) to judge the practical meaning of the results. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests.

10. *Effect size:* Effect size indicates practical significance. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than the comparison group, thus showing a favourable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behaviour or institutional practice represented by the item may warrant attention. Effect sizes for independent t-tests use Cohen's *d* . Cohen's *d* is calculated by dividing the mean difference by the pooled standard deviation.