



Southern Oregon University

2018 NSSE Results – Table of Contents

|   |    |
|---|----|
| 1. Snapshot .....   | 1  |
| 2. Engagement Indicators .....  | 5  |
| 3. High Impact Practices .....  | 24 |
| 4. Multi-Year Report .....  | 30 |
| 5. Topical Module – Learning with Technology .....                      | 43 |
| 6. Topical Module – First Year Experiences and Senior Transitions ..... | 55 |
| 7. Pocket Guide .....   | 70 |

### 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 undergraduate students in their first and final years 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  
**Carnegie Class - Adv**  
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2018 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.

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.

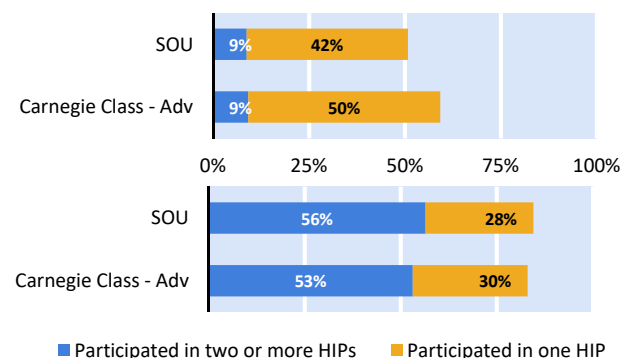
| Theme                    | Engagement Indicator              | Your students compared with Carnegie Class - Adv |        |
|--------------------------|-----------------------------------|--|--------|
|                          |                                   | First-year                       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

### 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**  
 Service-Learning, Learning Community, and Research w/Faculty

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

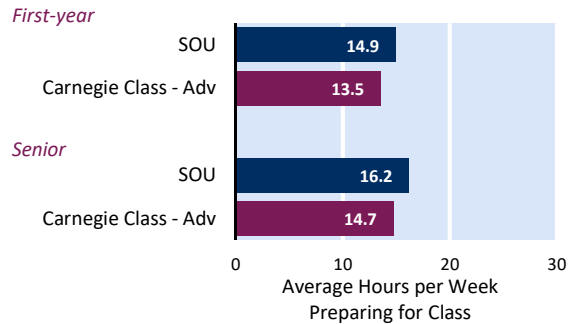


### Academic Challenge: Additional Results

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.

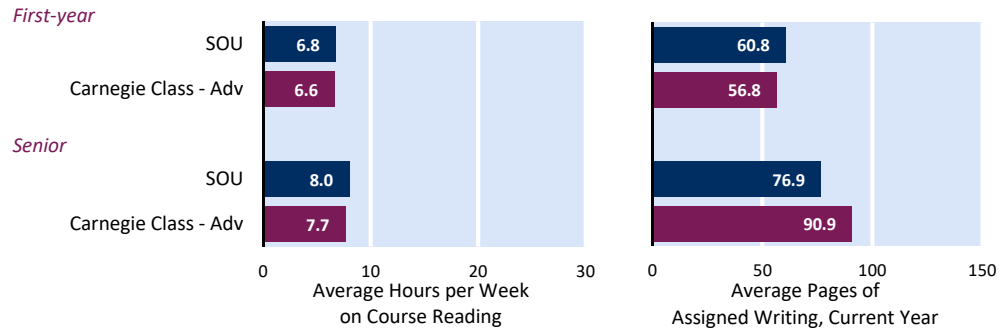
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



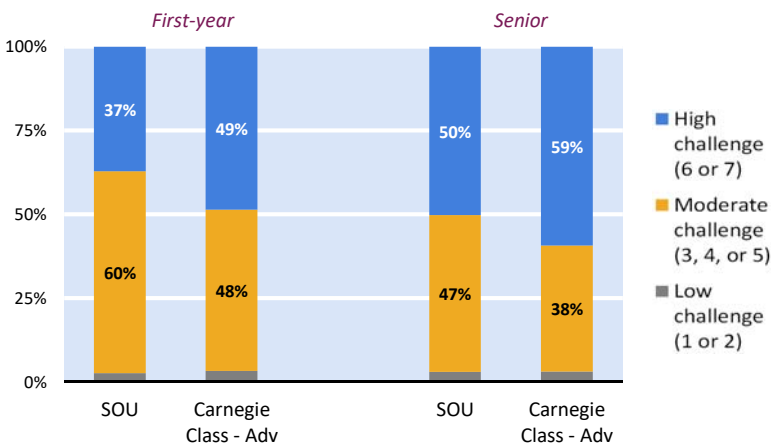
#### Reading and Writing

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.



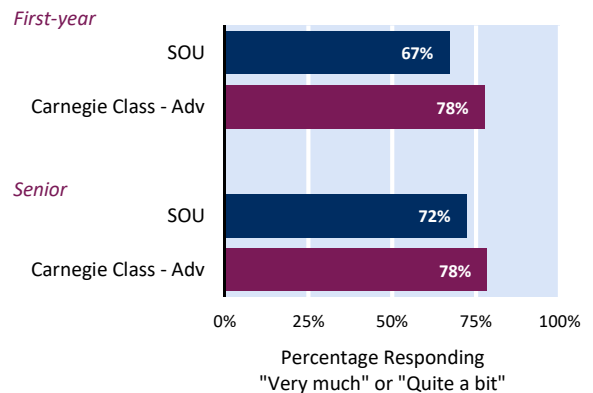
#### Challenging Students to Do Their Best Work

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."



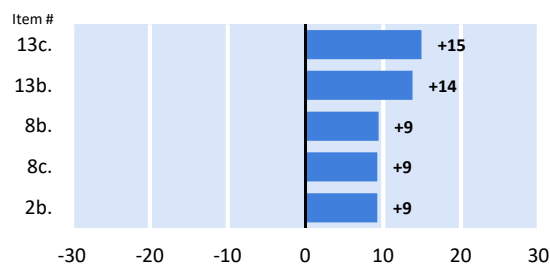
### Item Comparisons

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<sup>a</sup> on which your 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

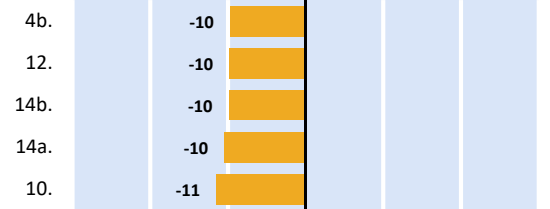
##### Highest Performing Relative to Carnegie Class - Adv

- Quality of interactions with faculty<sup>d</sup> (QI)
- Quality of interactions with academic advisors<sup>d</sup> (QI)
- Discussions with... People from an economic background other than your own<sup>b</sup> (DD)
- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)
- Connected your learning to societal problems or issues<sup>b</sup> (RI)



##### Lowest Performing Relative to Carnegie Class - Adv

- Applying facts, theories, or methods to practical problems or new situations<sup>e</sup> (HO)
- About how many courses have included a community-based project (service-learning)<sup>f</sup> (HIP)
- Institution emphasis on providing support to help students succeed academically<sup>g</sup> (SE)
- Institution emphasis on studying and academic work<sup>g</sup>
- Extent to which courses challenged you to do your best work<sup>d</sup>

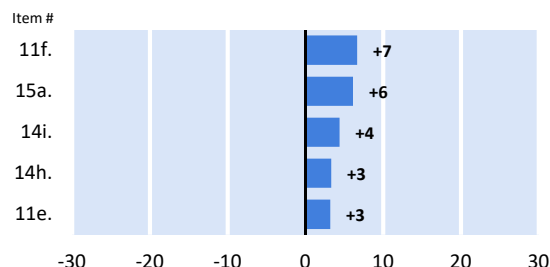


Percentage Point Difference with Carnegie Class - Adv

#### Senior

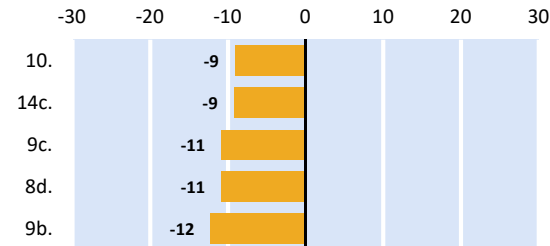
##### Highest Performing Relative to Carnegie Class - Adv

- Completed a culminating senior experience (...) (HIP)
- Spent more than 15 hours per week preparing for class
- Institution emphasis on attending events that address important social/econ./polit. issues<sup>g</sup> (SE)
- Institution emphasis on attending campus activities and events (...) (SE)
- Worked with a faculty member on a research project (HIP)



##### Lowest Performing Relative to Carnegie Class - Adv

- Extent to which courses challenged you to do your best work<sup>d</sup>
- Institution emphasis on using learning support services (...) (SE)
- Summarized what you learned in class or from course materials<sup>b</sup> (LS)
- Discussions with... People with political views other than your own<sup>b</sup> (DD)
- Reviewed your notes after class<sup>b</sup> (LS)



Percentage Point Difference with Carnegie Class - Adv

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.

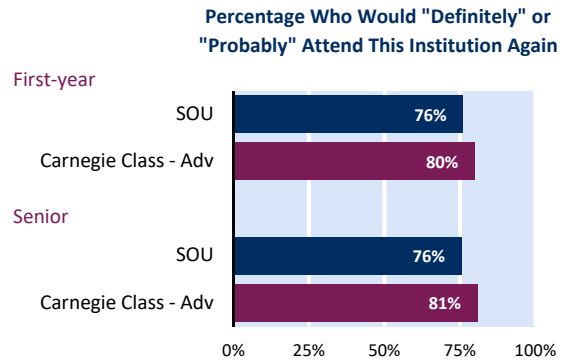
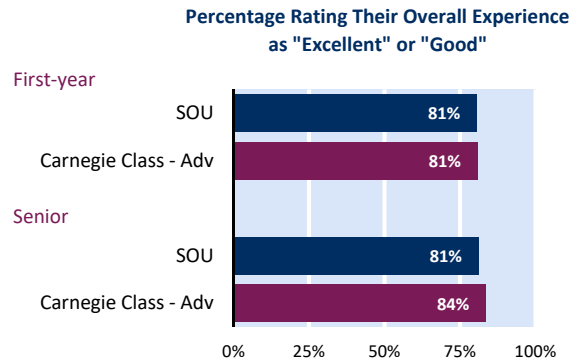
#### Perceived Gains Among Seniors

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

| Perceived Gains<br>(Sorted highest to lowest)  | Percentage of Seniors Responding<br>"Very much" or "Quite a bit" |
|--|--|
| Thinking critically and analytically   | 78%  |
| Writing clearly and effectively  | 69%  |
| Working effectively with others  | 65%  |
| Understanding people of other backgrounds<br>(econ., racial/ethnic, polit., relig., nation., etc.) | 61%  |
| Speaking clearly and effectively   | 60%  |
| Acquiring job- or work-related knowledge<br>and skills   | 59%  |
| Developing or clarifying a personal code<br>of values and ethics                                   | 59%  |
| Being an informed and active citizen   | 55%  |
| Solving complex real-world problems  | 54%  |
| Analyzing numerical and statistical information  | 52%  |

#### 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 | 186   | 29%        | 72%    | 94%       |
| Senior     | 439   | 33%        | 69%    | 79%       |

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

#### Additional Questions

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

##### Learning with Technology

##### First-Year Experiences and Senior Transitions

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](http://nsse.indiana.edu)



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# NSSE 2018

## Engagement Indicators

Southern Oregon University

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### 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<br>Reflective & Integrative Learning<br>Learning Strategies<br>Quantitative Reasoning |
| <i>Learning with Peers</i>      | Collaborative Learning<br>Discussions with Diverse Others   |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction<br>Effective Teaching Practices   |
| <i>Campus Environment</i>       | Quality of Interactions<br>Supportive Environment   |

