



Southern Oregon University

2016 NSSE Results - Table of Contents

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A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
 The comparison group featured in this report is
COPLAC
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Theme	Engagement Indicator	Your students compared with COPLAC	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	▲
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	▼
	Discussions with Diverse Others	--	▼
	Student-Faculty Interaction	--	▼
Experiences with Faculty	Effective Teaching Practices	--	--
	Quality of Interactions	--	--
Campus Environment	Supportive Environment	▼	--

Key:

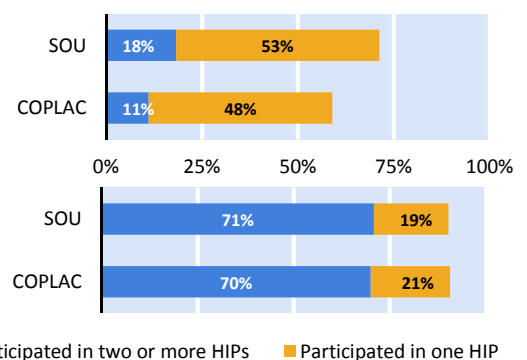
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
 Learning Community, Service-Learning, and Research w/Faculty

Senior
 Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

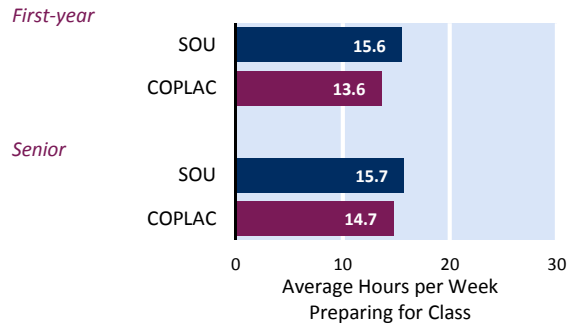


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

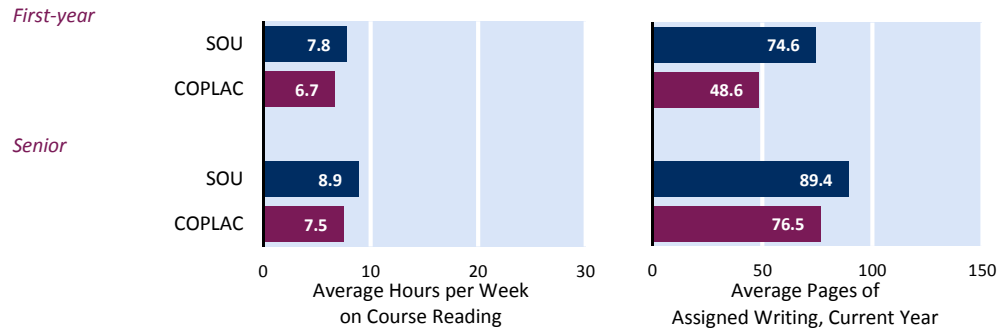
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



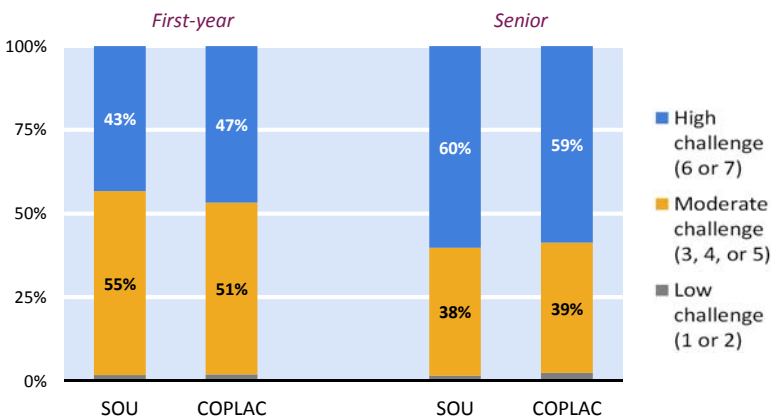
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



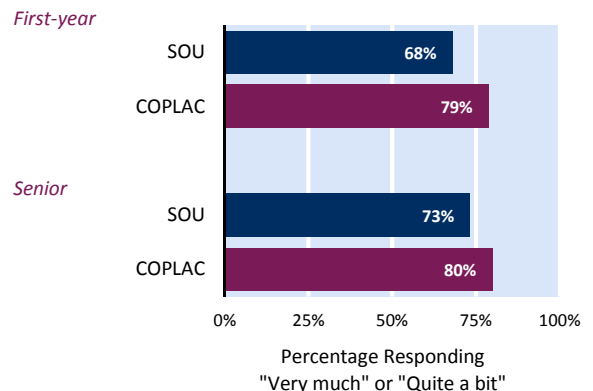
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



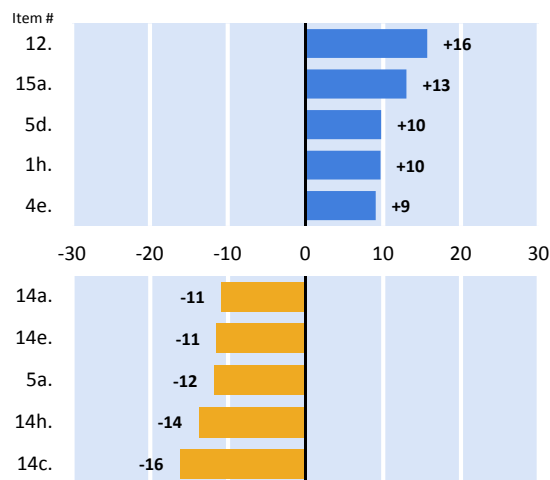
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to COPLAC

- About how many courses have included a community-based project (service-learning)^g (HIP)
- Spent more than 15 hours per week preparing for class
- Instructors provided feedback on a draft or work in progress^e (ET)
- Worked with other students on course projects or assignments^b (CL)
- Forming a new idea or understanding from various pieces of information^f (HO)



Percentage Point Difference with COPLAC

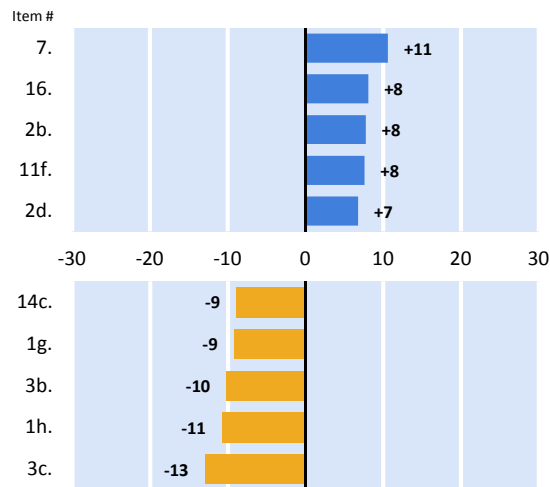
Lowest Performing Relative to COPLAC

- Institution emphasis on studying and academic work^k
- Institution emphasis on providing opportunities to be involved socially^j (SE)
- Instructors clearly explained course goals and requirements^e (ET)
- Institution emphasis on attending campus activities and events (...)^f (SE)
- Institution emphasis on using learning support services (...)^f (SE)

Senior

Highest Performing Relative to COPLAC

- Assigned more than 50 pages of writing^g
- Spent more than 10 hours per week on assigned reading^f
- Connected your learning to societal problems or issues^b (RI)
- Completed a culminating senior experience (...)^f (HIP)
- Examined the strengths and weaknesses of your own views on a topic or issue^b (RI)



Percentage Point Difference with COPLAC

Lowest Performing Relative to COPLAC

- Institution emphasis on using learning support services (...)^f (SE)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Worked with a faculty member on activities other than coursework (...)^b (SF)
- Worked with other students on course projects or assignments^b (CL)
- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

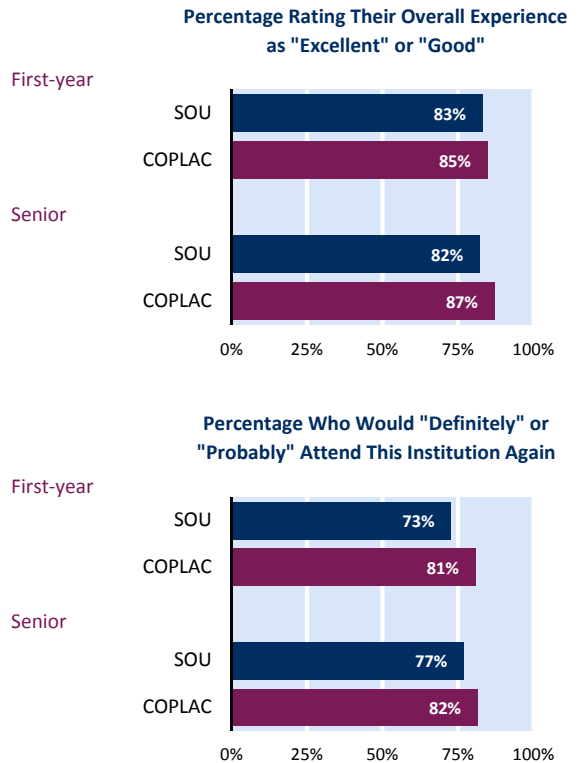
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	81%
Working effectively with others	71%
Writing clearly and effectively	71%
Speaking clearly and effectively	67%
Acquiring job- or work-related knowledge and skills	65%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	65%
Being an informed and active citizen	60%
Solving complex real-world problems	59%
Analyzing numerical and statistical information	56%
Developing or clarifying a personal code of values and ethics	56%

Satisfaction with SOU

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	108	21%	73%	94%
Senior	415	31%	69%	80%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Academic Advising

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

NSSE 2016
Engagement Indicators
Southern Oregon University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with COPLAC	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▼	▽	▼

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with COPLAC	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

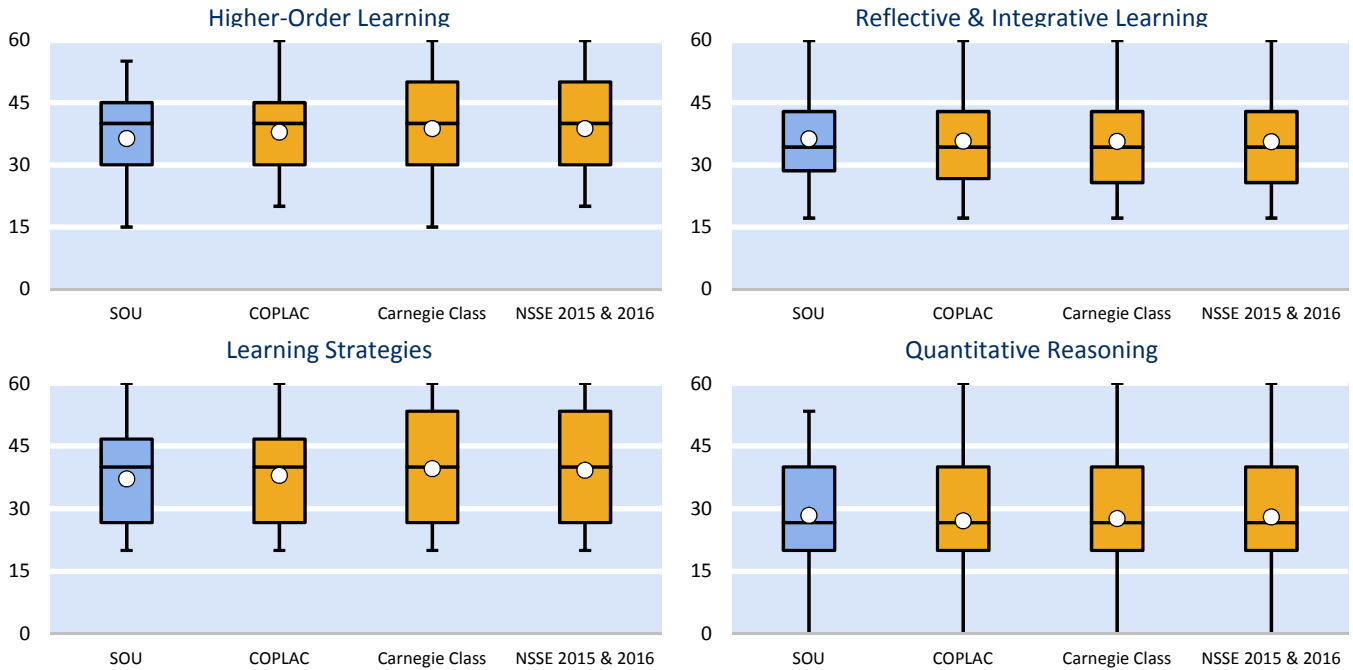
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		COPLAC Mean	COPLAC Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Higher-Order Learning	36.4	38.0	-.12	38.7	-.17	38.8	-.17
Reflective & Integrative Learning	36.3	35.8	.04	35.7	.05	35.6	.06
Learning Strategies	37.1	38.0	-.07	39.6	-.17	39.2	-.15
Quantitative Reasoning	28.4	27.1	.08	27.7	.04	28.0	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions






















































Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	SOU	Percentage point difference ^a between your FY students and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+1 	-1 	-2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-5 	-6 	-7 
4d. Evaluating a point of view, decision, or information source	63	-8 	-8 	-7 
4e. Forming a new idea or understanding from various pieces of information	76	+9 	+7 	+7 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50	-5 	-4 	-4 
2b. Connected your learning to societal problems or issues	63	+7 	+9 	+10 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+7 	+9 	+10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3 	+2 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+4 	+5 	+5 
2f. Learned something that changed the way you understand an issue or concept	65	-2 	-2 	-1 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-0 	+0 	+0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+0 	-2 	-1 
9b. Reviewed your notes after class	59	-5 	-8 	-7 
9c. Summarized what you learned in class or from course materials	63	+3 	-1 	-0 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+9 	+7 	+6 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+5 	+5 	+4 
6c. Evaluated what others have concluded from numerical information	33	-5 	-5 	-6 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