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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 2017 and 2018 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 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](https://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>       | <b>Your first-year students</b><br>compared with<br>Carnegie Class - Adv            | <b>Your first-year students</b><br>compared with<br>COPLAC Inst                       | <b>Your first-year students</b><br>compared with<br>SOU Peer Inst                     |
|---------------------------------|-----------------------------------|---|---|---|
| <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>       | <b>Your seniors</b><br>compared with<br>Carnegie Class - Adv                        | <b>Your seniors</b><br>compared with<br>COPLAC Inst                                   | <b>Your seniors</b><br>compared with<br>SOU Peer Inst                                 |
|---------------------------------|-----------------------------------|---|---|---|
| <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

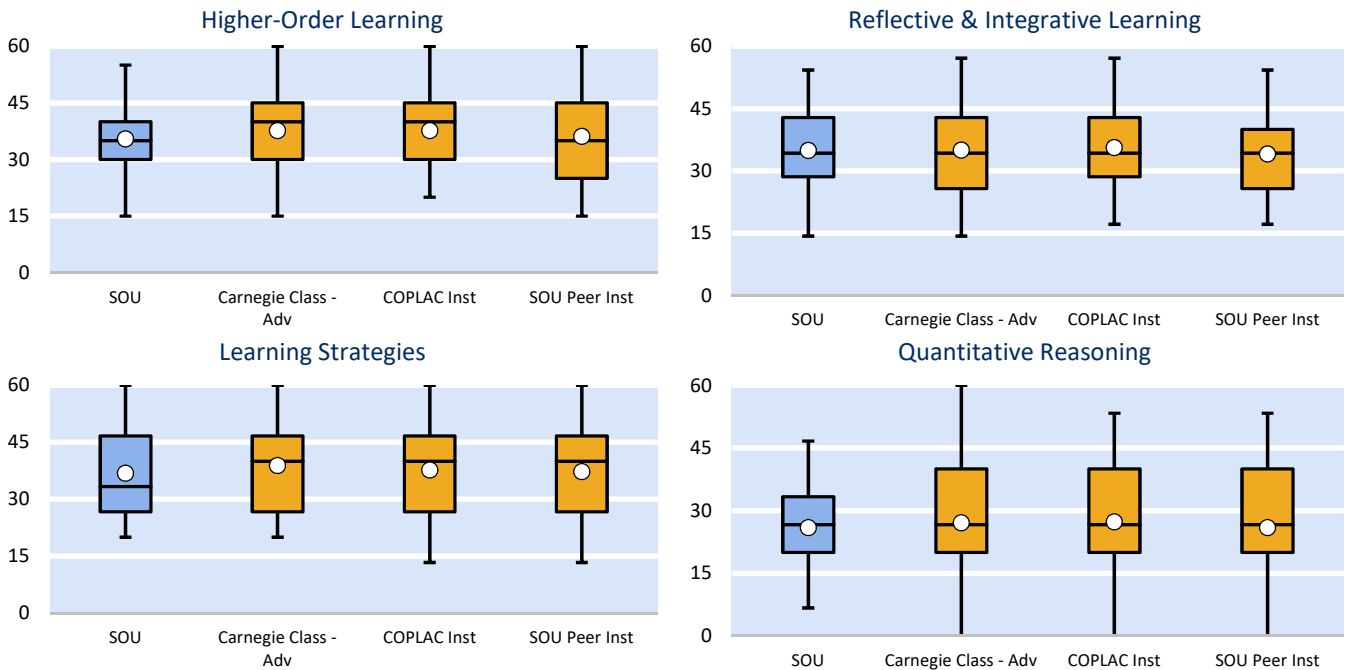
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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<br>Mean | Your first-year students compared with |             |             |             |               |             |
|-----------------------------------|-------------|--|-------------|-------------|-------------|---------------|-------------|
|                                   |             | Carnegie Class - Adv                   |             | COPLAC Inst |             | SOU Peer Inst |             |
|                                   |             | Mean                                   | Effect size | Mean        | Effect size | Mean          | Effect size |
| Higher-Order Learning             | 35.5        | 37.6 *                                 | -.16        | 37.6 *      | -.17        | 36.2          | -.05        |
| Reflective & Integrative Learning | 34.9        | 35.0                                   | -.01        | 35.7        | -.06        | 34.1          | .07         |
| Learning Strategies               | 36.8        | 38.9                                   | -.14        | 37.7        | -.06        | 37.3          | -.03        |
| Quantitative Reasoning            | 25.9        | 27.1                                   | -.07        | 27.3        | -.09        | 25.9          | .00         |

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

|   | SOU | Percentage point difference <sup>a</sup> between your FY students and |             |               |
|---|-----|---|-------------|---------------|
|   |     | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <b>Higher-Order Learning</b>  |     |   |             |               |
| <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  | 58  | -10   | -12         | -9            |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts                                     | 61  | -6  | -8          | -2            |
| 4d. Evaluating a point of view, decision, or information source   | 74  | +4  | +4          | +6            |
| 4e. Forming a new idea or understanding from various pieces of information  | 69  | -0  | +1          | +5            |
| <b>Reflective &amp; Integrative Learning</b>  |     |   |             |               |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>  |     |   |             |               |
| 2a. Combined ideas from different courses when completing assignments   | 52  | +2  | -1          | +4            |
| 2b. Connected your learning to societal problems or issues  | 60  | +9  | +5          | +11           |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  | 56  | +5  | -0          | +7            |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue   | 61  | -3  | -3          | +0            |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective             | 70  | +0  | +0          | +3            |
| 2f. Learned something that changed the way you understand an issue or concept   | 64  | -4  | -2          | +2            |
| 2g. Connected ideas from your courses to your prior experiences and knowledge   | 76  | +1  | -1          | +0            |
| <b>Learning Strategies</b>  |     |   |             |               |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>  |     |   |             |               |
| 9a. Identified key information from reading assignments   | 76  | +0  | -1          | +2            |
| 9b. Reviewed your notes after class   | 59  | -9  | -6          | -5            |
| 9c. Summarized what you learned in class or from course materials   | 60  | -5  | -2          | +0            |
| <b>Quantitative Reasoning</b>   |     |   |             |               |
| <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.)             | 43  | -8  | -8          | -7            |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 36  | -2  | -3          | +0            |
| 6c. Evaluated what others have concluded from numerical information   | 35  | -1  | -4          | +1            |

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

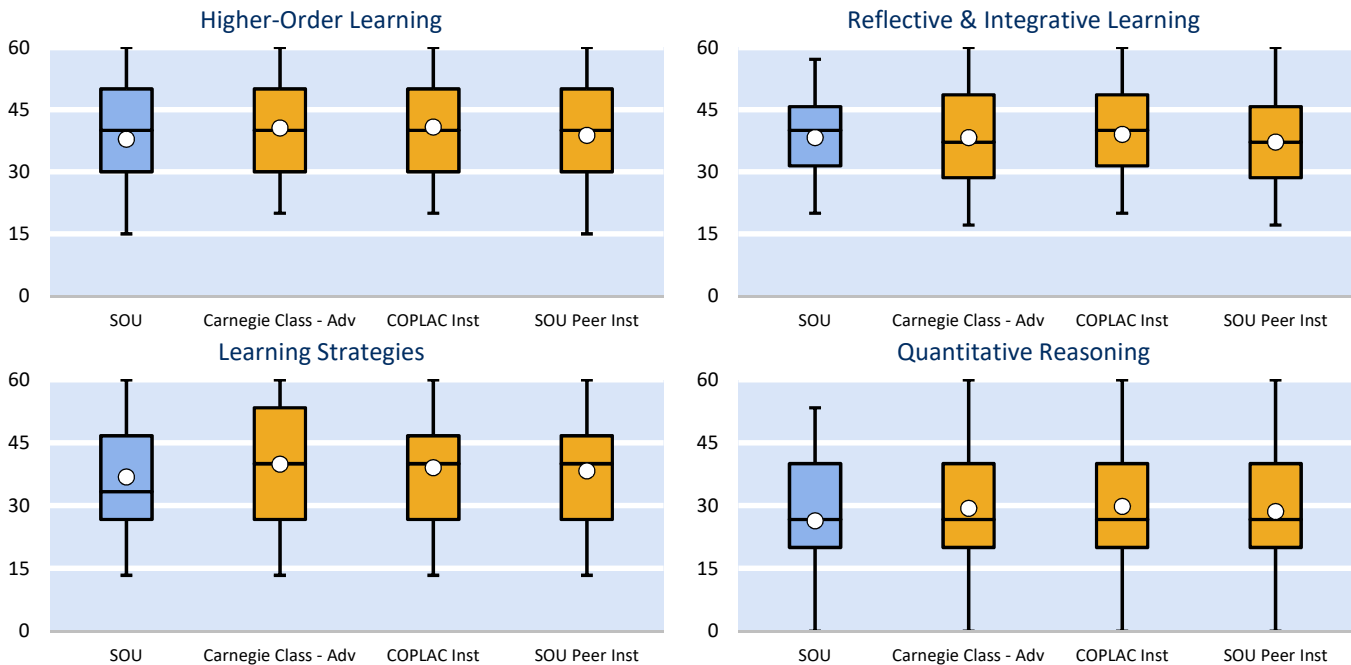
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#### Mean Comparisons

| Engagement Indicator              | SOU<br>Mean | Your seniors compared with |             |             |             |               |             |
|-----------------------------------|-------------|----------------------------|-------------|-------------|-------------|---------------|-------------|
|                                   |             | Carnegie Class - Adv       |             | COPLAC Inst |             | SOU Peer Inst |             |
|                                   |             | Mean                       | Effect size | Mean        | Effect size | Mean          | Effect size |
| Higher-Order Learning             | 37.9        | 40.6 ***                   | -.20        | 40.8 ***    | -.22        | 38.9          | -.07        |
| Reflective & Integrative Learning | 38.3        | 38.3                       | .00         | 39.0        | -.06        | 37.2          | .09         |
| Learning Strategies               | 36.8        | 39.8 ***                   | -.21        | 39.0 **     | -.16        | 38.2          | -.10        |
| Quantitative Reasoning            | 26.3        | 29.3 ***                   | -.19        | 29.7 ***    | -.21        | 28.5 **       | -.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.

## 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

|   | SOU | Percentage point difference <sup>a</sup> between your seniors and |             |               |
|---|-----|---|-------------|---------------|
|   |     | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <b>Higher-Order Learning</b>  |     |   |             |               |
| <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  | 69  | -9  | -9          | -7            |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts                                     | 70  | -5  | -7          | -1            |
| 4d. Evaluating a point of view, decision, or information source   | 69  | -5  | -5          | +0            |
| 4e. Forming a new idea or understanding from various pieces of information  | 69  | -5  | -5          | +0            |
| <b>Reflective &amp; Integrative Learning</b>  |     |   |             |               |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>  |     |   |             |               |
| 2a. Combined ideas from different courses when completing assignments   | 70  | +3  | -2          | +3            |
| 2b. Connected your learning to societal problems or issues  | 64  | +2  | +0          | +6            |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  | 54  | -0  | -4          | +3            |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue   | 70  | +3  | +1          | +5            |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective             | 75  | +2  | +1          | +4            |
| 2f. Learned something that changed the way you understand an issue or concept   | 71  | -0  | -1          | +4            |
| 2g. Connected ideas from your courses to your prior experiences and knowledge   | 84  | +1  | -0          | +2            |
| <b>Learning Strategies</b>  |     |   |             |               |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>  |     |   |             |               |
| 9a. Identified key information from reading assignments   | 81  | +0  | -1          | +2            |
| 9b. Reviewed your notes after class   | 55  | -12   | -7          | -7            |
| 9c. Summarized what you learned in class or from course materials   | 57  | -11   | -9          | -6            |
| <b>Quantitative Reasoning</b>   |     |   |             |               |
| <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.)             | 46  | -8  | -7          | -6            |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 36  | -8  | -8          | -4            |
| 6c. Evaluated what others have concluded from numerical information   | 36  | -6  | -10         | -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.

### Learning with Peers: First-year students

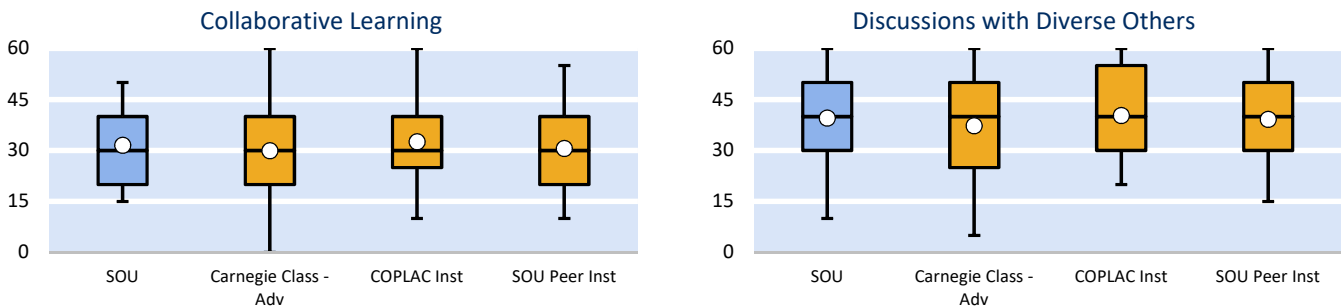
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

| Engagement Indicator            | SOU<br>Mean | Your first-year students compared with |             |             |             |               |             |
|---------------------------------|-------------|--|-------------|-------------|-------------|---------------|-------------|
|                                 |             | Carnegie Class - Adv                   |             | COPLAC Inst |             | SOU Peer Inst |             |
|                                 |             | Mean                                   | Effect size | Mean        | Effect size | Mean          | Effect size |
| Collaborative Learning          | 31.5        | 29.9                                   | .10         | 32.6        | -.08        | 30.6          | .06         |
| Discussions with Diverse Others | 39.5        | 37.3                                   | .13         | 40.3        | -.05        | 39.2          | .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.

#### 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Collaborative Learning  | SOU | Percentage point difference <sup>a</sup> between your FY students and |             |               |
|---|-----|---|-------------|---------------|
|   |     | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>                      |     |   |             |               |
|   | %   |   |             |               |
| 1e. Asked another student to help you understand course material                                      | 50  | +3  | -4          | +2            |
| 1f. Explained course material to one or more students   | 57  | +5  | +1          | +2            |
| 1g. Prepared for exams by discussing or working through course material with other students           | 43  | -2  | -8          | -1            |
| 1h. Worked with other students on course projects or assignments                                      | 53  | +3  | -3          | +4            |
| <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   | 73  | +6  | +2          | +2            |
| 8b. People from an economic background other than your own  | 76  | +9  | +3          | +8            |
| 8c. People with religious beliefs other than your own   | 70  | +9  | -0          | +4            |
| 8d. People with political views other than your own   | 58  | -2  | -8          | -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.

### Learning with Peers: Seniors

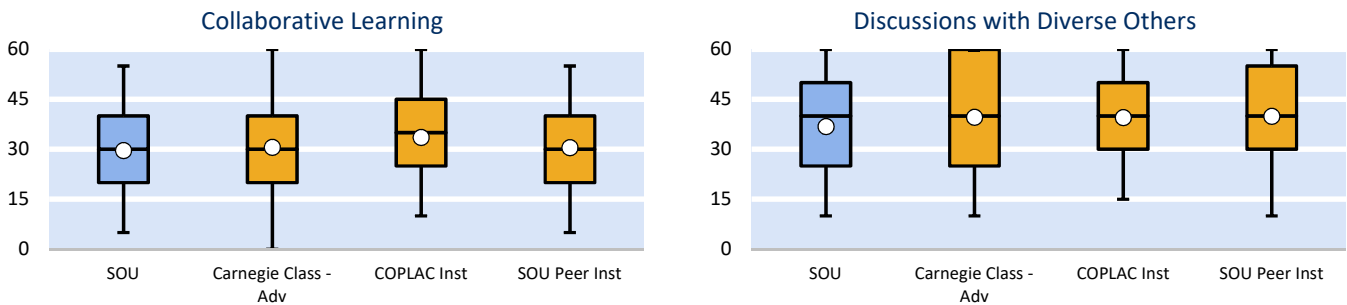
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

| Engagement Indicator            | SOU<br>Mean | Your seniors compared with |             |             |             |               |             |
|---------------------------------|-------------|----------------------------|-------------|-------------|-------------|---------------|-------------|
|                                 |             | Carnegie Class - Adv       |             | COPLAC Inst |             | SOU Peer Inst |             |
|                                 |             | Mean                       | Effect size | Mean        | Effect size | Mean          | Effect size |
| Collaborative Learning          | 29.6        | 30.6                       | -.06        | 33.6 ***    | -.27        | 30.5          | -.06        |
| Discussions with Diverse Others | 36.9        | 39.6 **                    | -.16        | 39.5 **     | -.18        | 39.9 ***      | -.19        |

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

|  | SOU | Percentage point difference <sup>a</sup> between your seniors and |             |               |
|--|-----|---|-------------|---------------|
|  |     | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <b>Collaborative Learning</b>  |     |   |             |               |
| Percentage of students who responded that they "Very often" or "Often"...                      |     |   |             |               |
| 1e. Asked another student to help you understand course material                               | 38  | -0  | -9          | -1            |
| 1f. Explained course material to one or more students  | 57  | +3  | -5          | +3            |
| 1g. Prepared for exams by discussing or working through course material with other students    | 38  | -5  | -12         | -3            |
| 1h. Worked with other students on course projects or assignments                               | 53  | -7  | -11         | -7            |
| <b>Discussions with Diverse Others</b>   |     |   |             |               |
| 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  | 63  | -8  | -5          | -8            |
| 8b. People from an economic background other than your own                                     | 69  | -2  | -4          | -2            |
| 8c. People with religious beliefs other than your own  | 64  | -2  | -4          | -6            |
| 8d. People with political views other than your own  | 54  | -11   | -11         | -12           |

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

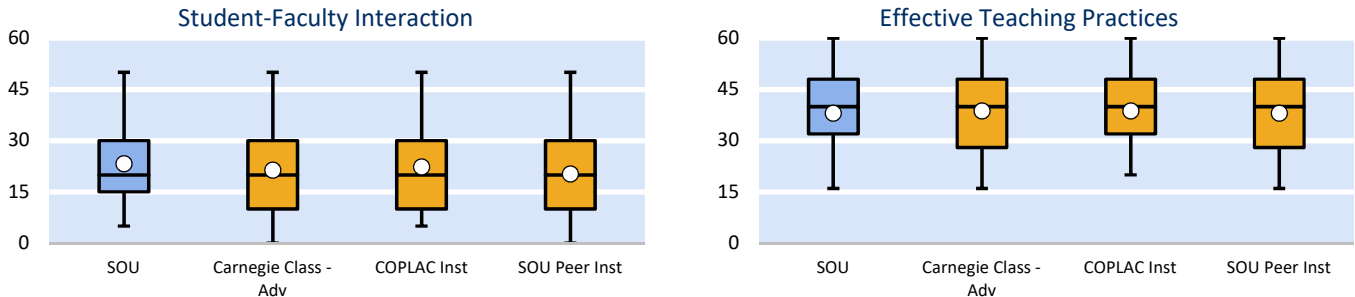
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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<br>Mean | Your first-year students compared with |             |                            |             |                              |             |
|------------------------------|-------------|--|-------------|----------------------------|-------------|------------------------------|-------------|
|                              |             | Carnegie Class - Adv<br>Effect size    |             | COPLAC Inst<br>Effect size |             | SOU Peer Inst<br>Effect size |             |
|                              | Mean        | Mean                                   | Effect size | Mean                       | Effect size | Mean                         | Effect size |
| Student-Faculty Interaction  | 23.3        | 21.3                                   | .13         | 22.3                       | .07         | 20.2 **                      | .21         |
| Effective Teaching Practices | 38.0        | 38.7                                   | -.04        | 38.7                       | -.05        | 38.1                         | .00         |

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Student-Faculty Interaction  | SOU<br>% | Percentage point difference <sup>a</sup> between your FY students and |             |               |
|--|----------|---|-------------|---------------|
|  |          | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>             |          |   |             |               |
| 3a. Talked about career plans with a faculty member  | 45       | +6  | +7          | +8            |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)  | 21       | -1  | -0          | +1            |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class       | 28       | +2  | +1          | +5            |
| 3d. Discussed your academic performance with a faculty member                                | 38       | +4  | +5          | +10           |
| <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  | 76       | +0  | -3          | -1            |
| 5b. Taught course sessions in an organized way   | 76       | +4  | +0          | +4            |
| 5c. Used examples or illustrations to explain difficult points                               | 79       | +8  | +6          | +7            |
| 5d. Provided feedback on a draft or work in progress   | 73       | +7  | +8          | +7            |
| 5e. Provided prompt and detailed feedback on tests or completed assignments                  | 62       | -0  | +0          | +1            |

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

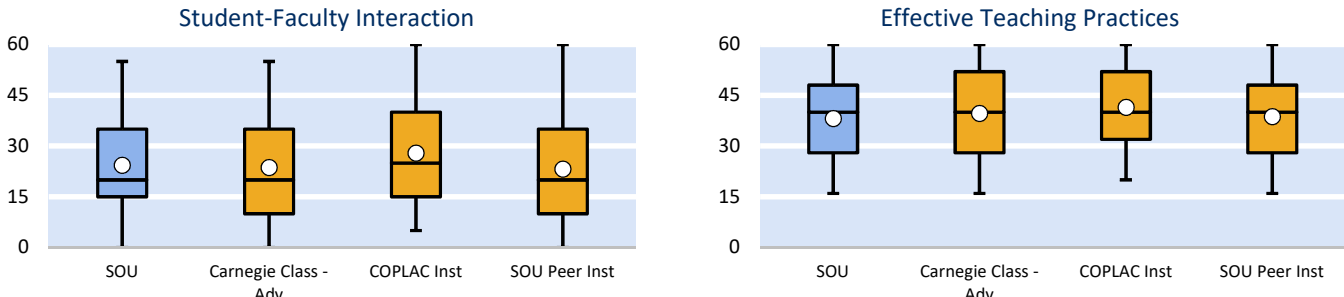
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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<br>Mean | Your seniors compared with |             |             |             |               |             |
|------------------------------|-------------|----------------------------|-------------|-------------|-------------|---------------|-------------|
|                              |             | Carnegie Class - Adv       |             | COPLAC Inst |             | SOU Peer Inst |             |
|                              |             | Mean                       | Effect size | Mean        | Effect size | Mean          | Effect size |
| Student-Faculty Interaction  | 24.3        | 23.6                       | .04         | 27.9 ***    | -.23        | 23.1          | .07         |
| Effective Teaching Practices | 38.1        | 39.6 *                     | -.10        | 41.4 ***    | -.26        | 38.7          | -.04        |