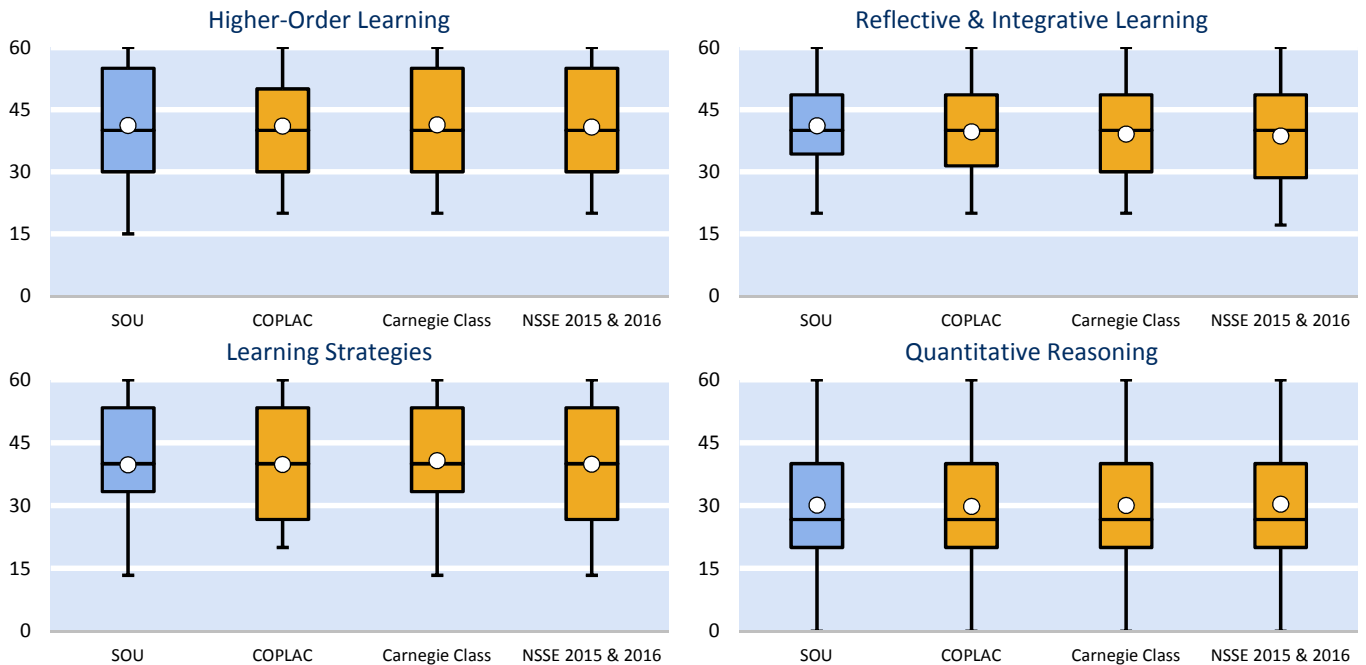
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		COPLAC Mean	COPLAC Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Higher-Order Learning	41.2	41.1	.01	41.4	-.01	40.9	.03
Reflective & Integrative Learning	41.1	39.7 *	.11	39.2 **	.15	38.7 ***	.19
Learning Strategies	39.7	39.8	-.01	40.7	-.07	39.9	-.01
Quantitative Reasoning	30.1	29.8	.02	30.0	.01	30.3	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	SOU	Percentage point difference ^a between your seniors and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	-1	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-1	-1	-0
4d. Evaluating a point of view, decision, or information source	74	+1	+0	+3
4e. Forming a new idea or understanding from various pieces of information	77	+3	+3	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	75	+2	+4	+4
2b. Connected your learning to societal problems or issues	75	+8	+9	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+3	+4	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+7	+7	+9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+6	+7	+8
2f. Learned something that changed the way you understand an issue or concept	75	+4	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+3	+4	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	+2	+1	+2
9b. Reviewed your notes after class	60	-3	-6	-3
9c. Summarized what you learned in class or from course materials	66	+1	-2	+0
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-2	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+1	+0	+0
6c. Evaluated what others have concluded from numerical information	48	+4	+4	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

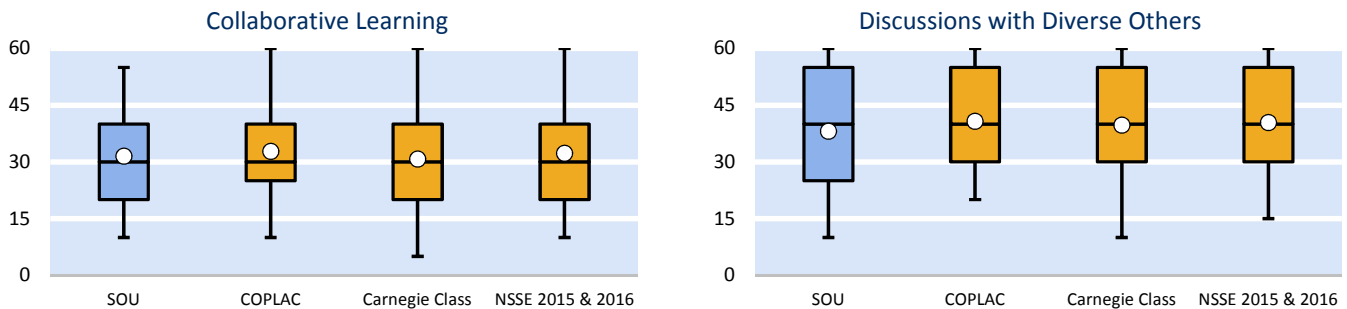
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		COPLAC		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.5	32.7	-.09	30.8	.05	32.3	-.05
Discussions with Diverse Others	38.1	40.8	-.18	39.7	-.10	40.4	-.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Item	SOU %	Percentage point difference ^a between your FY students and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	46	-6	-2	-5
1f. Explained course material to one or more students	55	-4	+1	-3
1g. Prepared for exams by discussing or working through course material with other students	46	-4	-1	-4
1h. Worked with other students on course projects or assignments	64	+10	+13	+10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	68	-3	-2	-3
8b. People from an economic background other than your own	69	-5	-2	-3
8c. People with religious beliefs other than your own	66	-4	-0	-1
8d. People with political views other than your own	62	-7	-5	-6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: Seniors

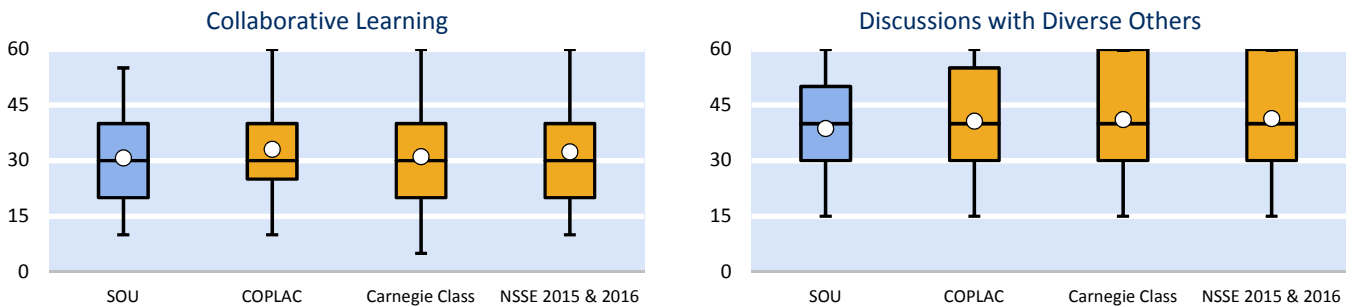
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		COPLAC		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.8	33.0 **	-.16	31.1	-.02	32.4 *	-.11
Discussions with Diverse Others	38.7	40.7 *	-.13	41.1 **	-.15	41.3 ***	-.16

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	SOU	Percentage point difference ^a between your seniors and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	35	-8	-3	-6
1f. Explained course material to one or more students	59	-2	+3	+1
1g. Prepared for exams by discussing or working through course material with other students	37	-9	-7	-9
1h. Worked with other students on course projects or assignments	55	-11	-6	-10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	62	-8	-10	-11
8b. People from an economic background other than your own	73	-1	-0	-1
8c. People with religious beliefs other than your own	67	-3	-2	-2
8d. People with political views other than your own	61	-5	-9	-9

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: First-year students

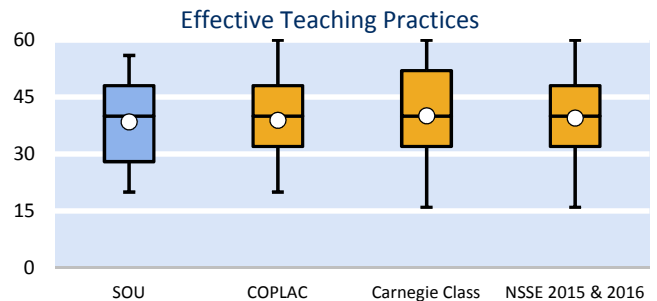
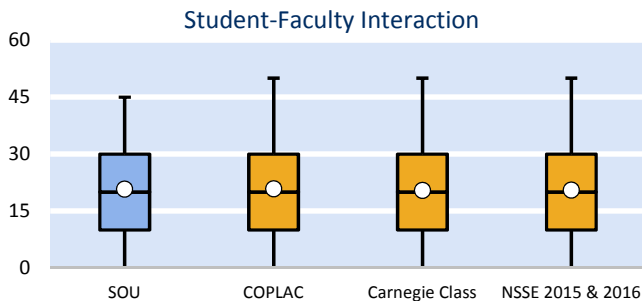
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		COPLAC Mean	COPLAC Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Student-Faculty Interaction	20.8	20.9	.00	20.4	.02	20.5	.02
Effective Teaching Practices	38.4	38.9	-.04	40.1	-.12	39.4	-.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	SOU %	Percentage point difference ^a between your FY students and			
		COPLAC	Carnegie Class	NSSE 2015 & 2016	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	33	+2	+0	+0	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+4	+3	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-3	-2	-2	
3d. Discussed your academic performance with a faculty member	31	-0	+1	+2	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	66	-12	-13	-13	
5b. Taught course sessions in an organized way	67	-9	-11	-10	
5c. Used examples or illustrations to explain difficult points	70	-5	-6	-6	
5d. Provided feedback on a draft or work in progress	74	+10	+7	+9	
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+4	+3	+5	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: Seniors

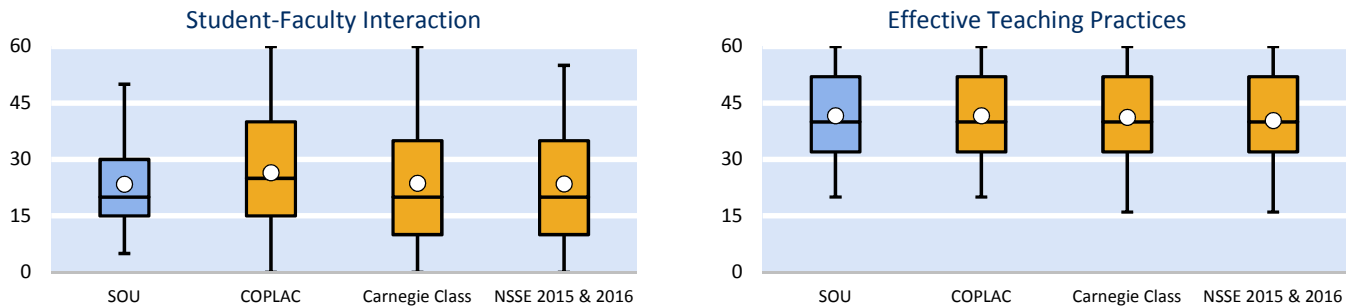
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		COPLAC Mean	COPLAC Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Student-Faculty Interaction	23.4	26.4 ***	-.18	23.7	-.01	23.5	.00
Effective Teaching Practices	41.6	41.6	.00	41.1	.03	40.3	.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	SOU %	Percentage point difference ^a between your seniors and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	-6	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-10	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-13	-6	-5
3d. Discussed your academic performance with a faculty member	38	-0	+4	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	-0	+1	+2
5b. Taught course sessions in an organized way	81	+0	+1	+2
5c. Used examples or illustrations to explain difficult points	82	+2	+3	+4
5d. Provided feedback on a draft or work in progress	68	-1	+3	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-5	-4	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Campus Environment: First-year students

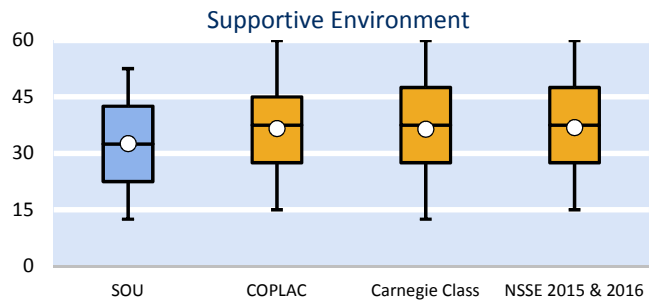
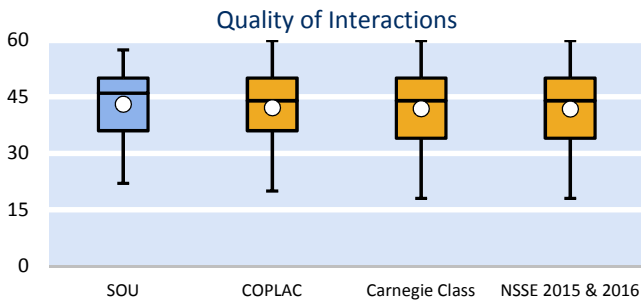
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		COPLAC		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.1	.08	41.8	.09	41.8	.10
Supportive Environment	32.6	36.6 **	-.31	36.4 *	-.27	36.8 **	-.31

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Quality of Interactions	SOU	Percentage point difference ^a between your FY students and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	56	+4	+1	+1
13b. Academic advisors	54	+5	+5	+4
13c. Faculty	50	-2	-1	+0
13d. Student services staff (career services, student activities, housing, etc.)	52	+6	+7	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	+3	+5
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-9	-9	-10
14c. Using learning support services (tutoring services, writing center, etc.)	61	-16	-16	-16
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+2	+2	+2
14e. Providing opportunities to be involved socially	62	-11	-9	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-9	-9	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-9	-14	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-14	-9	-12
14i. Attending events that address important social, economic, or political issues	52	-4	+1	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

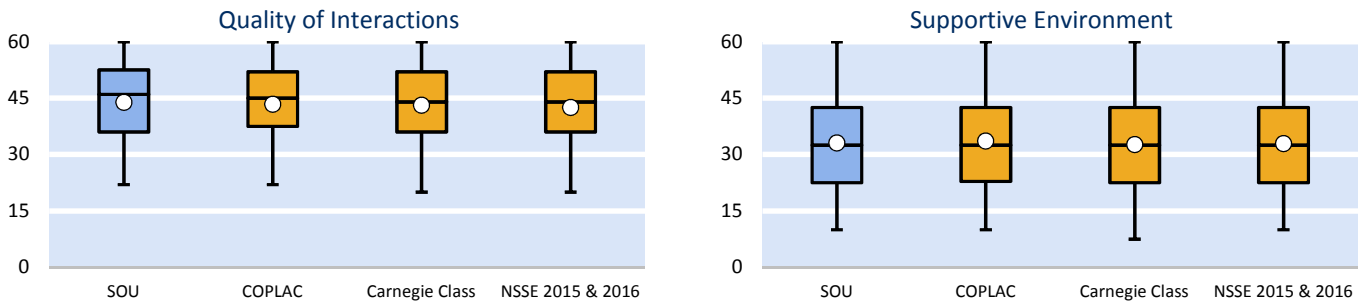
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		COPLAC		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	43.4	.04	43.1	.07	42.6 *	.11
Supportive Environment	33.1	33.6	-.04	32.7	.03	32.9	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Quality of Interactions	SOU %	Percentage point difference ^a between your seniors and		
		COPLAC	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
13a. Students	55	-4	-7	-6
13b. Academic advisors	62	+6	+8	+9
13c. Faculty	68	+3	+7	+9
13d. Student services staff (career services, student activities, housing, etc.)	44	+1	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+0	-1	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-6	-6	-5
14c. Using learning support services (tutoring services, writing center, etc.)	59	-9	-9	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+4	+3	+4
14e. Providing opportunities to be involved socially	65	-1	+1	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-4	-1	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-4	-6	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+3	+9	+5
14i. Attending events that address important social, economic, or political issues	54	+2	+10	+10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	SOU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.4	40.5 **	-.30		42.7 ***	-.46	
Academic	Reflective and Integrative Learning	36.3	37.4	-.09	✓	39.5 *	-.25	
Challenge	Learning Strategies	37.1	41.2 **	-.29		43.7 ***	-.47	
	Quantitative Reasoning	28.4	29.4	-.07	✓	31.3	-.18	
Learning with Peers	Collaborative Learning	31.5	35.2 **	-.27		37.3 ***	-.43	
	Discussions with Diverse Others	38.1	42.7 **	-.30		44.3 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	20.8	23.8 *	-.20		26.9 ***	-.38	
	Effective Teaching Practices	38.4	41.6 *	-.23		43.8 ***	-.40	
Campus Environment	Quality of Interactions	43.0	44.1	-.09	✓	45.9 *	-.23	
	Supportive Environment	32.6	39.2 ***	-.49		40.9 ***	-.62	

Seniors

Theme	Engagement Indicator	SOU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.2	43.1 **	-.14		44.7 ***	-.25	
Academic	Reflective and Integrative Learning	41.1	41.0	.01	✓	42.9 **	-.14	
Challenge	Learning Strategies	39.7	42.2 ***	-.18		44.5 ***	-.34	
	Quantitative Reasoning	30.1	31.8	-.10	✓	33.2 ***	-.19	
Learning with Peers	Collaborative Learning	30.8	35.8 ***	-.36		37.9 ***	-.52	
	Discussions with Diverse Others	38.7	43.3 ***	-.29		45.1 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	23.4	29.6 ***	-.38		33.0 ***	-.59	
	Effective Teaching Practices	41.6	42.7	-.08	✓	44.5 ***	-.22	
Campus Environment	Quality of Interactions	43.9	45.3 *	-.12		46.9 ***	-.25	
	Supportive Environment	33.1	35.7 ***	-.19		38.1 ***	-.36	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SOU (N = 96)	36.4	12.7	1.30	15	30	40	45	55				
COPLAC	38.0	13.3	.23	20	30	40	45	60	3,539	-1.5	.262	-.116
Carnegie Class	38.7	13.8	.06	15	30	40	50	60	52,207	-2.3	.099	-.169
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	191,932	-2.4	.093	-.172
Top 50%	40.5	13.6	.05	20	30	40	50	60	89,955	-4.1	.003	-.302
Top 10%	42.7	13.7	.10	20	35	40	55	60	19,225	-6.3	.000	-.458
Reflective & Integrative Learning												
SOU (N = 97)	36.3	12.9	1.31	17	29	34	43	60				
COPLAC	35.8	12.4	.21	17	27	34	43	60	3,674	.5	.679	.042
Carnegie Class	35.7	12.6	.05	17	26	34	43	60	54,661	.6	.619	.050
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	200,744	.7	.586	.055
Top 50%	37.4	12.5	.04	17	29	37	46	60	94,466	-1.1	.391	-.087
Top 10%	39.5	12.8	.10	20	31	40	49	60	18,070	-3.2	.013	-.252
Learning Strategies												
SOU (N = 93)	37.1	13.7	1.43	20	27	40	47	60				
COPLAC	38.0	13.6	.24	20	27	40	47	60	3,268	-.9	.530	-.066
Carnegie Class	39.6	14.2	.06	20	27	40	53	60	47,879	-2.5	.095	-.174
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	175,636	-2.1	.159	-.146
Top 50%	41.2	14.1	.05	20	33	40	53	60	78,966	-4.1	.006	-.288
Top 10%	43.7	14.3	.10	20	33	47	60	60	20,354	-6.6	.000	-.466
Quantitative Reasoning												
SOU (N = 97)	28.4	14.5	1.47	0	20	27	40	53				
COPLAC	27.1	15.5	.26	0	20	27	40	60	3,580	1.3	.431	.081
Carnegie Class	27.7	16.3	.07	0	20	27	40	60	52,803	.7	.672	.043
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	194,193	.4	.828	.022
Top 50%	29.4	16.1	.05	0	20	27	40	60	111,789	-1.1	.505	-.068
Top 10%	31.3	16.2	.10	0	20	33	40	60	26,630	-2.9	.076	-.181
Learning with Peers												
Collaborative Learning												
SOU (N = 99)	31.5	13.9	1.40	10	20	30	40	55				
COPLAC	32.7	13.5	.22	10	25	30	40	60	3,765	-1.2	.378	-.090
Carnegie Class	30.8	14.9	.06	5	20	30	40	60	56,376	.8	.613	.051
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	207,794	-.8	.590	-.054
Top 50%	35.2	13.8	.04	15	25	35	45	60	103,470	-3.7	.007	-.269
Top 10%	37.3	13.6	.09	15	25	40	45	60	21,875	-5.8	.000	-.427
Discussions with Diverse Others												
SOU (N = 94)	38.1	16.6	1.71	10	25	40	55	60				
COPLAC	40.8	14.8	.26	20	30	40	55	60	3,325	-2.7	.084	-.180
Carnegie Class	39.7	16.3	.07	10	30	40	55	60	48,512	-1.6	.338	-.099
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	177,872	-2.3	.163	-.144
Top 50%	42.7	15.2	.05	20	35	40	60	60	92,233	-4.6	.003	-.301
Top 10%	44.3	15.1	.09	20	35	45	60	60	28,530	-6.2	.000	-.413

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SOU (N = 96)	20.8	13.3	1.36	0	10	20	30	45				
COPLAC	20.9	14.0	.24	0	10	20	30	50	3,589	-.1	.964	-.005
Carnegie Class	20.4	14.8	.06	0	10	20	30	50	53,310	.4	.817	.024
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	195,996	.3	.839	.021
Top 50%	23.8	15.0	.06	0	15	20	35	55	63,482	-3.0	.049	-.201
Top 10%	26.9	16.0	.16	5	15	25	40	60	97	-6.1	.000	-.382
Effective Teaching Practices												
SOU (N = 97)	38.4	12.2	1.24	20	28	40	48	56				
COPLAC	38.9	12.7	.21	20	32	40	48	60	3,609	-.4	.731	-.035
Carnegie Class	40.1	13.5	.06	16	32	40	52	60	53,433	-1.6	.240	-.120
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	196,435	-1.0	.465	-.074
Top 50%	41.6	13.4	.05	20	32	40	52	60	79,583	-3.1	.023	-.232
Top 10%	43.8	13.5	.10	20	36	44	56	60	16,684	-5.3	.000	-.397
Campus Environment												
Quality of Interactions												
SOU (N = 89)	43.0	11.1	1.18	22	36	46	50	58				
COPLAC	42.1	11.5	.21	20	36	44	50	60	3,185	.9	.454	.081
Carnegie Class	41.8	12.8	.06	18	34	44	50	60	46,010	1.2	.378	.094
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	168,939	1.3	.341	.101
Top 50%	44.1	11.8	.05	22	38	46	52	60	66,763	-1.0	.409	-.088
Top 10%	45.9	12.1	.10	22	40	48	56	60	14,294	-2.8	.028	-.234
Supportive Environment												
SOU (N = 83)	32.6	13.2	1.45	13	23	33	43	53				
COPLAC	36.6	12.8	.23	15	28	38	45	60	3,066	-4.0	.005	-.313
Carnegie Class	36.4	14.2	.07	13	28	38	48	60	44,604	-3.8	.014	-.271
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	163,904	-4.2	.005	-.306
Top 50%	39.2	13.3	.05	18	30	40	50	60	76,583	-6.6	.000	-.494
Top 10%	40.9	13.3	.10	20	33	40	53	60	19,134	-8.3	.000	-.624

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SOU (N = 383)	41.2	13.8	.70	15	30	40	55	60				
COPLAC	41.1	13.9	.20	20	30	40	50	60	5,273	.1	.850	.010
Carnegie Class	41.4	14.1	.05	20	30	40	55	60	89,049	-.2	.803	-.013
NSSE 2015 & 2016	40.9	14.1	.02	20	30	40	55	60	320,795	.4	.608	.026
Top 50%	43.1	13.8	.04	20	35	40	55	60	115,503	-1.9	.007	-.139
Top 10%	44.7	13.7	.07	20	40	45	60	60	36,152	-3.5	.000	-.252
Reflective & Integrative Learning												
SOU (N = 401)	41.1	12.1	.60	20	34	40	49	60				
COPLAC	39.7	12.9	.18	20	31	40	49	60	5,451	1.5	.028	.114
Carnegie Class	39.2	13.0	.04	20	30	40	49	60	404	2.0	.001	.153
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	401	2.4	.000	.188
Top 50%	41.0	12.7	.04	20	31	40	51	60	120,391	.2	.796	.013
Top 10%	42.9	12.5	.07	20	34	43	54	60	30,564	-1.7	.006	-.139
Learning Strategies												
SOU (N = 366)	39.7	14.2	.74	13	33	40	53	60				
COPLAC	39.8	14.4	.21	20	27	40	53	60	4,973	-.1	.879	-.008
Carnegie Class	40.7	14.7	.05	13	33	40	53	60	83,522	-1.0	.175	-.071
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	300,240	-.2	.807	-.013
Top 50%	42.2	14.5	.04	20	33	40	60	60	140,090	-2.6	.001	-.177
Top 10%	44.5	14.2	.07	20	33	47	60	60	38,013	-4.8	.000	-.337
Quantitative Reasoning												
SOU (N = 393)	30.1	17.3	.88	0	20	27	40	60				
COPLAC	29.8	17.2	.24	0	20	27	40	60	5,349	.4	.697	.020
Carnegie Class	30.0	17.1	.06	0	20	27	40	60	90,277	.1	.907	.006
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	325,368	-.2	.785	-.014
Top 50%	31.8	16.9	.04	0	20	33	40	60	181,254	-1.7	.052	-.098
Top 10%	33.2	16.8	.08	0	20	33	47	60	50,340	-3.1	.000	-.185
Learning with Peers												
Collaborative Learning												
SOU (N = 397)	30.8	13.5	.68	10	20	30	40	55				
COPLAC	33.0	14.4	.20	10	25	30	40	60	469	-2.3	.001	-.159
Carnegie Class	31.1	15.3	.05	5	20	30	40	60	400	-.4	.597	-.023
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	397	-1.7	.014	-.112
Top 50%	35.8	13.9	.04	15	25	35	45	60	154,541	-5.0	.000	-.361
Top 10%	37.9	13.7	.07	15	30	40	50	60	34,817	-7.1	.000	-.519
Discussions with Diverse Others												
SOU (N = 376)	38.7	15.2	.78	15	30	40	50	60				
COPLAC	40.7	15.5	.23	15	30	40	55	60	5,034	-2.0	.017	-.128
Carnegie Class	41.1	16.3	.06	15	30	40	60	60	379	-2.4	.002	-.147
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	376	-2.6	.001	-.162
Top 50%	43.3	15.9	.04	15	35	45	60	60	377	-4.6	.000	-.288
Top 10%	45.1	15.8	.07	20	35	50	60	60	381	-6.4	.000	-.403

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SOU (N = 391)	23.4	14.7	.74	5	15	20	30	50				
COPLAC	26.4	16.3	.23	0	15	25	40	60	469	-3.0	.000	-.185
Carnegie Class	23.7	16.6	.06	0	10	20	35	60	394	-.2	.744	-.015
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	391	-.1	.928	-.004
Top 50%	29.6	16.1	.06	5	20	30	40	60	395	-6.2	.000	-.381
Top 10%	33.0	16.3	.15	5	20	30	45	60	424	-9.6	.000	-.592
Effective Teaching Practices												
SOU (N = 395)	41.6	13.5	.68	20	32	40	52	60				
COPLAC	41.6	13.5	.19	20	32	40	52	60	5,398	.0	.984	.001
Carnegie Class	41.1	14.0	.05	16	32	40	52	60	91,281	.5	.496	.034
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	328,521	1.3	.062	.094
Top 50%	42.7	13.7	.04	20	32	44	56	60	104,106	-1.1	.107	-.081
Top 10%	44.5	13.4	.09	20	36	44	56	60	24,197	-2.9	.000	-.216
Campus Environment												
Quality of Interactions												
SOU (N = 363)	43.9	11.5	.61	22	36	46	53	60				
COPLAC	43.4	11.4	.17	22	38	45	52	60	4,822	.5	.421	.044
Carnegie Class	43.1	12.2	.04	20	36	44	52	60	79,998	.8	.204	.067
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	287,693	1.4	.033	.112
Top 50%	45.3	11.5	.04	24	40	48	54	60	97,935	-1.4	.020	-.123
Top 10%	46.9	11.9	.07	24	40	50	56	60	31,399	-3.0	.000	-.250
Supportive Environment												
SOU (N = 370)	33.1	14.5	.75	10	23	33	43	60				
COPLAC	33.6	13.9	.21	10	23	33	43	60	4,778	-.5	.466	-.039
Carnegie Class	32.7	14.7	.05	8	23	33	43	60	79,623	.4	.606	.027
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	286,007	.1	.842	.010
Top 50%	35.7	13.9	.04	13	25	35	45	60	106,308	-2.6	.000	-.190
Top 10%	38.1	13.9	.10	15	28	40	48	60	21,412	-5.0	.000	-.361

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2016
High-Impact Practices
Southern Oregon University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. NSSE research has found that interpretations vary by HIP: For service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

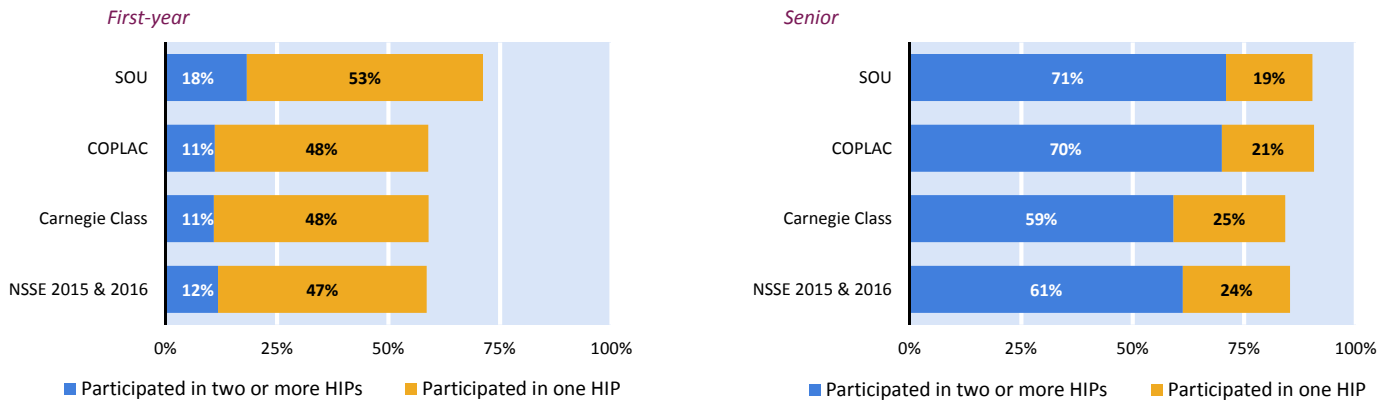
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	SOU		COPLAC		Carnegie Class		NSSE 2015 & 2016	
	%	Effect size ^a	%	Effect size ^a	%	Effect size ^a	%	Effect size ^a
<i>First-year</i>								
11c. Learning Community	15	.07	12	.07	13	.04	15	-.01
12. Service-Learning	70	.32	54 **	.32	54 **	.32	52 **	.35
11e. Research with Faculty	9	.11	6	.11	5	.15	5	.13
Participated in at least one	71	.26	59 *	.26	59 *	.26	59 *	.27
Participated in two or more	18	.20	11 *	.20	11 *	.21	12	.18
<i>Senior</i>								
11c. Learning Community	22	-.07	25	-.07	23	-.03	24	-.05
12. Service-Learning	67	.00	66	.00	63	.07	61 *	.12
11e. Research with Faculty	26	-.12	32 *	-.12	21 *	.12	24	.06
11a. Internship or Field Exp.	49	-.10	54	-.10	47	.05	50	-.02
11d. Study Abroad	7	-.24	14 ***	-.24	11 **	-.16	14 ***	-.24
11f. Culminating Senior Exp.	64	.16	56 **	.16	46 ***	.36	46 ***	.36
Participated in at least one	90	-.01	91	-.01	84 **	.18	85 **	.15
Participated in two or more	71	.02	70	.02	59 ***	.25	61 ***	.20

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large.