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#### 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Student-Faculty Interaction  | SOU % | Percentage point difference <sup>a</sup> between your seniors and |             |               |
|--|-------|---|-------------|---------------|
|  |       | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i>             |       |   |             |               |
| 3a. Talked about career plans with a faculty member  | 45    | +1  | -7          | +3            |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)  | 27    | +1  | -8          | +2            |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class       | 31    | -0  | -10         | -2            |
| 3d. Discussed your academic performance with a faculty member                                | 35    | -2  | -6          | +3            |
| <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  | 75    | -4  | -9          | -3            |
| 5b. Taught course sessions in an organized way   | 72    | -4  | -9          | -4            |
| 5c. Used examples or illustrations to explain difficult points                               | 74    | -1  | -7          | -1            |
| 5d. Provided feedback on a draft or work in progress   | 60    | -2  | -9          | +2            |
| 5e. Provided prompt and detailed feedback on tests or completed assignments                  | 58    | -6  | -11         | -4            |

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

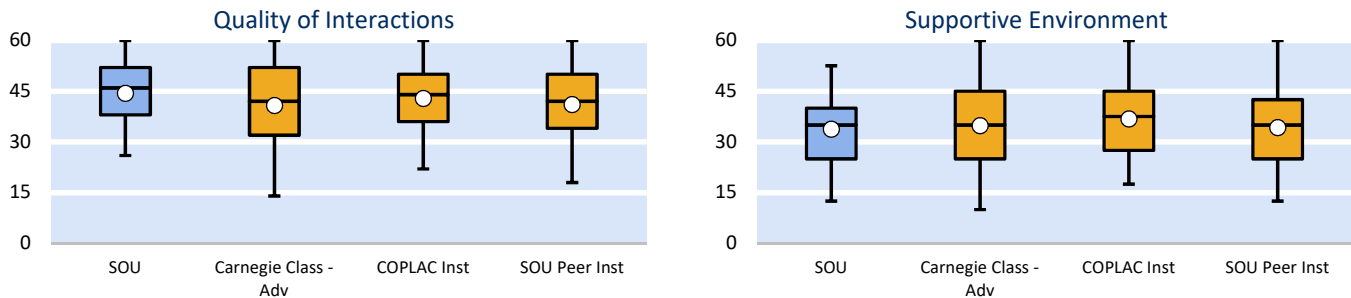
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

| Engagement Indicator    | SOU<br>Mean | Your first-year students compared with |             |             |             |               |             |
|-------------------------|-------------|--|-------------|-------------|-------------|---------------|-------------|
|                         |             | Carnegie Class - Adv                   |             | COPLAC Inst |             | SOU Peer Inst |             |
|                         |             | Mean                                   | Effect size | Mean        | Effect size | Mean          | Effect size |
| Quality of Interactions | 44.4        | 40.7 ***                               | .26         | 42.9        | .14         | 41.1 ***      | .27         |
| Supportive Environment  | 33.8        | 34.8                                   | -.08        | 36.9 **     | -.24        | 34.3          | -.04        |

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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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Quality of Interactions  | SOU | Percentage point difference <sup>a</sup> between your FY students and |             |               |
|--|-----|---|-------------|---------------|
|  |     | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i> |     |   |             |               |
| 13a. Students  | 47  | -1  | -3          | +1            |
| 13b. Academic advisors   | 63  | +14   | +11         | +14           |
| 13c. Faculty   | 62  | +15   | +11         | +16           |
| 13d. Student services staff (career services, student activities, housing, etc.)                         | 49  | +6  | +3          | +6            |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.)                             | 49  | +6  | +3          | +6            |
| <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   | 63  | -10   | -14         | -10           |
| 14c. Using learning support services (tutoring services, writing center, etc.)                           | 73  | -2  | -6          | -3            |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)         | 54  | -6  | -9          | -5            |
| 14e. Providing opportunities to be involved socially   | 69  | +3  | -4          | +3            |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)           | 70  | +6  | -1          | +5            |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.)                          | 35  | -9  | -7          | -1            |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.)                     | 61  | +4  | -7          | +1            |
| 14i. Attending events that address important social, economic, or political issues                       | 49  | +2  | -6          | +4            |

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

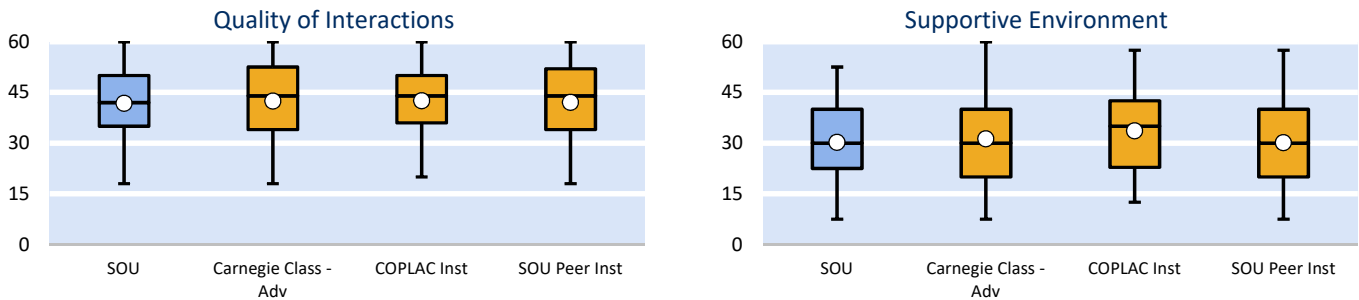
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

| Engagement Indicator    | SOU<br>Mean | Your seniors compared with |             |             |             |               |             |
|-------------------------|-------------|----------------------------|-------------|-------------|-------------|---------------|-------------|
|                         |             | Carnegie Class - Adv       |             | COPLAC Inst |             | SOU Peer Inst |             |
|                         |             | Mean                       | Effect size | Mean        | Effect size | Mean          | Effect size |
| Quality of Interactions | 41.8        | 42.5                       | -.05        | 42.6        | -.07        | 42.1          | -.02        |
| Supportive Environment  | 30.3        | 31.3                       | -.07        | 33.6 ***    | -.25        | 30.2          | .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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#### Performance on Indicator Items

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| Quality of Interactions  | SOU | Percentage point difference <sup>a</sup> between your seniors and |             |               |
|--|-----|---|-------------|---------------|
|  |     | Carnegie Class - Adv  | COPLAC Inst | SOU Peer Inst |
| <i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i> |     |   |             |               |
| 13a. Students  | 49  | -7  | -5          | -4            |
| 13b. Academic advisors   | 57  | +2  | +5          | +6            |
| 13c. Faculty   | 58  | +1  | -1          | +1            |
| 13d. Student services staff (career services, student activities, housing, etc.)                         | 39  | -5  | -3          | -3            |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.)                             | 40  | -6  | -4          | -6            |
| <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   | 68  | -2  | -5          | +2            |
| 14c. Using learning support services (tutoring services, writing center, etc.)                           | 57  | -9  | -12         | -2            |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)         | 54  | -1  | -1          | +2            |
| 14e. Providing opportunities to be involved socially   | 61  | +2  | -7          | +3            |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)           | 56  | -1  | -8          | +1            |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.)                          | 24  | -9  | -7          | -3            |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.)                     | 48  | +3  | -10         | +2            |
| 14i. Attending events that address important social, economic, or political issues                       | 44  | +4  | -8          | +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.

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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](http://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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<sup>b</sup> 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             |                                     | SOU<br>Mean | Your first-year students compared with |             |   |              |             |   |
|---------------------------------|-------------------------------------|-------------|--|-------------|---|--------------|-------------|---|
| Theme                           | Engagement Indicator                |             | NSSE Top 50%                           |             |   | NSSE Top 10% |             |   |
|                                 |                                     |             | Mean                                   | Effect size | ✓ | Mean         | Effect size | ✓ |
| <i>Academic Challenge</i>       | Higher-Order Learning               | 35.5        | 38.9 ***                               | -.27        |   | 40.5 ***     | -.38        |   |
|                                 | Reflective and Integrative Learning | 34.9        | 36.5                                   | -.13        |   | 38.1 ***     | -.26        |   |
|                                 | Learning Strategies                 | 36.8        | 39.5 *                                 | -.20        |   | 41.6 ***     | -.34        |   |
|                                 | Quantitative Reasoning              | 25.9        | 28.7 *                                 | -.18        |   | 30.4 ***     | -.29        |   |
| <i>Learning with Peers</i>      | Collaborative Learning              | 31.5        | 35.1 ***                               | -.27        |   | 37.2 ***     | -.42        |   |
|                                 | Discussions with Diverse Others     | 39.5        | 41.4                                   | -.13        |   | 43.4 ***     | -.27        |   |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction         | 23.3        | 24.3                                   | -.07        | ✓ | 27.2 ***     | -.25        |   |
|                                 | Effective Teaching Practices        | 38.0        | 40.3 *                                 | -.17        |   | 42.0 ***     | -.29        |   |
| <i>Campus Environment</i>       | Quality of Interactions             | 44.4        | 43.9                                   | .04         | ✓ | 45.9         | -.13        |   |
|                                 | Supportive Environment              | 33.8        | 37.9 ***                               | -.32        |   | 39.7 ***     | -.45        |   |

| Seniors                         |                                     | SOU<br>Mean | Your seniors compared with |             |   |              |             |   |
|---------------------------------|-------------------------------------|-------------|----------------------------|-------------|---|--------------|-------------|---|
| Theme                           | Engagement Indicator                |             | NSSE Top 50%               |             |   | NSSE Top 10% |             |   |
|                                 |                                     |             | Mean                       | Effect size | ✓ | Mean         | Effect size | ✓ |
| <i>Academic Challenge</i>       | Higher-Order Learning               | 37.9        | 41.3 ***                   | -.26        |   | 42.5 ***     | -.34        |   |
|                                 | Reflective and Integrative Learning | 38.3        | 39.6 *                     | -.10        |   | 41.1 ***     | -.23        |   |
|                                 | Learning Strategies                 | 36.8        | 40.2 ***                   | -.24        |   | 42.3 ***     | -.39        |   |
|                                 | Quantitative Reasoning              | 26.3        | 30.7 ***                   | -.27        |   | 32.7 ***     | -.40        |   |
| <i>Learning with Peers</i>      | Collaborative Learning              | 29.6        | 35.7 ***                   | -.44        |   | 38.1 ***     | -.63        |   |
|                                 | Discussions with Diverse Others     | 36.9        | 41.9 ***                   | -.32        |   | 43.8 ***     | -.45        |   |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction         | 24.3        | 29.2 ***                   | -.31        |   | 33.3 ***     | -.56        |   |
|                                 | Effective Teaching Practices        | 38.1        | 41.1 ***                   | -.22        |   | 43.1 ***     | -.36        |   |
| <i>Campus Environment</i>       | Quality of Interactions             | 41.8        | 44.4 ***                   | -.22        |   | 46.5 ***     | -.38        |   |
|                                 | Supportive Environment              | 30.3        | 34.3 ***                   | -.29        |   | 36.4 ***     | -.44        |   |