For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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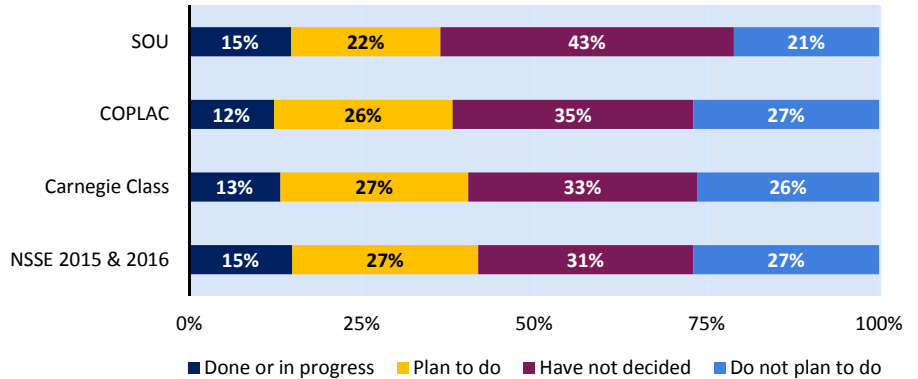
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

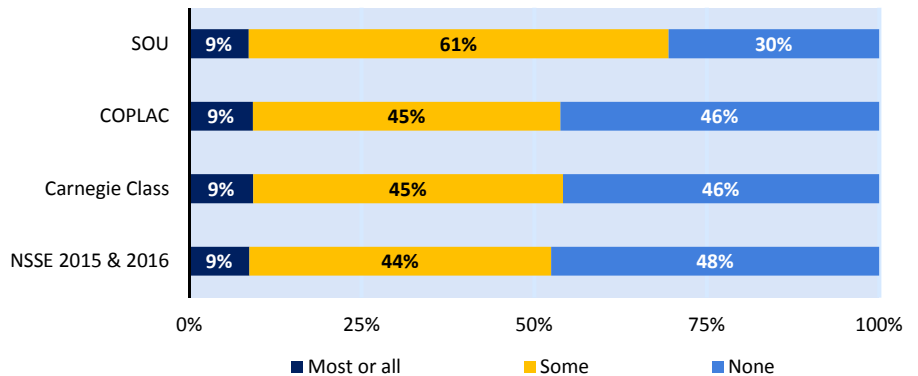
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

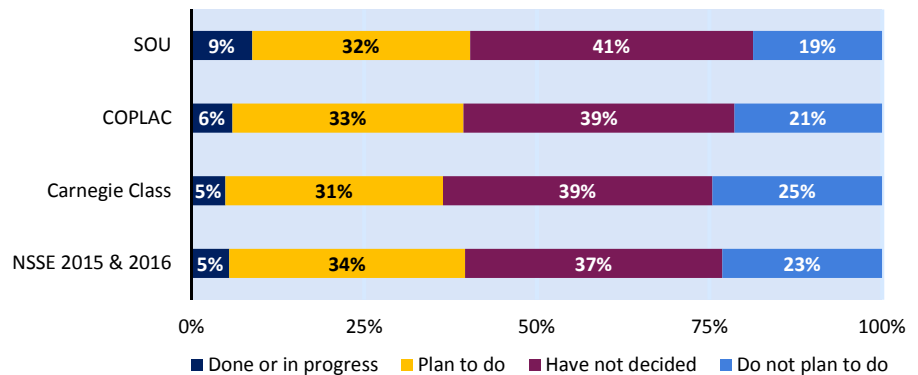
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

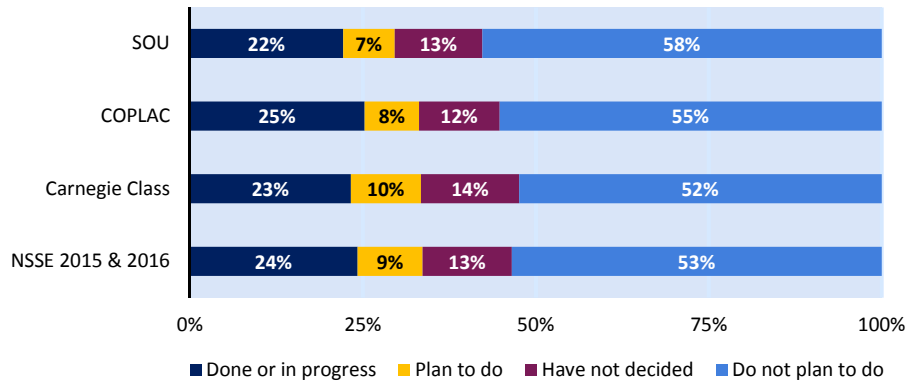
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

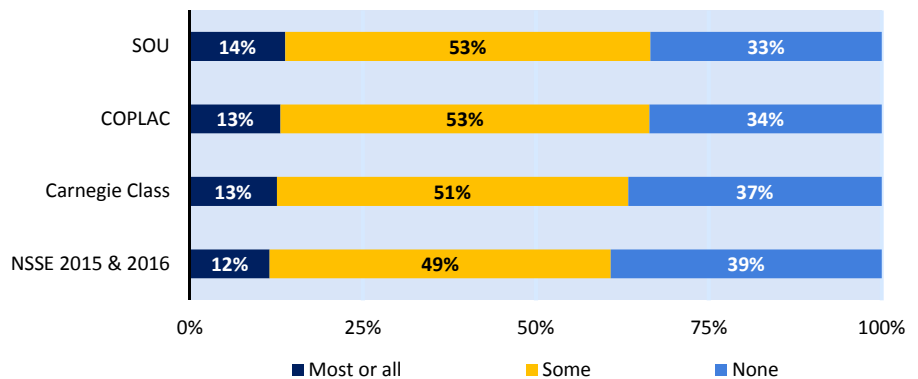
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

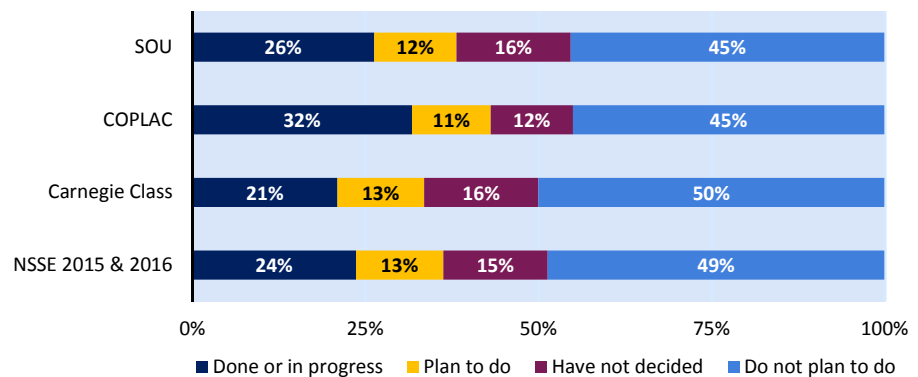
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

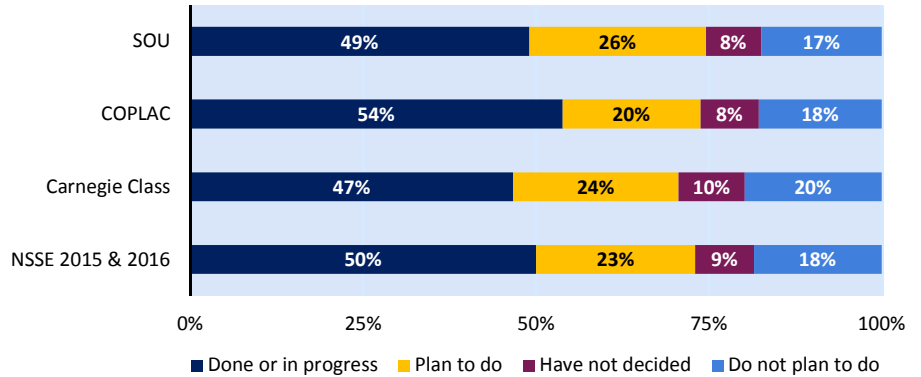
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

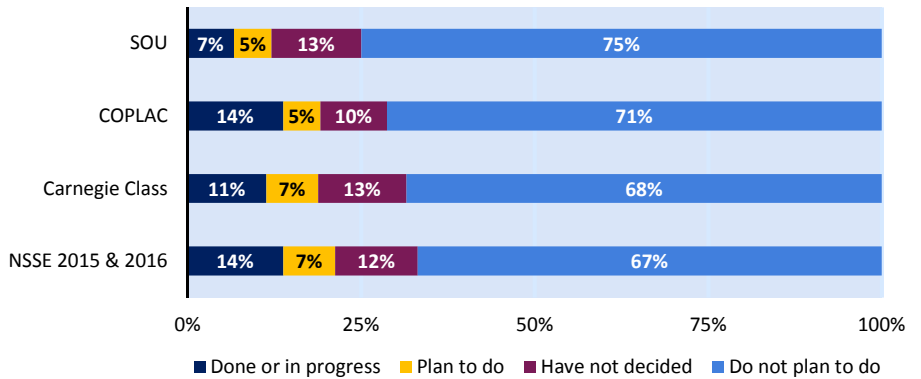
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

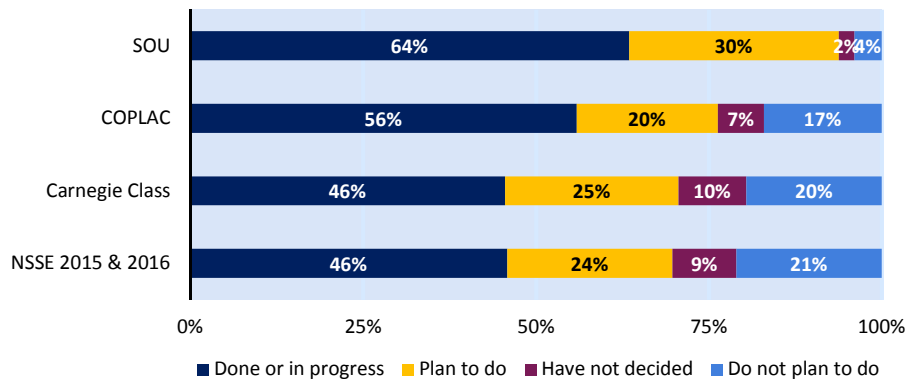
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	13	68	6	24	69	25	50	5	62
Male	18	73	14	20	64	28	47	9	65
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	73	7	24	73	30	58	3	76
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	9	66	5	21	69	28	51	9	68
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	33	73	20	—	—	—	—	—	—
Two or more races/ethnicities	17	83	8	20	63	23	34	3	40
Age									
Traditional (FY < 21, Seniors < 25):	12	69	5	25	71	32	54	8	73
Nontraditional (FY 21+, Seniors 25+)	17	67	17	22	65	20	45	3	54
First-generation^b									
Not first-generation	20	61	11	28	72	29	52	9	72
First-generation	5	76	2	19	64	23	48	4	56
Enrollment status^a									
Not full-time	—	—	—	19	60	29	56	4	66
Full-time	15	68	8	24	69	25	47	7	62
Residence									
Living off campus	15	77	12	24	69	26	50	6	63
Living on campus	12	67	5	21	56	26	44	3	65
Major category^c									
Arts & humanities	0	46	15	16	50	30	23	9	59
Biological sciences, agriculture, natural res.	17	83	8	16	63	47	42	3	74
Physical sciences, math, computer science	—	—	—	31	31	38	23	0	46
Social sciences	27	91	9	22	68	35	53	5	78
Business	15	62	15	14	64	19	47	9	52
Communications, media, public relations	—	—	—	8	67	9	50	8	92
Education	—	—	—	53	93	16	73	7	73
Engineering	—	—	—	—	—	—	—	—	—
Health professions	17	67	0	—	—	—	—	—	—
Social service professions	—	—	—	22	56	17	50	11	61
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	15	70	9	22	67	26	49	7	64

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."



NSSE 2016

Multi-Year Report

Southern Oregon University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.

nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who <i>participated</i> in a Learning Community, Service-Learning, and Research with Faculty, and who <i>planned to do</i> an Internship or Field Experience, Study Abroad, and a Culminating Senior Experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	25%	+/- 8.4%	103	77	26	39%	+/- 3.3%	527	438	89
2015										
2016	21%	+/- 8.4%	108	87	21	31%	+/- 4.0%	415	363	52
2017										
2018										
2019										
2020										

Administration Details by Participation Year

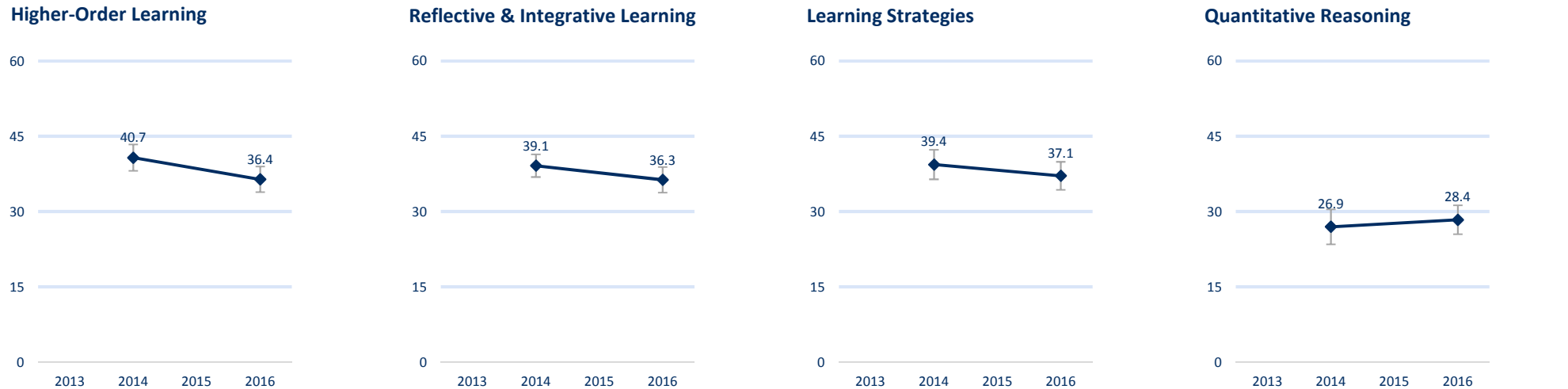
Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising	Council of Public Liberal Arts Colleges	No	No
2015							
2016	Email	Census	Yes	Academic Advising	None	No	No
2017							
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

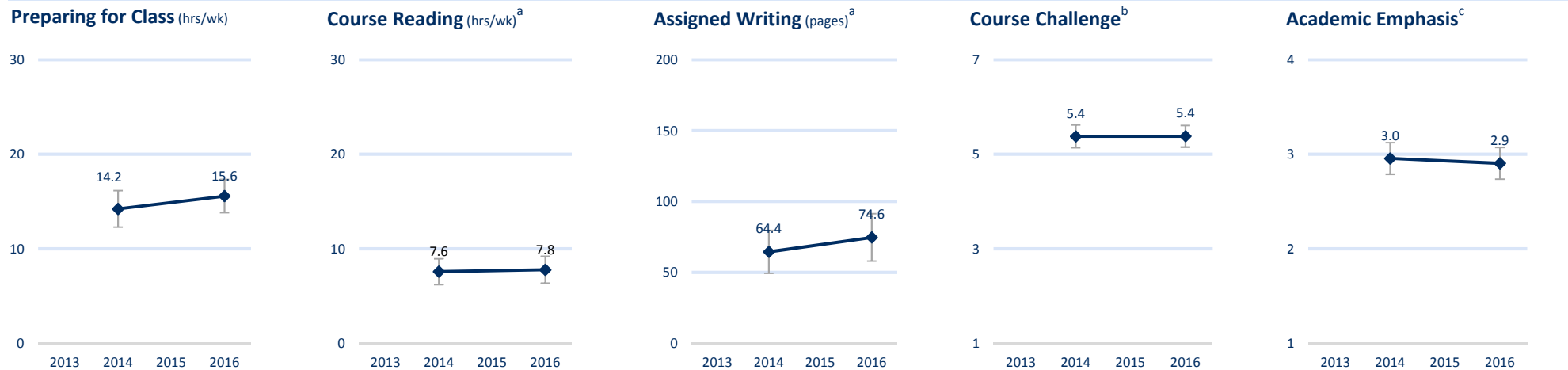
- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- c. This is the count used to calculate response rates and sampling errors for each year's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

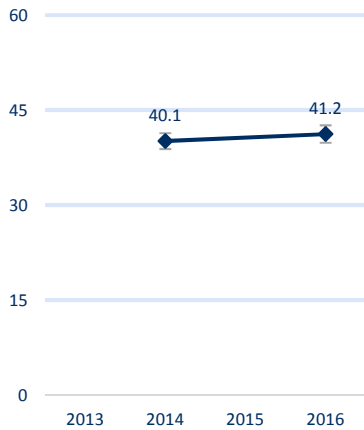
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

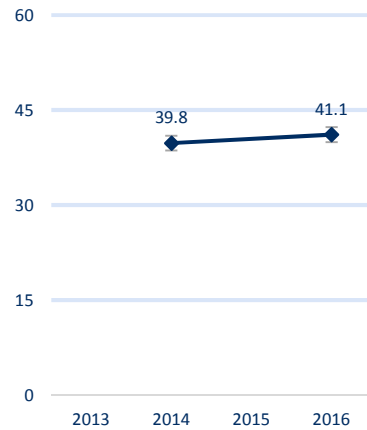
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Academic Challenge: Seniors

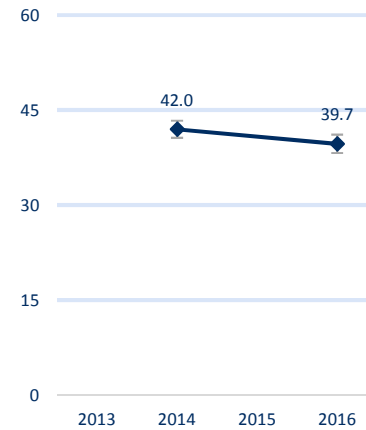
Higher-Order Learning



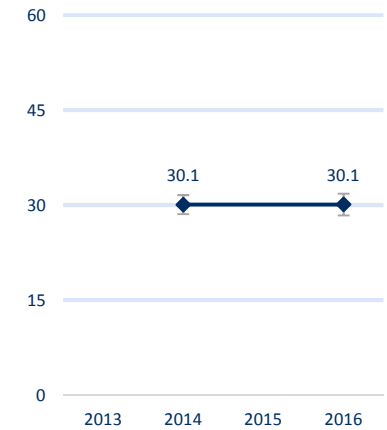
Reflective & Integrative Learning



Learning Strategies

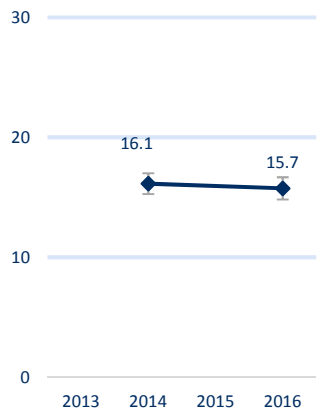


Quantitative Reasoning

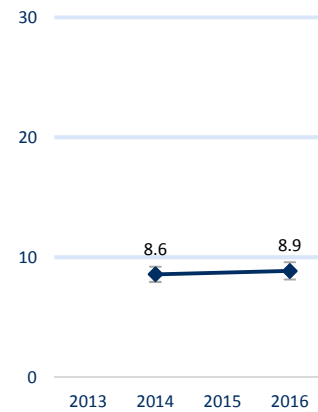


Academic Challenge (additional items): Seniors

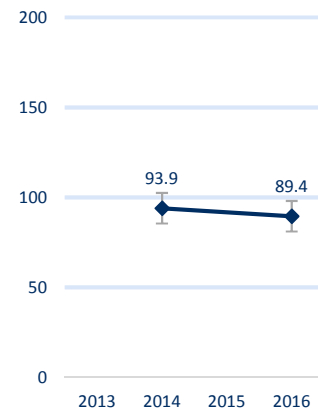
Preparing for Class (hrs/wk)



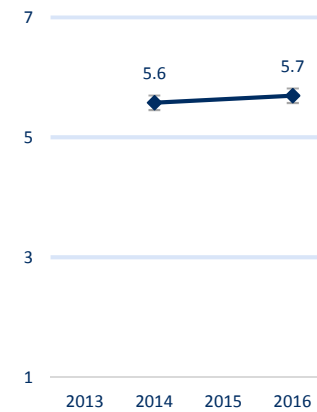
Course Reading (hrs/wk)^a



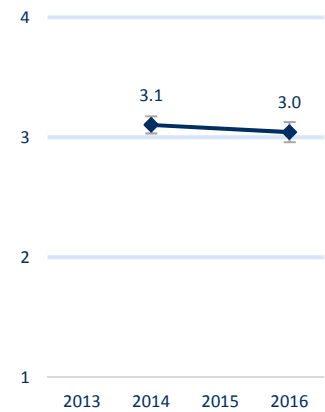
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

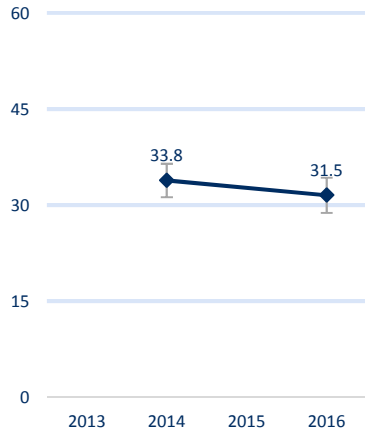
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

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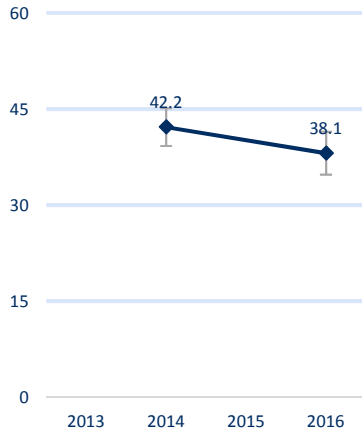
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Learning with Peers: First-year students

Collaborative Learning

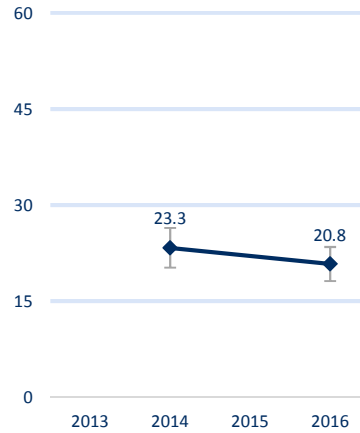


Discussions with Diverse Others

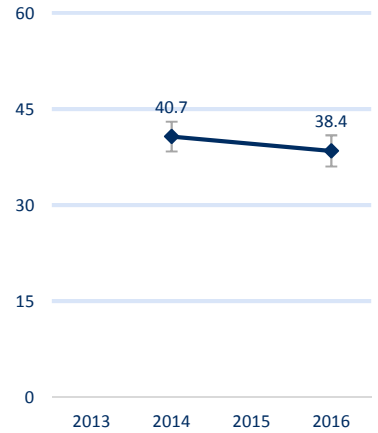


Experiences with Faculty: First-year students

Student-Faculty Interaction

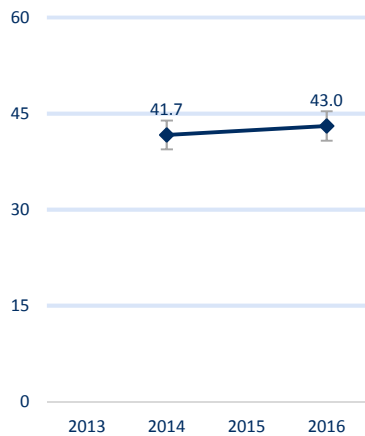


Effective Teaching Practices

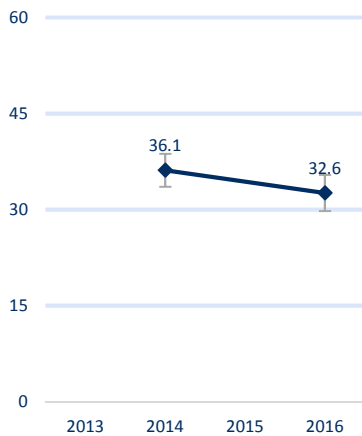


Campus Environment: First-year students

Quality of Interactions



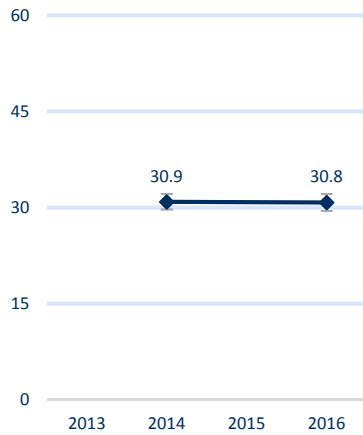
Supportive Environment



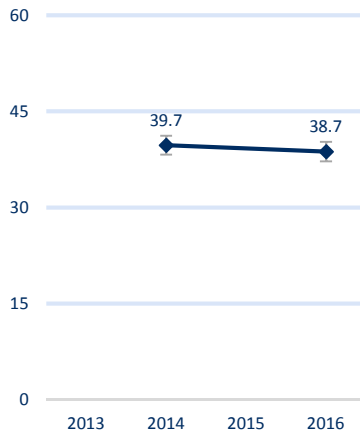
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Learning with Peers, Experiences with Faculty, and Campus Environment themes are each represented by two EIs. See pages 10-11 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

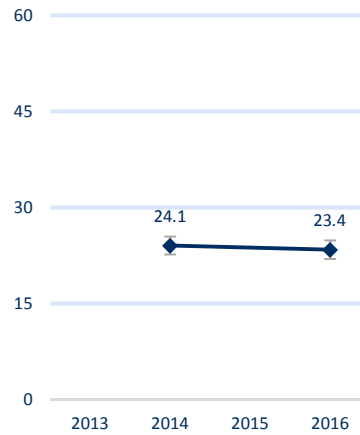


Discussions with Diverse Others

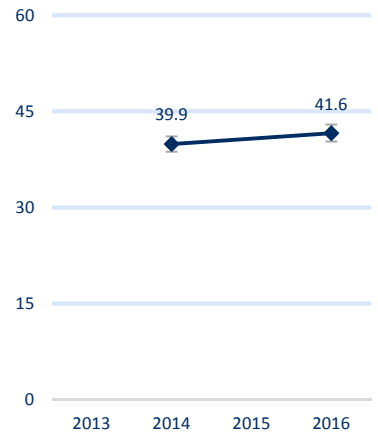


Experiences with Faculty: Seniors

Student-Faculty Interaction

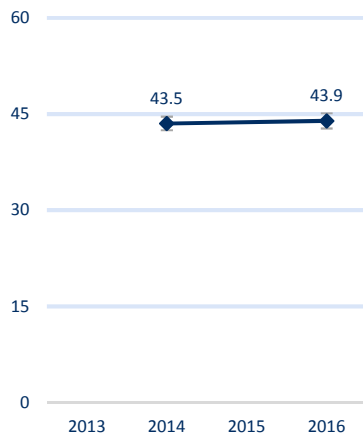


Effective Teaching Practices

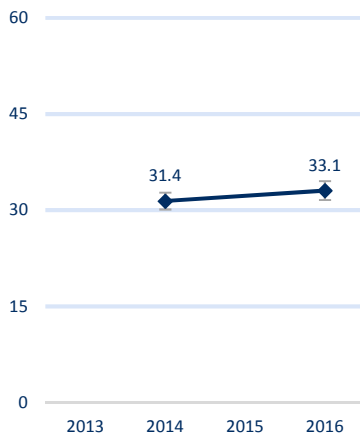


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

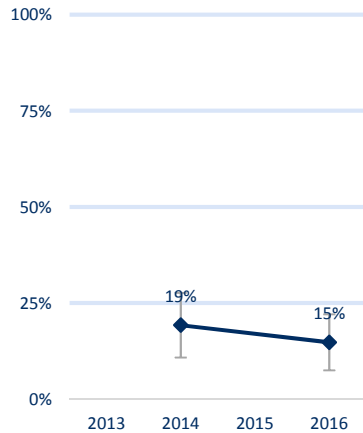


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

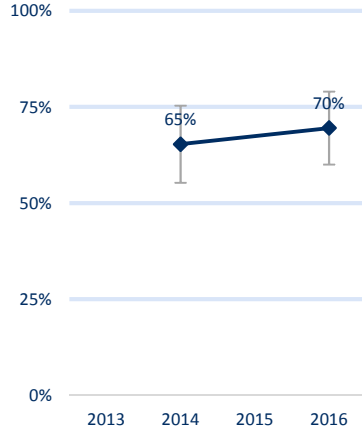
Learning Community

(Done or in progress)