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 2017 and 2018 institutions, separately by class. 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 <sup>d</sup> scores |      |      |      |      | Comparison results           |            |                   |                          |
|--|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
|  | Mean            | SD <sup>b</sup> | SEM <sup>c</sup> | 5th                            | 25th | 50th | 75th | 95th | Deg. of freedom <sup>e</sup> | Mean diff. | Sig. <sup>f</sup> | Effect size <sup>g</sup> |
| <b>Academic Challenge</b>                    |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Higher-Order Learning</b>                 |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 167)                                | 35.5            | 12.6            | .98              | 15                             | 30   | 35   | 40   | 55   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 37.6            | 13.9            | .06              | 15                             | 30   | 40   | 45   | 60   | 167                          | -2.2       | .028              | -.157                    |
| COPLAC Inst                                  | 37.6            | 12.6            | .25              | 20                             | 30   | 40   | 45   | 60   | 2,771                        | -2.2       | .031              | -.173                    |
| SOU Peer Inst                                | 36.2            | 13.2            | .26              | 15                             | 25   | 35   | 45   | 60   | 2,786                        | -.7        | .500              | -.054                    |
| Top 50%                                      | 38.9            | 13.1            | .03              | 20                             | 30   | 40   | 50   | 60   | 160,927                      | -3.5       | .001              | -.266                    |
| Top 10%                                      | 40.5            | 13.3            | .07              | 20                             | 30   | 40   | 50   | 60   | 38,367                       | -5.0       | .000              | -.378                    |
| <b>Reflective &amp; Integrative Learning</b> |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 175)                                | 34.9            | 11.5            | .87              | 14                             | 29   | 34   | 43   | 54   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 35.0            | 12.4            | .05              | 14                             | 26   | 34   | 43   | 57   | 55,791                       | -.1        | .943              | -.005                    |
| COPLAC Inst                                  | 35.7            | 11.9            | .23              | 17                             | 29   | 34   | 43   | 57   | 2,906                        | -.7        | .432              | -.061                    |
| SOU Peer Inst                                | 34.1            | 11.8            | .22              | 17                             | 26   | 34   | 40   | 54   | 2,949                        | .9         | .344              | .074                     |
| Top 50%                                      | 36.5            | 11.8            | .03              | 17                             | 29   | 37   | 43   | 57   | 150,880                      | -1.5       | .091              | -.128                    |
| Top 10%                                      | 38.1            | 12.0            | .07              | 20                             | 29   | 37   | 46   | 60   | 32,491                       | -3.1       | .001              | -.260                    |
| <b>Learning Strategies</b>                   |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 152)                                | 36.8            | 12.9            | 1.05             | 20                             | 27   | 33   | 47   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 38.9            | 14.1            | .06              | 20                             | 27   | 40   | 47   | 60   | 47,488                       | -2.0       | .075              | -.145                    |
| COPLAC Inst                                  | 37.7            | 13.5            | .27              | 13                             | 27   | 40   | 47   | 60   | 2,573                        | -.9        | .438              | -.065                    |
| SOU Peer Inst                                | 37.3            | 14.2            | .29              | 13                             | 27   | 40   | 47   | 60   | 2,516                        | -.5        | .696              | -.033                    |
| Top 50%                                      | 39.5            | 13.7            | .04              | 20                             | 27   | 40   | 53   | 60   | 130,400                      | -2.7       | .016              | -.195                    |
| Top 10%                                      | 41.6            | 14.1            | .08              | 20                             | 33   | 40   | 53   | 60   | 31,575                       | -4.8       | .000              | -.340                    |
| <b>Quantitative Reasoning</b>                |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 159)                                | 25.9            | 13.3            | 1.06             | 7                              | 20   | 27   | 33   | 47   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 27.1            | 15.7            | .07              | 0                              | 20   | 27   | 40   | 60   | 159                          | -1.1       | .295              | -.071                    |
| COPLAC Inst                                  | 27.3            | 15.1            | .30              | 0                              | 20   | 27   | 40   | 53   | 184                          | -1.3       | .223              | -.089                    |
| SOU Peer Inst                                | 25.9            | 15.1            | .30              | 0                              | 20   | 27   | 40   | 53   | 183                          | .0         | .995              | .000                     |
| Top 50%                                      | 28.7            | 15.2            | .04              | 0                              | 20   | 27   | 40   | 60   | 158                          | -2.7       | .011              | -.179                    |
| Top 10%                                      | 30.4            | 15.3            | .07              | 7                              | 20   | 27   | 40   | 60   | 159                          | -4.4       | .000              | -.291                    |
| <b>Learning with Peers</b>                   |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Collaborative Learning</b>                |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 181)                                | 31.5            | 12.3            | .91              | 15                             | 20   | 30   | 40   | 50   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 29.9            | 15.4            | .06              | 0                              | 20   | 30   | 40   | 60   | 182                          | 1.6        | .083              | .103                     |
| COPLAC Inst                                  | 32.6            | 13.3            | .25              | 10                             | 25   | 30   | 40   | 60   | 3,028                        | -1.1       | .279              | -.083                    |
| SOU Peer Inst                                | 30.6            | 14.1            | .26              | 10                             | 20   | 30   | 40   | 55   | 211                          | .9         | .352              | .063                     |
| Top 50%                                      | 35.1            | 13.6            | .03              | 15                             | 25   | 35   | 45   | 60   | 177,601                      | -3.6       | .000              | -.267                    |
| Top 10%                                      | 37.2            | 13.6            | .07              | 15                             | 25   | 40   | 45   | 60   | 39,802                       | -5.7       | .000              | -.423                    |
| <b>Discussions with Diverse Others</b>       |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 155)                                | 39.5            | 15.2            | 1.22             | 10                             | 30   | 40   | 50   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 37.3            | 16.8            | .08              | 5                              | 25   | 40   | 50   | 60   | 155                          | 2.2        | .073              | .132                     |
| COPLAC Inst                                  | 40.3            | 14.4            | .29              | 20                             | 30   | 40   | 55   | 60   | 2,602                        | -.8        | .522              | -.053                    |
| SOU Peer Inst                                | 39.2            | 15.3            | .31              | 15                             | 30   | 40   | 50   | 60   | 2,537                        | .3         | .798              | .021                     |
| Top 50%                                      | 41.4            | 15.0            | .04              | 15                             | 30   | 40   | 55   | 60   | 162,589                      | -1.9       | .114              | -.127                    |
| Top 10%                                      | 43.4            | 14.8            | .08              | 20                             | 35   | 45   | 60   | 60   | 36,222                       | -3.9       | .001              | -.266                    |

#### Detailed Statistics: First-Year Students

|                                     | Mean statistics |                 |                  | Percentile <sup>d</sup> scores |      |      |      |      | Comparison results           |            |                   |                          |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
|                                     | Mean            | SD <sup>b</sup> | SEM <sup>c</sup> | 5th                            | 25th | 50th | 75th | 95th | Deg. of freedom <sup>e</sup> | Mean diff. | Sig. <sup>f</sup> | Effect size <sup>g</sup> |
| <b>Experiences with Faculty</b>     |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Student-Faculty Interaction</b>  |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 169)                       | 23.3            | 13.5            | 1.03             | 5                              | 15   | 20   | 30   | 50   |                              |            |                   |                          |
| Carnegie Class - Adv                | 21.3            | 15.3            | .07              | 0                              | 10   | 20   | 30   | 50   | 170                          | 1.9        | .063              | .127                     |
| COPLAC Inst                         | 22.3            | 14.1            | .27              | 5                              | 10   | 20   | 30   | 50   | 2,822                        | .9         | .407              | .066                     |
| SOU Peer Inst                       | 20.2            | 14.5            | .28              | 0                              | 10   | 20   | 30   | 50   | 2,860                        | 3.0        | .009              | .209                     |
| Top 50%                             | 24.3            | 14.8            | .05              | 5                              | 15   | 20   | 35   | 55   | 100,695                      | -1.0       | .375              | -.068                    |
| Top 10%                             | 27.2            | 15.8            | .12              | 5                              | 15   | 25   | 40   | 60   | 173                          | -4.0       | .000              | -.253                    |
| <b>Effective Teaching Practices</b> |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 165)                       | 38.0            | 13.1            | 1.02             | 16                             | 32   | 40   | 48   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                | 38.7            | 14.3            | .06              | 16                             | 28   | 40   | 48   | 60   | 166                          | -.6        | .543              | -.044                    |
| COPLAC Inst                         | 38.7            | 12.5            | .25              | 20                             | 32   | 40   | 48   | 60   | 2,771                        | -.6        | .539              | -.049                    |
| SOU Peer Inst                       | 38.1            | 13.0            | .25              | 16                             | 28   | 40   | 48   | 60   | 2,811                        | .0         | .974              | -.003                    |
| Top 50%                             | 40.3            | 13.1            | .04              | 20                             | 32   | 40   | 52   | 60   | 119,030                      | -2.3       | .028              | -.171                    |
| Top 10%                             | 42.0            | 13.7            | .08              | 20                             | 32   | 40   | 52   | 60   | 30,987                       | -3.9       | .000              | -.288                    |
| <b>Campus Environment</b>           |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Quality of Interactions</b>      |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 151)                       | 44.4            | 10.3            | .84              | 26                             | 38   | 46   | 52   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                | 40.7            | 13.8            | .07              | 14                             | 32   | 42   | 52   | 60   | 152                          | 3.6        | .000              | .261                     |
| COPLAC Inst                         | 42.9            | 10.9            | .22              | 22                             | 36   | 44   | 50   | 60   | 2,495                        | 1.5        | .103              | .137                     |
| SOU Peer Inst                       | 41.1            | 12.3            | .26              | 18                             | 34   | 42   | 50   | 60   | 181                          | 3.3        | .000              | .267                     |
| Top 50%                             | 43.9            | 11.6            | .04              | 22                             | 38   | 46   | 52   | 60   | 96,553                       | .5         | .615              | .041                     |
| Top 10%                             | 45.9            | 12.1            | .08              | 22                             | 40   | 48   | 56   | 60   | 153                          | -1.5       | .073              | -.125                    |
| <b>Supportive Environment</b>       |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 150)                       | 33.8            | 12.2            | 1.00             | 13                             | 25   | 35   | 40   | 53   |                              |            |                   |                          |
| Carnegie Class - Adv                | 34.8            | 14.5            | .07              | 10                             | 25   | 35   | 45   | 60   | 151                          | -1.1       | .275              | -.075                    |
| COPLAC Inst                         | 36.9            | 13.1            | .27              | 18                             | 28   | 38   | 45   | 60   | 2,485                        | -3.1       | .005              | -.239                    |
| SOU Peer Inst                       | 34.3            | 13.5            | .29              | 13                             | 25   | 35   | 43   | 60   | 2,350                        | -.5        | .642              | -.039                    |
| Top 50%                             | 37.9            | 13.2            | .04              | 15                             | 30   | 40   | 48   | 60   | 126,849                      | -4.2       | .000              | -.317                    |
| Top 10%                             | 39.7            | 13.1            | .08              | 18                             | 30   | 40   | 50   | 60   | 30,571                       | -5.9       | .000              | -.451                    |