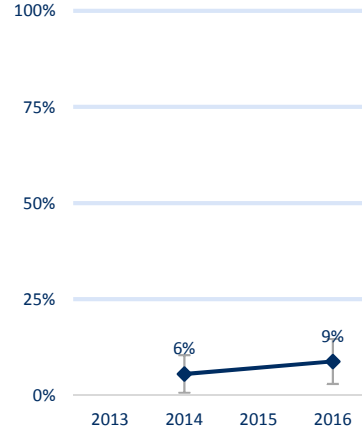
Service-Learning

(Some, most, or all courses)



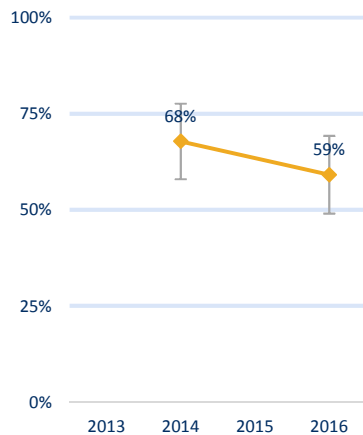
Research with Faculty

(Done or in progress)



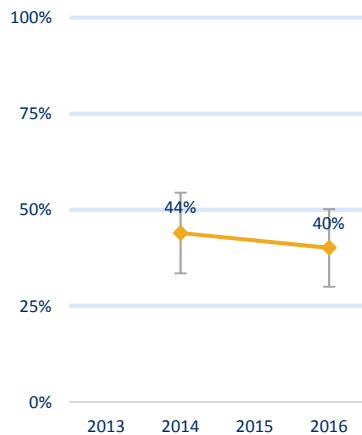
Internship/Field Experience

(Plan to do)



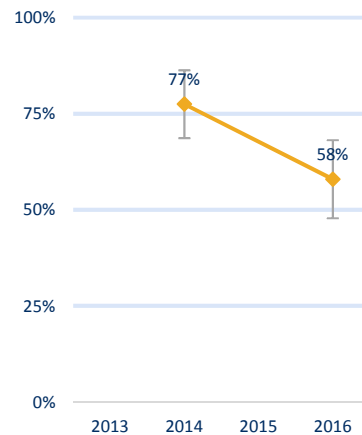
Study Abroad

(Plan to do)



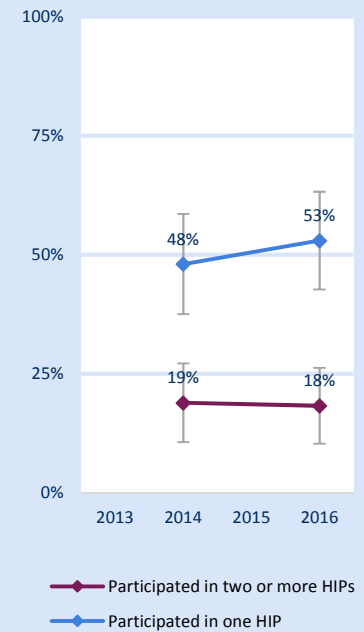
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

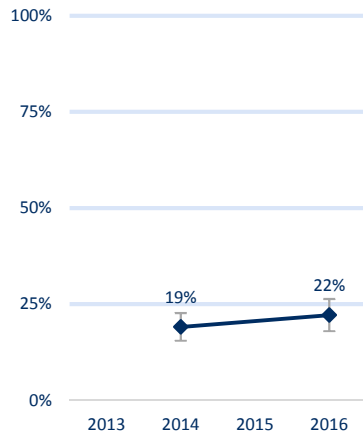
The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



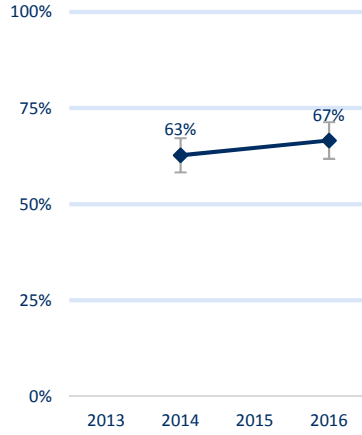
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

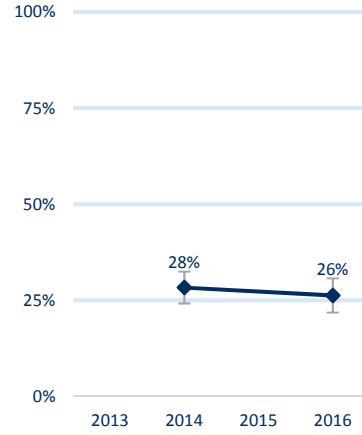
Learning Community (Done or in progress)



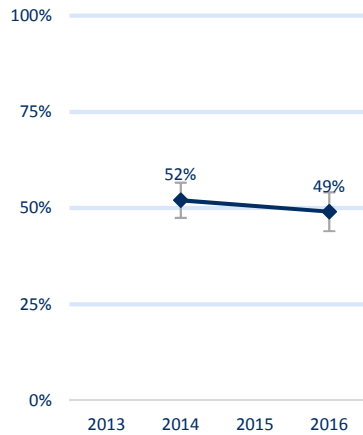
Service-Learning (Some, most, or all courses)



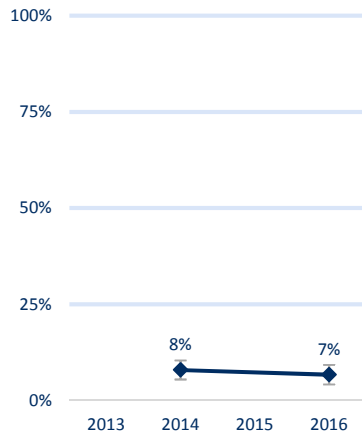
Research with Faculty (Done or in progress)



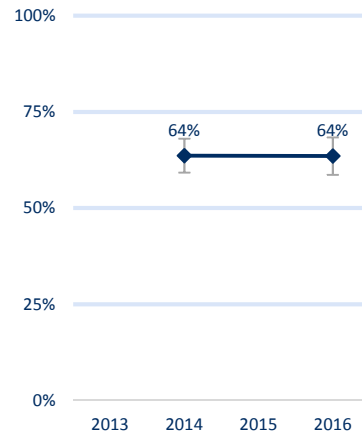
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

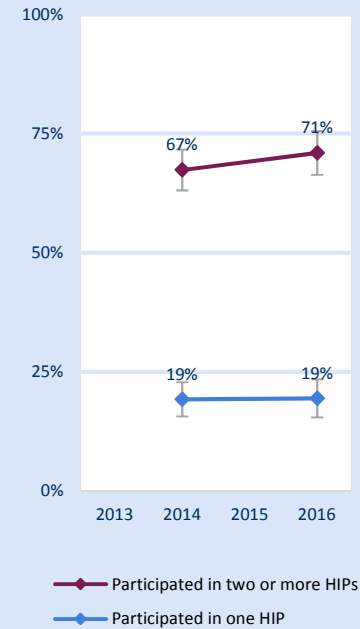


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>		40.7		36.4						40.1		41.2				
	<i>n</i>		94		96						490		383				
	<i>SD</i>		13.0		12.7						14.2		13.8				
	<i>SE</i>		1.34		1.30						.64		.70				
	<i>CI upper bound</i>		43.4		38.9						41.4		42.6				
	<i>CI lower bound</i>		38.1		33.9						38.9		39.8				
Reflective & Integrative Learning	<i>Mean</i>		39.1		36.3						39.8		41.1				
	<i>n</i>		97		97						502		401				
	<i>SD</i>		11.4		12.9						13.1		12.1				
	<i>SE</i>		1.15		1.31						.58		.60				
	<i>CI upper bound</i>		41.4		38.9						40.9		42.3				
	<i>CI lower bound</i>		36.9		33.7						38.6		40.0				
Learning Strategies	<i>Mean</i>		39.4		37.1						42.0		39.7				
	<i>n</i>		84		93						452		366				
	<i>SD</i>		13.8		13.7						14.6		14.2				
	<i>SE</i>		1.50		1.43						.69		.74				
	<i>CI upper bound</i>		42.3		39.9						43.3		41.1				
	<i>CI lower bound</i>		36.4		34.3						40.6		38.2				
Quantitative Reasoning	<i>Mean</i>		26.9		28.4						30.1		30.1				
	<i>n</i>		95		97						499		393				
	<i>SD</i>		17.4		14.5						17.1		17.3				
	<i>SE</i>		1.78		1.47						.77		.88				
	<i>CI upper bound</i>		30.4		31.2						31.6		31.8				
	<i>CI lower bound</i>		23.5		25.5						28.6		28.4				
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>		14.2		15.6						16.1		15.7				
	<i>n</i>		78		84						429		367				
	<i>SD</i>		8.7		8.2						9.1		9.1				
	<i>SE</i>		.98		.90						.44		.47				
	<i>CI upper bound</i>		16.1		17.3						17.0		16.7				
	<i>CI lower bound</i>		12.3		13.8						15.3		14.8				
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		7.6		7.8						8.6		8.9				
	<i>n</i>		78		84						426		365				
	<i>SD</i>		6.1		6.6						6.7		7.1				
	<i>SE</i>		.70		.73						.32		.37				
	<i>CI upper bound</i>		8.9		9.2						9.2		9.6				
	<i>CI lower bound</i>		6.2		6.3						7.9		8.1				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	<i>Mean</i>		64.4		74.6							93.9		89.4			
Estimated number of pages calculated from three survey questions.	<i>n</i>		79		91							417		357			
	<i>SD</i>		68.6		81.3							88.6		82.1			
	<i>SE</i>		7.71		8.53							4.34		4.34			
	<i>CI upper bound</i>		79.5		91.3							102.4		98.0			
	<i>CI lower bound</i>		49.3		57.8							85.4		80.9			
Course Challenge	<i>Mean</i>		5.4		5.4							5.6		5.7			
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		88		93							460		375			
	<i>SD</i>		1.2		1.1							1.3		1.2			
	<i>SE</i>		.12		.12							.06		.06			
	<i>CI upper bound</i>		5.6		5.6							5.7		5.8			
	<i>CI lower bound</i>		5.1		5.1							5.5		5.6			
Academic Emphasis	<i>Mean</i>		3.0		2.9							3.1		3.0			
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>		80		85							431		373			
	<i>SD</i>		0.8		0.8							0.8		0.8			
	<i>SE</i>		.09		.09							.04		.04			
	<i>CI upper bound</i>		3.1		3.1							3.2		3.1			
	<i>CI lower bound</i>		2.8		2.7							3.0		3.0			
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>		33.8		31.5							30.9		30.8			
	<i>n</i>		101		99							501		397			
	<i>SD</i>		13.4		13.9							13.8		13.5			
	<i>SE</i>		1.33		1.40							.62		.68			
	<i>CI upper bound</i>		36.4		34.3							32.1		32.1			
	<i>CI lower bound</i>		31.2		28.8							29.7		29.5			
Discussions with Diverse Others	<i>Mean</i>		42.2		38.1							39.7		38.7			
	<i>n</i>		89		94							456		376			
	<i>SD</i>		14.2		16.6							16.1		15.2			
	<i>SE</i>		1.50		1.71							.75		.78			
	<i>CI upper bound</i>		45.1		41.4							41.2		40.3			
	<i>CI lower bound</i>		39.2		34.7							38.3		37.2			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>		23.3		20.8						24.1		23.4				
	<i>n</i>		95		96						492		391				
	<i>SD</i>		15.4		13.3						15.9		14.7				
	<i>SE</i>		1.58		1.36						.72		.74				
	<i>CI upper bound</i>		26.4		23.4						25.5		24.9				
	<i>CI lower bound</i>		20.2		18.1						22.7		21.9				
<hr/>																	
Effective Teaching Practices	<i>Mean</i>		40.7		38.4						39.9		41.6				
	<i>n</i>		97		97						501		395				
	<i>SD</i>		11.6		12.2						13.7		13.5				
	<i>SE</i>		1.18		1.24						.61		.68				
	<i>CI upper bound</i>		43.0		40.9						41.1		42.9				
	<i>CI lower bound</i>		38.4		36.0						38.7		40.3				
<hr/>																	
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>		41.7		43.0						43.5		43.9				
	<i>n</i>		83		89						433		363				
	<i>SD</i>		10.4		11.1						11.3		11.5				
	<i>SE</i>		1.14		1.18						.54		.61				
	<i>CI upper bound</i>		43.9		45.3						44.6		45.1				
	<i>CI lower bound</i>		39.4		40.7						42.5		42.7				
<hr/>																	
Supportive Environment	<i>Mean</i>		36.1		32.6						31.4		33.1				
	<i>n</i>		80		83						428		370				
	<i>SD</i>		11.7		13.2						13.8		14.5				
	<i>SE</i>		1.31		1.45						.67		.75				
	<i>CI upper bound</i>		38.7		35.4						32.7		34.5				
	<i>CI lower bound</i>		33.6		29.7						30.1		31.6				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2016 Multi-Year Report

Detailed Statistics: High-Impact Practices

Southern Oregon University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community^a	%		19		15						19		22				
	<i>n</i>		85		92						458		378				
	<i>SE</i>		4.3		3.7						1.8		2.1				
	<i>CI upper bound (%)</i>		28		22						23		26				
	<i>CI lower bound (%)</i>		11		7						15		18				
Service-Learning^a	%		65		70						63		67				
	<i>n</i>		88		92						458		376				
	<i>SE</i>		5.1		4.8						2.3		2.4				
	<i>CI upper bound (%)</i>		75		79						67		71				
	<i>CI lower bound (%)</i>		55		60						58		62				
Research with Faculty^a	%		6		9						28		26				
	<i>n</i>		85		91						458		374				
	<i>SE</i>		2.5		3.0						2.1		2.3				
	<i>CI upper bound (%)</i>		10		15						32		31				
	<i>CI lower bound (%)</i>		1		3						24		22				
Internship or Field Experience^b	%		68		59						52		49				
	<i>n</i>		88		92						459		379				
	<i>SE</i>		5.0		5.2						2.3		2.6				
	<i>CI upper bound (%)</i>		78		69						57		54				
	<i>CI lower bound (%)</i>		58		49						47		44				
Study Abroad^b	%		44		40						8		7				
	<i>n</i>		87		92						459		378				
	<i>SE</i>		5.4		5.1						1.3		1.3				
	<i>CI upper bound (%)</i>		54		50						10		9				
	<i>CI lower bound (%)</i>		33		30						5		4				
Culminating Senior Experience^b	%		77		58						64		64				
	<i>n</i>		87		92						460		378				
	<i>SE</i>		4.5		5.2						2.2		2.5				
	<i>CI upper bound (%)</i>		86		68						68		68				
	<i>CI lower bound (%)</i>		69		48						59		59				
Overall HIP Participation^c																	
Participated in one HIP	%		48		53						19		19				
	<i>n</i>		88		92						463		379				
	<i>SE</i>		5.4		5.2						1.8		2.0				
	<i>CI upper bound (%)</i>		59		63						23		23				
	<i>CI lower bound (%)</i>		38		43						16		15				
Participated in two or more HIPs	%		19		18						67		71				
	<i>n</i>		88		92						463		379				
	<i>SE</i>		4.2		4.1						2.2		2.3				
	<i>CI upper bound (%)</i>		27		26						72		76				
	<i>CI lower bound (%)</i>		11		10						63		66				

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

NSSE 2016 Topical Module Report

Academic Advising

Southern Oregon University

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About This Topical Module

This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors. Complementary FSSE set available.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Academic Advising' column of this report.