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 <sup>d</sup> scores |      |      |      |      | Comparison results           |            |                   |                          |
|--|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
|  | Mean            | SD <sup>b</sup> | SEM <sup>c</sup> | 5th                            | 25th | 50th | 75th | 95th | Deg. of freedom <sup>e</sup> | Mean diff. | Sig. <sup>f</sup> | Effect size <sup>g</sup> |
| <b>Academic Challenge</b>                    |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Higher-Order Learning</b>                 |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 407)                                | 37.9            | 13.7            | .68              | 15                             | 30   | 40   | 50   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 40.6            | 13.9            | .05              | 20                             | 30   | 40   | 50   | 60   | 72,844                       | -2.7       | .000              | -.196                    |
| COPLAC Inst                                  | 40.8            | 13.2            | .23              | 20                             | 30   | 40   | 50   | 60   | 3,808                        | -3.0       | .000              | -.223                    |
| SOU Peer Inst                                | 38.9            | 13.8            | .22              | 15                             | 30   | 40   | 50   | 60   | 4,402                        | -1.0       | .171              | -.071                    |
| Top 50%                                      | 41.3            | 13.5            | .03              | 20                             | 35   | 40   | 55   | 60   | 180,853                      | -3.5       | .000              | -.255                    |
| Top 10%                                      | 42.5            | 13.7            | .06              | 20                             | 35   | 40   | 55   | 60   | 54,608                       | -4.6       | .000              | -.335                    |
| <b>Reflective &amp; Integrative Learning</b> |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 423)                                | 38.3            | 11.8            | .58              | 20                             | 31   | 40   | 46   | 57   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 38.3            | 12.7            | .05              | 17                             | 29   | 37   | 49   | 60   | 428                          | .0         | .978              | .001                     |
| COPLAC Inst                                  | 39.0            | 12.4            | .21              | 20                             | 31   | 40   | 49   | 60   | 3,969                        | -.7        | .248              | -.059                    |
| SOU Peer Inst                                | 37.2            | 12.6            | .20              | 17                             | 29   | 37   | 46   | 60   | 526                          | 1.1        | .069              | .088                     |
| Top 50%                                      | 39.6            | 12.2            | .03              | 20                             | 31   | 40   | 49   | 60   | 176,472                      | -1.3       | .032              | -.104                    |
| Top 10%                                      | 41.1            | 12.2            | .06              | 20                             | 33   | 40   | 51   | 60   | 432                          | -2.8       | .000              | -.233                    |
| <b>Learning Strategies</b>                   |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 384)                                | 36.8            | 13.8            | .70              | 13                             | 27   | 33   | 47   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 39.8            | 14.5            | .06              | 13                             | 27   | 40   | 53   | 60   | 67,368                       | -3.1       | .000              | -.212                    |
| COPLAC Inst                                  | 39.0            | 14.0            | .25              | 13                             | 27   | 40   | 47   | 60   | 3,620                        | -2.2       | .004              | -.158                    |
| SOU Peer Inst                                | 38.2            | 14.8            | .25              | 13                             | 27   | 40   | 47   | 60   | 4,009                        | -1.4       | .068              | -.098                    |
| Top 50%                                      | 40.2            | 14.4            | .03              | 20                             | 33   | 40   | 53   | 60   | 191,271                      | -3.4       | .000              | -.237                    |
| Top 10%                                      | 42.3            | 14.2            | .06              | 20                             | 33   | 40   | 53   | 60   | 51,876                       | -5.6       | .000              | -.392                    |
| <b>Quantitative Reasoning</b>                |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 393)                                | 26.3            | 15.2            | .77              | 0                              | 20   | 27   | 40   | 53   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 29.3            | 16.2            | .06              | 0                              | 20   | 27   | 40   | 60   | 397                          | -3.0       | .000              | -.187                    |
| COPLAC Inst                                  | 29.7            | 16.3            | .28              | 0                              | 20   | 27   | 40   | 60   | 503                          | -3.4       | .000              | -.212                    |
| SOU Peer Inst                                | 28.5            | 15.8            | .25              | 0                              | 20   | 27   | 40   | 60   | 4,326                        | -2.2       | .008              | -.140                    |
| Top 50%                                      | 30.7            | 16.0            | .03              | 0                              | 20   | 33   | 40   | 60   | 393                          | -4.4       | .000              | -.273                    |
| Top 10%                                      | 32.7            | 15.7            | .07              | 7                              | 20   | 33   | 40   | 60   | 54,242                       | -6.4       | .000              | -.404                    |
| <b>Learning with Peers</b>                   |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Collaborative Learning</b>                |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 430)                                | 29.6            | 14.7            | .71              | 5                              | 20   | 30   | 40   | 55   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 30.6            | 15.7            | .06              | 0                              | 20   | 30   | 40   | 60   | 435                          | -.9        | .191              | -.059                    |
| COPLAC Inst                                  | 33.6            | 14.4            | .24              | 10                             | 25   | 35   | 45   | 60   | 4,069                        | -3.9       | .000              | -.274                    |
| SOU Peer Inst                                | 30.5            | 15.1            | .23              | 5                              | 20   | 30   | 40   | 55   | 4,696                        | -.9        | .226              | -.061                    |
| Top 50%                                      | 35.7            | 13.9            | .03              | 15                             | 25   | 35   | 45   | 60   | 231,882                      | -6.1       | .000              | -.437                    |
| Top 10%                                      | 38.1            | 13.5            | .07              | 15                             | 30   | 40   | 50   | 60   | 437                          | -8.5       | .000              | -.627                    |
| <b>Discussions with Diverse Others</b>       |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 391)                                | 36.9            | 15.7            | .79              | 10                             | 25   | 40   | 50   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                         | 39.6            | 17.0            | .07              | 10                             | 25   | 40   | 60   | 60   | 67,732                       | -2.7       | .002              | -.160                    |
| COPLAC Inst                                  | 39.5            | 14.8            | .26              | 15                             | 30   | 40   | 50   | 60   | 477                          | -2.7       | .001              | -.179                    |
| SOU Peer Inst                                | 39.9            | 16.3            | .27              | 10                             | 30   | 40   | 55   | 60   | 4,050                        | -3.1       | .000              | -.188                    |
| Top 50%                                      | 41.9            | 15.6            | .03              | 15                             | 30   | 40   | 60   | 60   | 250,669                      | -5.1       | .000              | -.324                    |
| Top 10%                                      | 43.8            | 15.5            | .06              | 20                             | 35   | 45   | 60   | 60   | 60,620                       | -6.9       | .000              | -.447                    |

#### Detailed Statistics: Seniors

|                                     | Mean statistics |                 |                  | Percentile <sup>d</sup> scores |      |      |      |      | Comparison results           |            |                   |                          |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
|                                     | Mean            | SD <sup>b</sup> | SEM <sup>c</sup> | 5th                            | 25th | 50th | 75th | 95th | Deg. of freedom <sup>e</sup> | Mean diff. | Sig. <sup>f</sup> | Effect size <sup>g</sup> |
| <b>Experiences with Faculty</b>     |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Student-Faculty Interaction</b>  |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 415)                       | 24.3            | 15.3            | .75              | 0                              | 15   | 20   | 35   | 55   |                              |            |                   |                          |
| Carnegie Class - Adv                | 23.6            | 16.2            | .06              | 0                              | 10   | 20   | 35   | 55   | 419                          | .7         | .372              | .042                     |
| COPLAC Inst                         | 27.9            | 15.8            | .27              | 5                              | 15   | 25   | 40   | 60   | 3,878                        | -3.6       | .000              | -.226                    |
| SOU Peer Inst                       | 23.1            | 16.5            | .26              | 0                              | 10   | 20   | 35   | 60   | 517                          | 1.2        | .137              | .072                     |
| Top 50%                             | 29.2            | 15.8            | .05              | 5                              | 20   | 30   | 40   | 60   | 100,105                      | -4.9       | .000              | -.310                    |
| Top 10%                             | 33.3            | 16.1            | .14              | 10                             | 20   | 35   | 45   | 60   | 444                          | -9.0       | .000              | -.557                    |
| <b>Effective Teaching Practices</b> |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 404)                       | 38.1            | 13.9            | .69              | 16                             | 28   | 40   | 48   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                | 39.6            | 14.5            | .05              | 16                             | 28   | 40   | 52   | 60   | 73,197                       | -1.5       | .040              | -.102                    |
| COPLAC Inst                         | 41.4            | 12.8            | .22              | 20                             | 32   | 40   | 52   | 60   | 486                          | -3.3       | .000              | -.256                    |
| SOU Peer Inst                       | 38.7            | 14.0            | .22              | 16                             | 28   | 40   | 48   | 60   | 4,410                        | -.5        | .453              | -.039                    |
| Top 50%                             | 41.1            | 13.6            | .03              | 16                             | 32   | 40   | 52   | 60   | 156,761                      | -3.0       | .000              | -.223                    |
| Top 10%                             | 43.1            | 13.7            | .08              | 20                             | 36   | 44   | 56   | 60   | 32,407                       | -5.0       | .000              | -.364                    |
| <b>Campus Environment</b>           |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| <b>Quality of Interactions</b>      |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 361)                       | 41.8            | 11.8            | .62              | 18                             | 35   | 42   | 50   | 60   |                              |            |                   |                          |
| Carnegie Class - Adv                | 42.5            | 13.1            | .05              | 18                             | 34   | 44   | 53   | 60   | 365                          | -.7        | .255              | -.054                    |
| COPLAC Inst                         | 42.6            | 11.7            | .21              | 20                             | 36   | 44   | 50   | 60   | 3,479                        | -.8        | .220              | -.068                    |
| SOU Peer Inst                       | 42.1            | 12.5            | .21              | 18                             | 34   | 44   | 52   | 60   | 3,735                        | -.3        | .677              | -.023                    |
| Top 50%                             | 44.4            | 11.9            | .03              | 22                             | 38   | 46   | 54   | 60   | 129,599                      | -2.6       | .000              | -.217                    |
| Top 10%                             | 46.5            | 12.3            | .07              | 22                             | 40   | 50   | 58   | 60   | 34,725                       | -4.7       | .000              | -.383                    |
| <b>Supportive Environment</b>       |                 |                 |                  |                                |      |      |      |      |                              |            |                   |                          |
| SOU (N = 382)                       | 30.3            | 13.0            | .66              | 8                              | 23   | 30   | 40   | 53   |                              |            |                   |                          |
| Carnegie Class - Adv                | 31.3            | 14.8            | .06              | 8                              | 20   | 30   | 40   | 60   | 387                          | -1.0       | .124              | -.069                    |
| COPLAC Inst                         | 33.6            | 13.3            | .24              | 13                             | 23   | 35   | 43   | 58   | 3,555                        | -3.3       | .000              | -.252                    |
| SOU Peer Inst                       | 30.2            | 14.6            | .25              | 8                              | 20   | 30   | 40   | 58   | 494                          | .1         | .839              | .010                     |
| Top 50%                             | 34.3            | 13.7            | .03              | 13                             | 25   | 35   | 43   | 60   | 157,068                      | -4.0       | .000              | -.290                    |
| Top 10%                             | 36.4            | 13.7            | .08              | 13                             | 28   | 38   | 45   | 60   | 32,381                       | -6.1       | .000              | -.442                    |

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.



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**NSSE 2018**  
**High-Impact Practices**  
Southern Oregon University

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### 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. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

#### *High-Impact Practices in NSSE*

##### **Service-Learning**

Courses that included a community-based project

##### **Learning Community**

Formal program where groups of students take two or more classes together

##### **Research with Faculty**

Work with a faculty member on a research project

##### **Internship or Field Experience**

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 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 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 students relative to those at comparison group institutions, with tests of significance and effect sizes.

#### Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

#### Participation by Student Characteristics (p. 6)

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

### Interpreting Comparisons

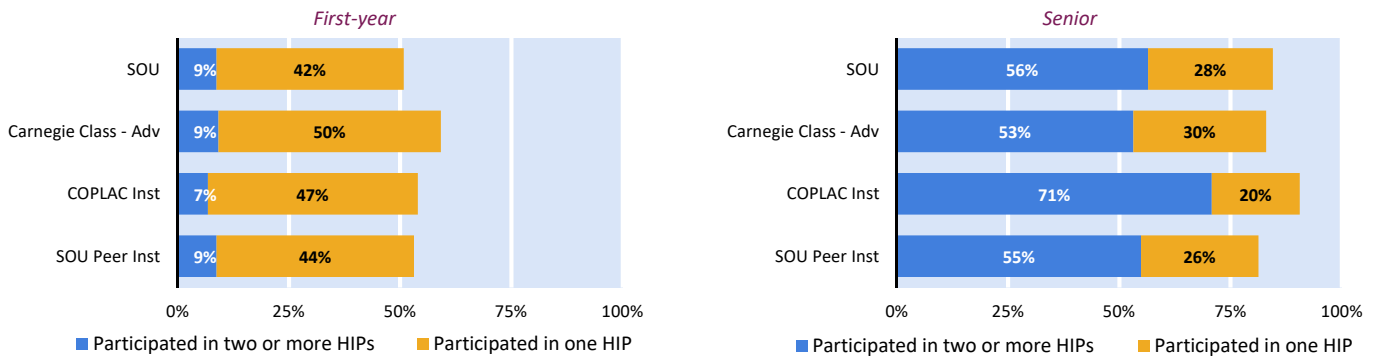
*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder 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 service-learning, a learning community, 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 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 displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

*Your students' participation compared with:*

|                                     | SOU | Carnegie Class - Adv    |                 | COPLAC Inst             |                 | SOU Peer Inst           |                 |
|-------------------------------------|-----|-------------------------|-----------------|-------------------------|-----------------|-------------------------|-----------------|
|                                     | %   | Difference <sup>a</sup> | ES <sup>b</sup> | Difference <sup>a</sup> | ES <sup>b</sup> | Difference <sup>a</sup> | ES <sup>b</sup> |
| <i>First-year</i>                   |     |                         |                 |                         |                 |                         |                 |
| <b>Service-Learning</b>             | 46  | -10 *                   | -.20            | -5                      | -.10            | -1                      | -.03            |
| <b>Learning Community</b>           | 7   | -3                      | -.10            | -0                      | -.02            | -5                      | -.16            |
| <b>Research with Faculty</b>        | 7   | +3                      | .11             | +4                      | * .17           | +3                      | .13             |
| <b>Participated in at least one</b> | 51  | -8 *                    | -.17            | -3                      | -.06            | -2                      | -.05            |
| <b>Participated in two or more</b>  | 9   | -0                      | -.02            | +2                      | .07             | -0                      | .00             |
| <i>Senior</i>                       |     |                         |                 |                         |                 |                         |                 |
| <b>Service-Learning</b>             | 64  | -1                      | -.03            | -0                      | .00             | +6                      | * .13           |
| <b>Learning Community</b>           | 22  | +1                      | .03             | -1                      | -.01            | +3                      | .06             |
| <b>Research with Faculty</b>        | 20  | +3                      | .08             | -11                     | *** -.25        | +1                      | .03             |
| <b>Internship or Field Exp.</b>     | 42  | +1                      | .02             | -13                     | *** -.26        | -4                      | -.08            |
| <b>Study Abroad</b>                 | 7   | +0                      | .00             | -8                      | *** -.27        | -1                      | -.06            |
| <b>Culminating Senior Exp.</b>      | 47  | +7                      | ** .13          | -12                     | *** -.25        | +6                      | * .11           |
| <b>Participated in at least one</b> | 85  | +1                      | .04             | -6                      | *** -.19        | +3                      | .09             |
| <b>Participated in two or more</b>  | 56  | +3                      | .07             | -14                     | *** -.30        | +2                      | .03             |

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

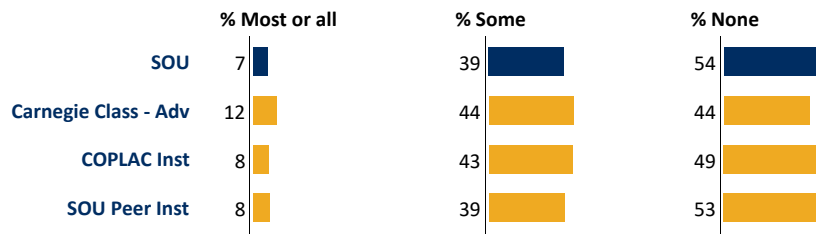
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z- test comparing participation rates).

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

## First-Year Students

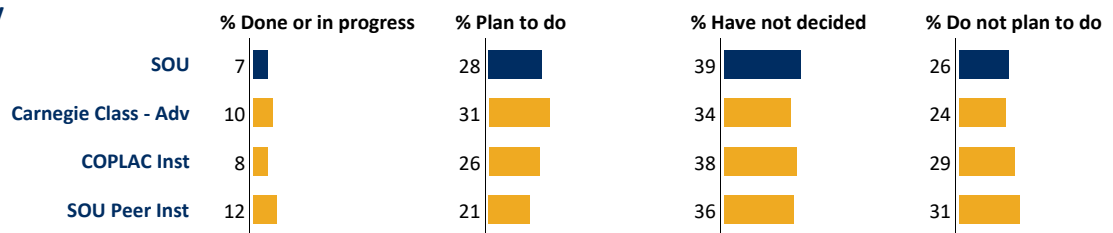
### Service-Learning

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



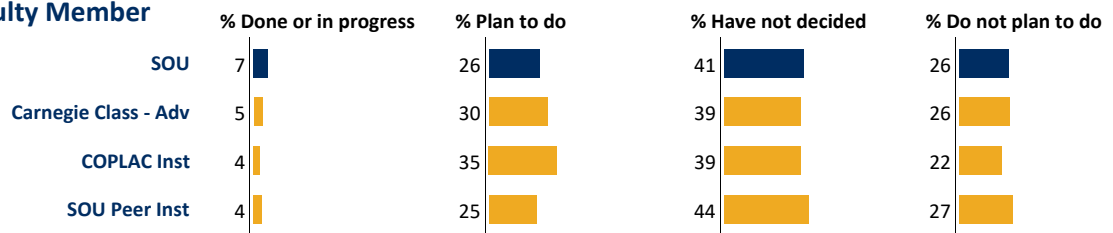
### Learning Community

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



### Research with a Faculty Member

Work with a faculty member on a research project.



## Plans to Participate<sup>a</sup>

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

### Percentage responding "Plan to do"

#### Internship or Field Experience

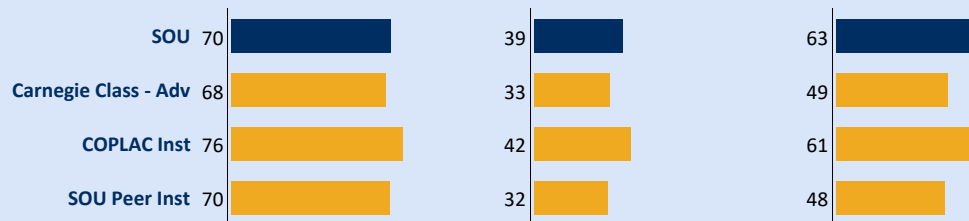
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

#### Study Abroad

Participate in a study abroad program.

#### Culminating Senior Experience

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

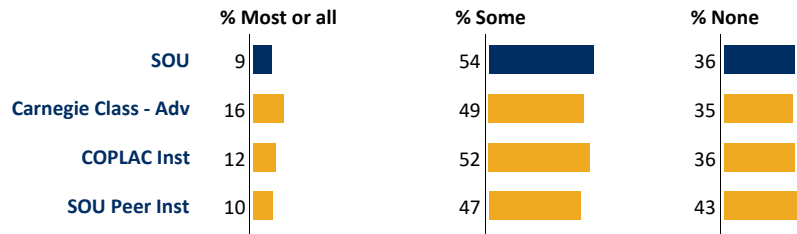


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

## Seniors

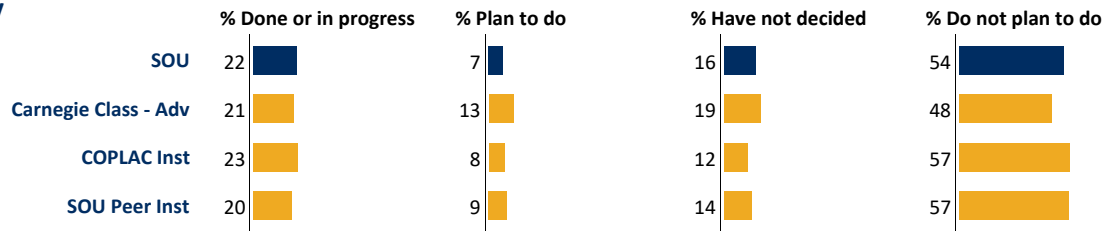
### Service-Learning

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



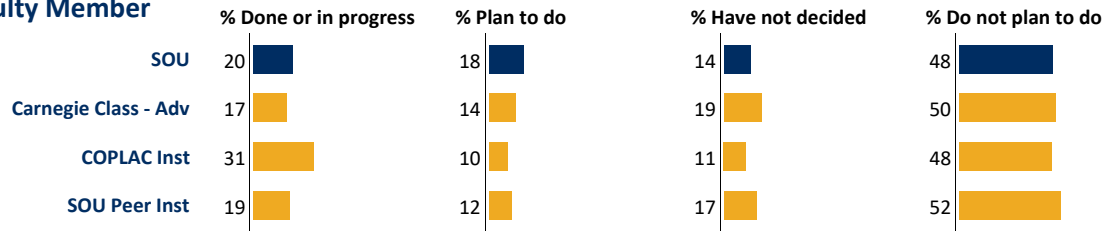
### Learning Community

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



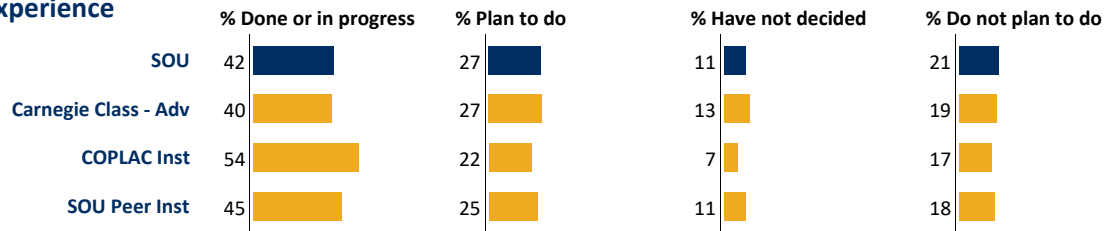
### Research with a Faculty Member

Work with a faculty member on a research project.



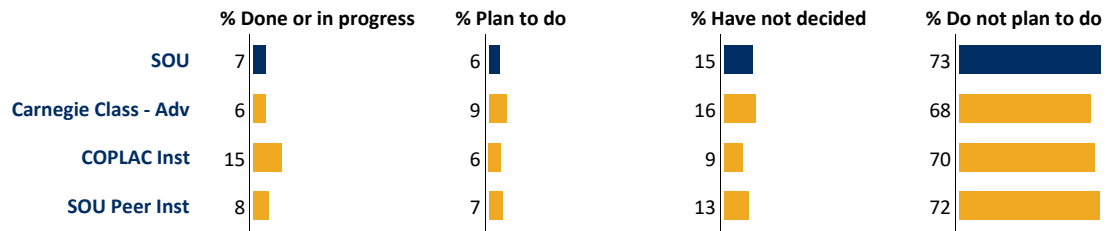
### Internship or Field Experience

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



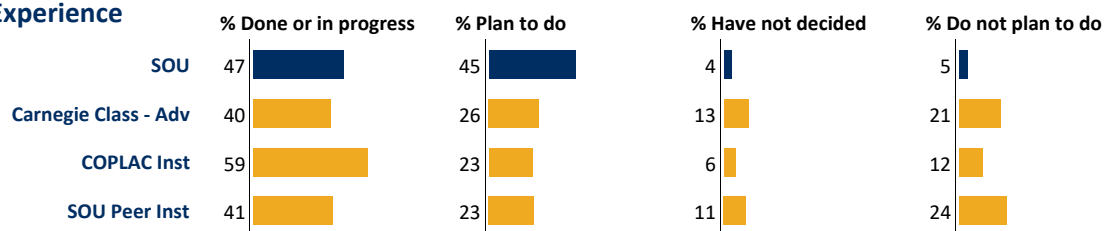
### Study Abroad

Participate in a study abroad program.