Group label	Academic Advising
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all module participants) was used.
Group description	Default comparison group

Academic Advising (N=306)

Adrian College (Adrian, MI)	Brevard College (Brevard, NC)
Alabama A&M University (Normal, AL)	Bridgewater College (Bridgewater, VA)
Alberta College of Art + Design (Calgary, AB)	Briercrest College and Seminary (Caronport, SK)*
Algoma University (Sault Ste. Marie, ON)	Bryn Mawr College (Bryn Mawr, PA)
Allegheny College (Meadville, PA)*	Burman University (Lacombe, AB)
American Public University System (Charles Town, WV)	California Baptist University (Riverside, CA)*
Ashford University (San Diego, CA)	California State University San Marcos (San Marcos, CA)
Ashland University (Ashland, OH)*	California State University-Dominguez Hills (Carson, CA)*
Auburn University at Montgomery (Montgomery, AL)	California State University, East Bay (Hayward, CA)
Augusta University (Augusta, GA)	California State University, Fresno (Fresno, CA)*
Aurora University (Aurora, IL)*	California State University, Northridge (Northridge, CA)*
Ave Maria University (Ave Maria, FL)*	Canisius College (Buffalo, NY)
Bacone College (Muskogee, OK)	Cape Breton University (Sydney, NS)
Baker University (Baldwin City, KS)	Capella University (Minneapolis, MN)
Ball State University (Muncie, IN)*	Cardinal Stritch University (Milwaukee, WI)*
Baptist Memorial College of Health Sciences (Memphis, TN)*	Catawba College (Salisbury, NC)
Bard College (Annandale-On-Hudson, NY)	Catholic University of America, The (Washington, DC)
Bay Path University (Longmeadow, MA)*	Cedarville University (Cedarville, OH)
Benedictine University (Lisle, IL)*	Centenary College of Louisiana (Shreveport, LA)
Berklee College of Music (Boston, MA)*	Centre College (Danville, KY)
Berry College (Mount Berry, GA)	Chowan University (Murfreesboro, NC)
Binghamton University (State University of New York) (Binghamton, NY)	Clafflin University (Orangeburg, SC)
Birmingham-Southern College (Birmingham, AL)	Clarke University (Dubuque, IA)
Bishop's University (Sherbrooke, QC)*	Clayton State University (Morrow, GA)
Black Hills State University (Spearfish, SD)	Clemson University (Clemson, SC)
Boise State University (Boise, ID)*	College of Saint Elizabeth (Morristown, NJ)
Boston University (Boston, MA)	College of Saint Rose, The (Albany, NY)*
Brandon University (Brandon, MB)*	Colorado College (Colorado Springs, CO)*
Brenau University (Gainesville, GA)	Colorado State University (Fort Collins, CO)
Brescia University College (London, ON)	Concordia University Irvine (Irvine, CA)*

Academic Advising (N=306), continued

Connecticut College (New London, CT)	Kentucky Wesleyan College (Owensboro, KY)
Culver-Stockton College (Canton, MO)*	Kettering University (Flint, MI)*
CUNY Bernard M Baruch College (New York, NY)*	King's University, The (Edmonton, AB)
CUNY Medgar Evers College (Brooklyn, NY)	Lebanon Valley College (Annville, PA)
CUNY York College (Jamaica, NY)*	Lehigh University (Bethlehem, PA)*
Dakota State University (Madison, SD)	Lenoir-Rhyne University (Hickory, NC)
Defiance College (Defiance, OH)	Lewis & Clark College (Portland, OR)
Delta State University (Cleveland, MS)	LIM College (New York, NY)*
DePauw University (Greencastle, IN)*	Lipscomb University (Nashville, TN)
Dixie State University (Saint George, UT)	Long Island University - Brooklyn (Brooklyn, NY)*
Doane University (Crete, NE)	Long Island University - Post (Brookville, NY)*
Dominican University of California (San Rafael, CA)	Lynchburg College (Lynchburg, VA)
Earlham College (Richmond, IN)*	MacMurray College (Jacksonville, IL)*
East Tennessee State University (Johnson City, TN)	Madonna University (Livonia, MI)
East Texas Baptist University (Marshall, TX)	Maranatha Baptist University (Watertown, WI)*
Eastern Connecticut State University (Willimantic, CT)	Marian University (Indianapolis, IN)*
Eastern Michigan University (Ypsilanti, MI)	Marist College (Poughkeepsie, NY)*
Eastern Oregon University (La Grande, OR)*	Marshall University (Huntington, WV)
Emerson College (Boston, MA)*	McNeese State University (Lake Charles, LA)
Fairmont State University (Fairmont, WV)	Miami University-Hamilton (Hamilton, OH)*
Fitchburg State University (Fitchburg, MA)*	Miami University-Middletown (Middletown, OH)*
Florida Institute of Technology (Melbourne, FL)	Michigan State University (East Lansing, MI)
Florida International University (Miami, FL)	MidAmerica Nazarene University (Olathe, KS)*
Florida Polytechnic University (Lakeland, FL)*	Middle Georgia State University (Macon, GA)
Franklin and Marshall College (Lancaster, PA)*	Millikin University (Decatur, IL)*
Franklin Pierce University (Rindge, NH)	Millsaps College (Jackson, MS)
Furman University (Greenville, SC)	Minnesota State University Moorhead (Moorhead, MN)*
Georgia Gwinnett College (Lawrenceville, GA)*	Minnesota State University, Mankato (Mankato, MN)*
Gonzaga University (Spokane, WA)	Minot State University (Minot, ND)*
Goshen College (Goshen, IN)*	Missouri Southern State University (Joplin, MO)
Graceland University-Lamoni (Lamoni, IA)*	Missouri Western State University (Saint Joseph, MO)
Greenville College (Greenville, IL)*	Montana State University Billings (Billings, MT)
Grove City College (Grove City, PA)	Montana Tech of the University of Montana (Butte, MT)*
Gwynedd Mercy University (Gwynedd Valley, PA)*	Montclair State University (Montclair, NJ)*
Hampshire College (Amherst, MA)	Morgan State University (Baltimore, MD)*
Hardin-Simmons University (Abilene, TX)*	Morningside College (Sioux City, IA)*
Hartwick College (Oneonta, NY)	Mount Mercy University (Cedar Rapids, IA)
Henderson State University (Arkadelphia, AR)	Mount Royal University (Calgary, AB)
Heritage University (Toppenish, WA)	Mount Saint Mary College (Newburgh, NY)
Hilbert College (Hamburg, NY)*	Mount St. Joseph University (Cincinnati, OH)*
Hood College (Frederick, MD)*	New College of Florida (Sarasota, FL)
Hope College (Holland, MI)	New Jersey City University (Jersey City, NJ)*
Houston Baptist University (Houston, TX)*	New Jersey Institute of Technology (Newark, NJ)
Howard University (Washington, DC)*	New Mexico Highlands University (Las Vegas, NM)
Huron University College (London, ON)*	North Carolina Agricultural & Technical State University (Greensboro, NC)
Illinois Wesleyan University (Bloomington, IL)	Northeastern Illinois University (Chicago, IL)
Indiana State University (Terre Haute, IN)	Norwich University (Northfield, VT)
Indiana University Bloomington (Bloomington, IN)*	Oakland University (Rochester Hills, MI)
Indiana University Kokomo (Kokomo, IN)*	Ohio Northern University (Ada, OH)
Indiana University Northwest (Gary, IN)*	Ohio State University at Newark, The (Newark, OH)
Indiana University South Bend (South Bend, IN)*	Ohio State University-Lima Campus (Lima, OH)
Indiana University Southeast (New Albany, IN)*	Ohio State University-Mansfield Campus (Mansfield, OH)
Indiana University-Purdue University Indianapolis (Indianapolis, IN)*	Ohio State University-Marion Campus (Marion, OH)
Iona College (New Rochelle, NY)	Ohio State University, The (Columbus, OH)
Jackson State University (Jackson, MS)*	Ohio Wesleyan University (Delaware, OH)
Jarvis Christian College (Hawkins, TX)	Oklahoma Christian University (Edmond, OK)
Keene State College (Keene, NH)	Oklahoma State University (Stillwater, OK)*
Kentucky State University (Frankfort, KY)*	Olivet College (Olivet, MI)

*2015 participant

Academic Advising (N=306), continued

Olivet Nazarene University (Bourbonnais, IL)*	University of Arkansas (Fayetteville, AR)
Oregon Institute of Technology (Klamath Falls, OR)*	University of Arkansas at Little Rock (Little Rock, AR)
Pace University (New York, NY)	University of Baltimore (Baltimore, MD)
Pfeiffer University (Misenheimer, NC)	University of Central Arkansas (Conway, AR)*
Pitzer College (Claremont, CA)	University of Great Falls (Great Falls, MT)
Point Park University (Pittsburgh, PA)*	University of Hawai'i at Hilo (Hilo, HI)
Queens University of Charlotte (Charlotte, NC)	University of Houston (Houston, TX)
Quest University Canada (Squamish, BC)	University of Houston-Downtown (Houston, TX)
Quinnipiac University (Hamden, CT)*	University of Houston-Victoria (Victoria, TX)*
Roanoke College (Salem, VA)*	University of Idaho (Moscow, ID)*
Robert Morris University (Moon Township, PA)	University of Illinois at Chicago (Chicago, IL)*
Rochester Institute of Technology (Rochester, NY)*	University of Illinois Springfield (Springfield, IL)
Rockford University (Rockford, IL)	University of Maine at Presque Isle (Presque Isle, ME)
Rocky Mountain College (Billings, MT)*	University of Mary (Bismarck, ND)
Rollins College (Winter Park, FL)	University of Mary Washington (Fredericksburg, VA)
Rowan University (Glassboro, NJ)	University of Massachusetts Lowell (Lowell, MA)
Saint Andrews University (Laurinburg, NC)	University of Memphis (Memphis, TN)
Saint Anselm College (Manchester, NH)*	University of Miami (Coral Gables, FL)*
Saint Martin's University (Lacey, WA)*	University of Michigan-Dearborn (Dearborn, MI)*
Saint Mary's College (Notre Dame, IN)	University of Michigan-Flint (Flint, MI)
Saint Xavier University (Chicago, IL)	University of Minnesota Duluth (Duluth, MN)
Salem State University (Salem, MA)	University of Minnesota-Crookston (Crookston, MN)
Seton Hall University (South Orange, NJ)	University of Missouri-Kansas City (Kansas City, MO)
Shepherd University (Shepherdstown, WV)	University of Missouri-St. Louis (Saint Louis, MO)*
Siena College (Loudonville, NY)*	University of Mount Olive (Mount Olive, NC)*
South Dakota State University (Brookings, SD)	University of Mount Union (Alliance, OH)
Southeast Missouri State University (Cape Girardeau, MO)*	University of Nebraska at Kearney (Kearney, NE)
Southern Connecticut State University (New Haven, CT)*	University of Nebraska at Omaha (Omaha, NE)
Southern Illinois Univ Edwardsville (Edwardsville, IL)*	University of New Brunswick (Fredericton, NB)
Southern University and A&M College (Baton Rouge, LA)*	University of New Brunswick - Saint John Campus (Saint John, NB)
Southern Virginia University (Buena Vista, VA)*	University of New England (Biddeford, ME)
Southwest Minnesota State University (Marshall, MN)*	University of New Haven (West Haven, CT)
Southwestern Adventist University (Keene, TX)*	University of North Carolina at Charlotte (Charlotte, NC)
Southwestern Oklahoma State University (Weatherford, OK)	University of North Georgia (Dahlongega, GA)
Spelman College (Atlanta, GA)	University of North Texas at Dallas (Dallas, TX)
Spring Arbor University (Spring Arbor, MI)	University of Northern Iowa (Cedar Falls, IA)
St. Edward's University (Austin, TX)*	University of Oregon (Eugene, OR)*
St. Francis College (Brooklyn Heights, NY)	University of Pittsburgh-Johnstown (Johnstown, PA)*
St. Joseph's College, New York (Brooklyn, NY)*	University of Puerto Rico-Rio Piedras Campus (Rio Piedras, PR)*
Stephen F. Austin State University (Nacogdoches, TX)*	University of Rhode Island (Kingston, RI)
Stockton University (Galloway, NJ)	University of Science and Arts of Oklahoma (Chickasha, OK)
SUNY-Buffalo State College (Buffalo, NY)*	University of South Dakota (Vermillion, SD)
Syracuse University (Syracuse, NY)*	University of South Florida (Tampa, FL)*
Texas A&M University - Corpus Christi (Corpus Christi, TX)*	University of Southern Indiana (Evansville, IN)
Texas Lutheran University (Seguin, TX)*	University of Southern Maine (Portland, ME)
Texas Tech University (Lubbock, TX)*	University of Southern Mississippi (Hattiesburg, MS)
Texas Wesleyan University (Fort Worth, TX)	University of Tennessee at Chattanooga, The (Chattanooga, TN)
Trine University (Angola, IN)	University of Texas at Arlington, The (Arlington, TX)
Trinity University (San Antonio, TX)*	University of Texas at Dallas, The (Richardson, TX)
Truman State University (Kirksville, MO)	University of Texas at San Antonio, The (San Antonio, TX)
Tyndale University College (Toronto, ON)	University of the District of Columbia (Washington, DC)*
Union College (Schenectady, NY)*	University of the Fraser Valley (Abbotsford, BC)
Union University (Jackson, TN)*	University of the Pacific (Stockton, CA)
University of Akron (Akron, OH)*	University of Toledo (Toledo, OH)*
University of Alabama at Birmingham (Birmingham, AL)	University of Wisconsin-Whitewater (Whitewater, WI)
University of Alabama in Huntsville (Huntsville, AL)	Ursuline College (Pepper Pike, OH)
University of Alaska Anchorage (Anchorage, AK)	Vaughn College of Aeronautics and Technology (Flushing, NY)
University of Alaska Fairbanks (Fairbanks, AK)	Waldorf University (Forest City, IA)

Academic Advising (N=306), continued

Washington & Jefferson College (Washington, PA)*
Washington College (Chestertown, MD)
Wayland Baptist University (Plainview, TX)
Wayne State College (Wayne, NE)*
Wayne State University (Detroit, MI)*
Weber State University (Ogden, UT)
Wentworth Institute of Technology (Boston, MA)
Western Carolina University (Cullowhee, NC)*
Westminster College (Salt Lake City, UT)
Wheaton College (Wheaton, IL)*
Whitworth University (Spokane, WA)*
William Peace University (Raleigh, NC)
Wisconsin Lutheran College (Milwaukee, WI)*
Wofford College (Spartanburg, SC)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Academic Advising		SOU	Academic Advising	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?										
	ADV01	0	0	7	7	4,756	9	2.7	2.3 *	.27 △
		1	1	10	10	13,678	22			
		2	2	22	25	19,504	31			
		3	3	31	39	12,832	20			
		4	4	10	10	5,682	9			
		5	5	2	2	2,127	3			
		6	6 or more	5	7	3,358	5			
			Total	87	100	61,937	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	4	5	4,626	8	2.9	3.0	-.07
		2	Some	23	26	11,925	19			
		3	Quite a bit	34	37	20,844	33			
		4	Very much	21	28	20,790	33			
		—	Not applicable	5	5	3,774	7			
			Total	87	100	61,959	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	5	5	4,603	8	3.0	3.0	-.07
		2	Some	21	24	11,460	18			
		3	Quite a bit	33	37	19,769	32			
		4	Very much	22	29	21,831	35			
		—	Not applicable	6	6	4,161	8			
			Total	87	100	61,824	100			
c. Informed you of important deadlines	ADV02c	1	Very little	16	16	7,774	13	2.6	2.8	-.18
		2	Some	22	24	12,961	20			
		3	Quite a bit	25	29	18,057	29			
		4	Very much	17	24	18,746	30			
		—	Not applicable	7	7	4,251	8			
			Total	87	100	61,789	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	14	15	7,637	12	2.7	2.8	-.08
		2	Some	22	23	13,806	22			
		3	Quite a bit	26	32	18,002	29			
		4	Very much	19	25	17,210	28			
		—	Not applicable	5	5	5,038	9			
			Total	86	100	61,693	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	12	12	8,814	14	2.7	2.8	-.01
		2	Some	23	24	13,512	21			
		3	Quite a bit	29	34	17,018	27			
		4	Very much	18	24	17,017	27			
		—	Not applicable	5	5	5,451	10			
			Total	87	100	61,812	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Academic Advising		SOU	Academic Advising	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	12	13	6,909	11	2.7	2.9	-.16
		2	Some	20	22	12,803	20			
		3	Quite a bit	29	35	18,886	30			
		4	Very much	18	22	19,680	32			
		—	Not applicable	7	8	3,479	7			
		Total		86	100	61,757	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	14	15	9,153	15	2.6	2.7	-.05
		2	Some	21	23	12,188	19			
		3	Quite a bit	24	30	13,657	22			
		4	Very much	17	21	14,997	24			
		—	Not applicable	11	11	11,693	20			
		Total		87	100	61,688	100			
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	ADV02h	1	Very little	23	23	11,775	19	2.4	2.5	-.13
		2	Some	20	25	12,710	20			
		3	Quite a bit	19	22	12,986	21			
		4	Very much	13	18	13,301	21			
		—	Not applicable	12	13	10,904	19			
		Total		87	100	61,676	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	22	23	12,369	20	2.4	2.5	-.10
		2	Some	19	21	14,185	23			
		3	Quite a bit	23	28	13,406	21			
		4	Very much	13	17	14,297	23			
		—	Not applicable	10	11	7,300	13			
		Total		87	100	61,557	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04	1	Never	24	24	23,263	38	2.2	1.9 *	.24 △
	_15	2	Sometimes	38	48	23,465	37			
		3	Often	16	16	10,826	18			
		4	Very often	9	12	4,256	7			
		Total		87	100	61,810	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	34	43	21,591	35	2.2	1.9 *	.24 △
		—	Academic advisor(s) available to any student	11	12	5,139	9			
		—	Faculty or staff not formally assigned as an advisor	3	3	5,683	9			
		—	Online advising system (degree progress report, etc.)	5	5	2,043	4			
		—	Website, catalog, or other published sources	7	8	2,615	4			
		—	Friends or other students	12	12	9,864	16			
		—	Family members	12	13	10,926	17			
		—	Other, please specify:	1	1	1,039	2			
		—	I did not seek academic advice this year	2	3	2,948	6			
		Total		87	100	61,848	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Academic Advising		SOU	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?										
	ADV01	0	0	21	6	10,518	14	2.8	2.3 ***	.31
		1	1	66	18	18,849	24			
		2	2	87	24	20,260	26			
		3	3	81	21	12,102	15			
		4	4	39	11	6,715	8			
		5	5	25	7	2,917	3			
		6	6 or more	43	13	8,702	10			
			Total	362	100	80,063	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	33	9	7,688	10	3.1	3.0 *	.13
		2	Some	62	18	14,692	19			
		3	Quite a bit	97	26	23,834	29			
		4	Very much	159	44	28,868	35			
		—	Not applicable	11	3	5,064	7			
			Total	362	100	80,146	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	27	8	7,614	10	3.2	3.0 ***	.23
		2	Some	44	12	14,186	18			
		3	Quite a bit	106	29	22,220	28			
		4	Very much	169	47	29,524	36			
		—	Not applicable	15	5	6,453	9			
			Total	361	100	79,997	100			
c. Informed you of important deadlines	ADV02c	1	Very little	61	17	12,888	16	2.8	2.8	.03
		2	Some	73	20	15,797	20			
		3	Quite a bit	84	23	20,260	25			
		4	Very much	122	34	24,408	30			
		—	Not applicable	21	6	6,577	9			
			Total	361	100	79,930	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	61	17	13,277	17	2.7	2.7	.04
		2	Some	78	21	16,652	21			
		3	Quite a bit	83	24	18,582	23			
		4	Very much	105	29	21,083	26			
		—	Not applicable	34	10	10,158	13			
			Total	361	100	79,752	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	89	24	18,238	23	2.5	2.4	.03
		2	Some	71	19	16,653	21			
		3	Quite a bit	60	17	14,807	18			
		4	Very much	84	23	16,805	21			
		—	Not applicable	57	16	13,436	17			
			Total	361	100	79,939	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Academic Advising		SOU	Academic Advising	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	52	14	12,689	17	2.9	2.7 **	.14
		2	Some	64	18	16,080	20			
		3	Quite a bit	98	26	20,387	25			
		4	Very much	127	36	23,735	29			
		—	Not applicable	21	6	7,002	9			
		Total		362	100	79,893	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	53	15	13,952	18	2.8	2.6 **	.15
		2	Some	65	18	13,135	16			
		3	Quite a bit	61	17	14,582	18			
		4	Very much	108	30	19,554	23			
		—	Not applicable	74	21	18,582	24			
		Total		361	100	79,805	100			
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	ADV02h	1	Very little	86	23	17,879	23	2.5	2.5	.00
		2	Some	57	16	13,465	17			
		3	Quite a bit	51	14	13,816	17			
		4	Very much	79	23	17,964	22			
		—	Not applicable	85	24	16,611	22			
		Total		358	100	79,735	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	74	21	18,623	25	2.6	2.5	.09
		2	Some	91	25	15,755	19			
		3	Quite a bit	59	16	14,639	18			
		4	Very much	108	30	21,018	25			
		—	Not applicable	27	8	9,584	13			
		Total		359	100	79,619	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04	1	Never	129	36	34,118	44	2.0	1.9 ***	.19
	_15	2	Sometimes	135	37	27,180	33			
		3	Often	59	16	12,608	15			
		4	Very often	37	11	6,136	7			
		—	Not applicable	27	8	9,584	13			
		Total		360	100	80,042	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	169	47	26,496	33	2.0	1.9 ***	.19
		—	Academic advisor(s) available to any student	21	6	6,765	9			
		—	Faculty or staff not formally assigned as an advisor	51	14	14,306	17			
		—	Online advising system (degree progress report, etc.)	23	6	5,629	8			
		—	Website, catalog, or other published sources	29	8	4,060	5			
		—	Friends or other students	15	4	8,742	11			
		—	Family members	16	5	6,852	8			
		—	Other, please specify:	29	8	1,910	2			
		—	I did not seek academic advice this year	8	2	5,319	7			
		Total		361	100	80,079	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	Academic Advising	SOU	Academic Advising	SOU	Academic Advising	Comparisons with: Academic Advising		
ADV01	82	2.69	2.29	.16	.01	1.42	1.49	59,536	.014	.27
ADV02a	78	2.92	2.98	.10	.00	0.88	0.95	55,444	.560	-.07
ADV02b	77	2.95	3.02	.10	.00	0.88	0.95	54,863	.564	-.07
ADV02c	76	2.65	2.84	.12	.00	1.05	1.03	54,812	.110	-.18
ADV02d	77	2.71	2.80	.12	.00	1.03	1.02	53,948	.475	-.08
ADV02e	78	2.74	2.75	.11	.00	0.99	1.05	53,719	.930	-.01
ADV02f	75	2.71	2.88	.11	.00	0.98	1.01	55,452	.163	-.16
ADV02g	73	2.63	2.69	.12	.01	1.03	1.09	47,419	.644	-.05
ADV02h	71	2.40	2.54	.13	.01	1.09	1.11	47,991	.270	-.13
ADV02i	73	2.43	2.54	.13	.00	1.08	1.11	51,396	.407	-.10
ADV04_15	82	2.16	1.94	.10	.00	0.93	0.92	59,405	.033	.24

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		SOU	Academic Advising	SOU	Academic Advising	SOU	Academic Advising			
ADV01	362	2.83	2.28	.09	.01	1.74	1.75	104,577	.000	.31
ADV02a	350	3.08	2.95	.05	.00	1.00	1.00	97,518	.018	.13
ADV02b	345	3.21	2.98	.05	.00	0.94	1.01	95,417	.000	.23
ADV02c	340	2.80	2.76	.06	.00	1.12	1.09	95,383	.564	.03
ADV02d	326	2.72	2.68	.06	.00	1.10	1.10	90,690	.475	.04
ADV02e	302	2.47	2.44	.07	.00	1.18	1.14	86,429	.622	.03
ADV02f	339	2.89	2.73	.06	.00	1.08	1.10	94,604	.010	.14
ADV02g	286	2.79	2.61	.07	.00	1.14	1.15	78,863	.010	.15
ADV02h	274	2.47	2.48	.07	.00	1.21	1.18	81,286	.941	.00
ADV02i	331	2.60	2.49	.06	.00	1.16	1.18	90,198	.115	.09
ADV04_15	360	2.03	1.85	.05	.00	0.98	0.93	104,548	.000	.19

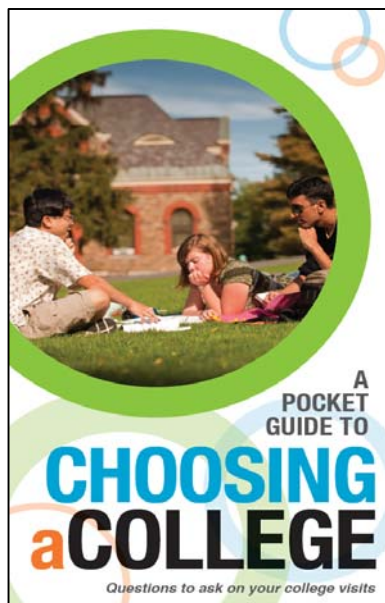
Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."
- l. This was a new item in 2016, comparison group results do not include 2015 institutions. May not apply to all modules.

Key to symbols:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a new report entitled *A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students*, part of your NSSE *Institutional Report 2016*. This report replaces *The Student Experience in Brief* included in institutional reports through 2012.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2016 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2016* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.



How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



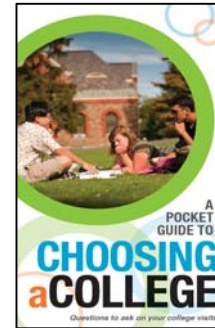
The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

nsse.indiana.edu/html/pocket_guide.cfm

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.



A Pocket Guide to Choosing a College is available at nsse.indiana.edu/html/pocket_guide.cfm

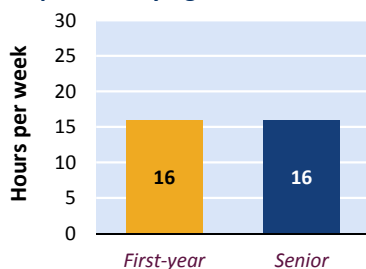


The following responses were provided by 523 SOU students on the 2016 survey.

Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 16 hours per week preparing for class while seniors spent an average of 16 hours per week.



Do courses challenge students to do their best?^a

43% of FY students reported that their courses "highly" challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 75 pages of writing and seniors estimated an average of 89 pages.

How much reading is expected?

FY students estimated they spent an average of 8 hours per week on assigned reading, and seniors read 9 hours per week.

How often do students make course presentations?^b

53% of FY students and 61% of seniors "frequently" gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

61% of FY students "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

44% of FY students "frequently" used numerical information to examine a real-world problem or issue; 52% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

50% of FY students rated the quality of their interactions with faculty as "high."

How often do students talk with faculty members or advisors about their career plans?^b

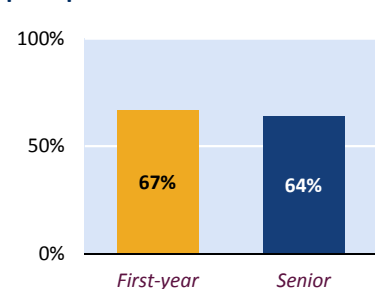
33% of FY and 40% of seniors "frequently" discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

66% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

67% of FY students and 64% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

23% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

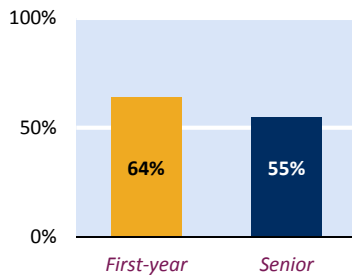
How many students work on research projects with faculty?

9% of FY students and 26% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on class projects and assignments?^b

64% of FY students and 55% of seniors "frequently" worked with their peers on course projects and assignments.



Do students help each other learn?^b

59% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?^b

46% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 62% "frequently" had discussions with people with different political views, 69% "frequently" had discussions with people from a different economic background, and 68% "frequently" had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

61% of FY students said the institution "substantially" emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

54% of FY students and 62% of seniors gave the quality of their interactions with academic advisors a "high" rating.

How well do students get along with each other?^c

56% of FY students gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience?

83% of FY and 82% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 15% of students participated in a learning community. By spring of their senior year, 64% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

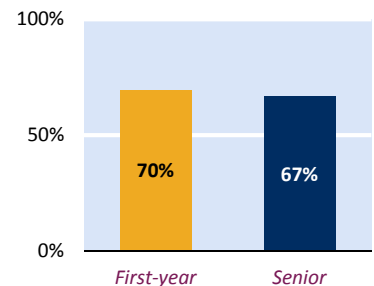
By their senior year, 7% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 49% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

70% of FY students and 67% of seniors said "at least some" of their courses included a community-based service-learning project.



Notes

- "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- "Frequently" is "Often" or "Very often."
- A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- "Substantially" is "Quite a bit" or "Very much."
- "At least some" is defined by combining responses of "Some," "Most," and "All."



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