### Culminating Senior Experience

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           |                    |                       |                                |              |                               |
|--|------------------|--------------------|-----------------------|------------------|--------------------|-----------------------|--------------------------------|--------------|-------------------------------|
|  | Service-Learning | Learning Community | Research with Faculty | Service-Learning | Learning Community | Research with Faculty | Internship or Field Experience | Study Abroad | Culminating Senior Experience |
| <b>Sex<sup>a</sup></b>                             | %                | %                  | %                     | %                | %                  | %                     | %                              | %            | %                             |
| Female   | 41               | 8                  | 9                     | 67               | 22                 | 22                    | 47                             | 7            | 52                            |
| Male   | 56               | 5                  | 5                     | 59               | 23                 | 17                    | 33                             | 5            | 37                            |
| <b>Race/ethnicity or international<sup>a</sup></b> |                  |                    |                       |                  |                    |                       |                                |              |                               |
| American Indian or Alaska Native                   | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| Asian  | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| Black or African American                          | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| Hispanic or Latino                                 | 48               | 4                  | 4                     | 76               | 26                 | 21                    | 47                             | 5            | 50                            |
| Native Hawaiian/Other Pac. Islander                | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| White  | 45               | 8                  | 9                     | 62               | 22                 | 22                    | 45                             | 8            | 53                            |
| Other  | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| Foreign or nonresident alien                       | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| Two or more races/ethnicities                      | 38               | 6                  | 6                     | 70               | 17                 | 22                    | 40                             | 4            | 46                            |
| <b>Age</b>   |                  |                    |                       |                  |                    |                       |                                |              |                               |
| Traditional (FY < 21, Seniors < 25)                | 47               | 7                  | 7                     | 71               | 24                 | 21                    | 50                             | 9            | 55                            |
| Nontraditional (FY 21+, Seniors 25+)               | 25               | 8                  | 17                    | 55               | 19                 | 18                    | 32                             | 3            | 37                            |
| <b>First-generation<sup>b</sup></b>                |                  |                    |                       |                  |                    |                       |                                |              |                               |
| Not first-generation                               | 45               | 8                  | 10                    | 61               | 24                 | 22                    | 42                             | 11           | 50                            |
| First-generation                                   | 44               | 6                  | 5                     | 68               | 21                 | 18                    | 44                             | 4            | 47                            |
| <b>Enrollment status<sup>a</sup></b>               |                  |                    |                       |                  |                    |                       |                                |              |                               |
| Not full-time                                      | —                | —                  | —                     | 57               | 22                 | 19                    | 34                             | 5            | 47                            |
| Full-time  | 44               | 8                  | 8                     | 67               | 22                 | 21                    | 46                             | 7            | 48                            |
| <b>Residence</b>                                   |                  |                    |                       |                  |                    |                       |                                |              |                               |
| Not on campus                                      | 30               | 9                  | 9                     | 65               | 21                 | 21                    | 43                             | 6            | 48                            |
| On campus  | 48               | 7                  | 8                     | 60               | 27                 | 13                    | 49                             | 11           | 45                            |
| <b>Major category<sup>c</sup></b>                  |                  |                    |                       |                  |                    |                       |                                |              |                               |
| Arts & humanities                                  | 56               | 8                  | 5                     | 51               | 21                 | 17                    | 26                             | 10           | 49                            |
| Biological sciences, agriculture, natural res.     | 32               | 0                  | 0                     | 59               | 16                 | 30                    | 43                             | 5            | 57                            |
| Physical sciences, math, computer science          | —                | —                  | —                     | 42               | 38                 | 46                    | 46                             | 8            | 57                            |
| Social sciences                                    | 45               | 15                 | 5                     | 74               | 11                 | 26                    | 51                             | 5            | 62                            |
| Business   | 35               | 10                 | 5                     | 48               | 22                 | 15                    | 33                             | 5            | 29                            |
| Communications, media, public relations            | —                | —                  | —                     | 81               | 31                 | 6                     | 50                             | 13           | 56                            |
| Education  | —                | —                  | —                     | 93               | 33                 | 16                    | 69                             | 7            | 38                            |
| Engineering  | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| Health professions                                 | 38               | 8                  | 15                    | —                | 20                 | 10                    | 60                             | 10           | 40                            |
| Social service professions                         | —                | —                  | —                     | 69               | 23                 | 27                    | 54                             | 4            | 54                            |
| Undecided/undeclared                               | —                | —                  | —                     | —                | —                  | —                     | —                              | —            | —                             |
| <b>Overall</b>                                     | 46               | 7                  | 7                     | 64               | 22                 | 20                    | 42                             | 7            | 47                            |

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 (or guardian) 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."



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# NSSE 2018

## Multi-Year Report

Southern Oregon University

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### 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, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/html/webinars.cfm](https://nsse.indiana.edu/html/webinars.cfm)

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) are each represented by two EIs. |
| High-Impact Practices (pp. 8-9)       | Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who planned to do 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 is estimated to 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, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). 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 <sup>a</sup> | Sampling error <sup>b</sup> | Total respondents <sup>c</sup> | Full completions | Partial completions | Response rate <sup>a</sup> | Sampling error <sup>b</sup> | Total respondents <sup>c</sup> | 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 | 29%                        | +/- 6.1%                    | 186                            | 147              | 39                  | 33%                        | +/- 3.8%                    | 439                            | 365              | 74                  |
| 2019 |                            |                             |                                |                  |                     |                            |                             |                                |                  |                     |
| 2020 |                            |                             |                                |                  |                     |                            |                             |                                |                  |                     |

#### Administration Details by Participation Year

| Year | Recruitment method | Sample type | Incentives offered | Additional question sets                                   | Report Sample identified <sup>d</sup> | BCSSE | FSSE |
|------|--------------------|-------------|--------------------|--|---------------------------------------|-------|------|
| 2013 |                    |             |                    |  |                                       |       |      |
| 2014 | Email              | Census      | Yes                | Academic Advising, Council of Public Liberal Arts Colleges | No                                    | No    | No   |
| 2015 |                    |             |                    |  |                                       |       |      |
| 2016 | Email              | Census      | Yes                | Academic Advising  | No                                    | No    | No   |
| 2017 |                    |             |                    |  |                                       |       |      |
| 2018 | Email              | Census      | Yes                | Learning with Tech, FY Experiences / Sr Transitions        | No                                    | No    | No   |
| 2019 |                    |             |                    |  |                                       |       |      |
| 2020 |                    |             |                    |  |                                       |       |      |

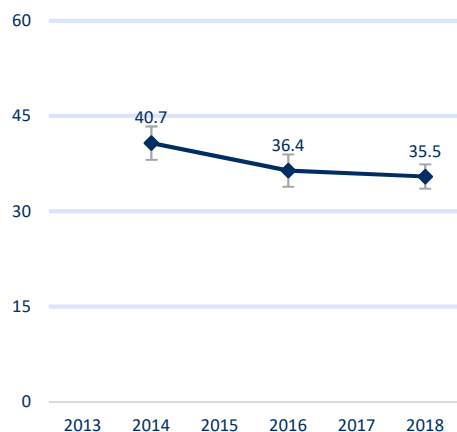
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- 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.
- Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

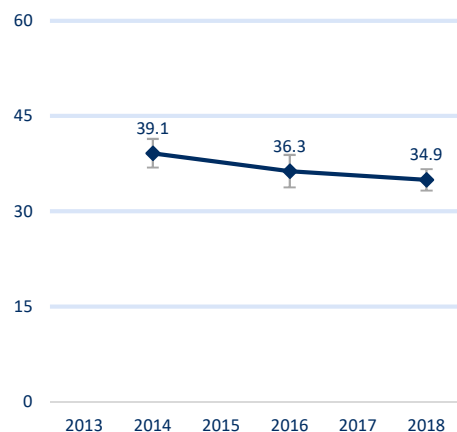
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Academic Challenge: First-year students

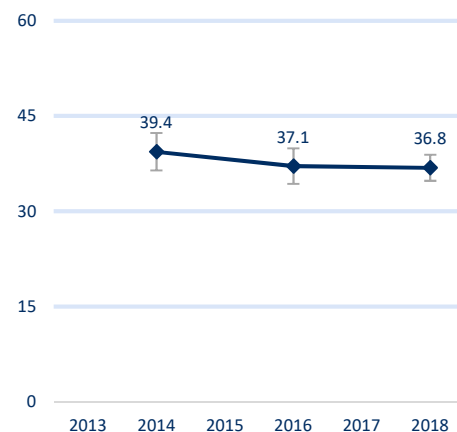
##### Higher-Order Learning



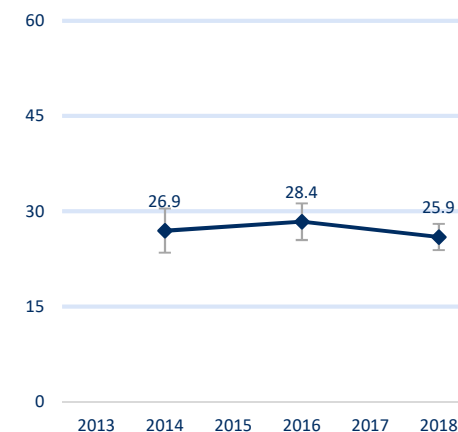
##### Reflective & Integrative Learning



##### Learning Strategies

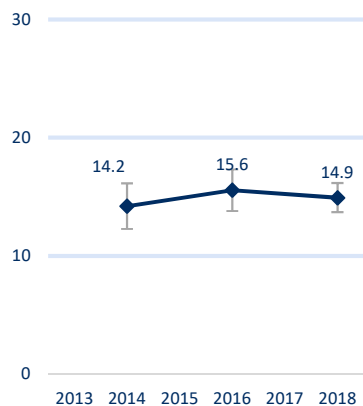


##### Quantitative Reasoning

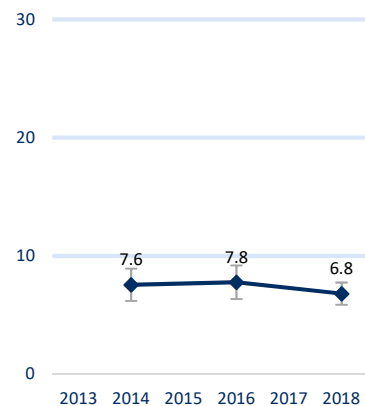


#### Academic Challenge (additional items): First-year students

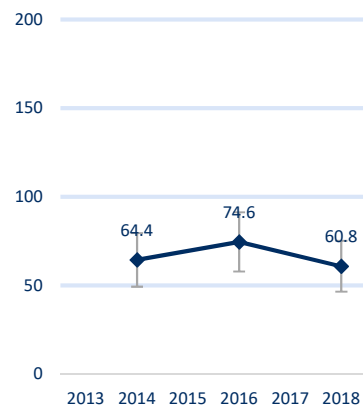
##### Preparing for Class (hrs/wk)



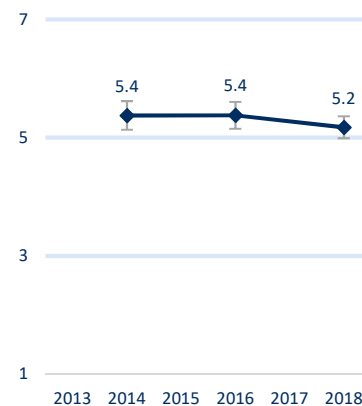
##### Course Reading (hrs/wk)<sup>a</sup>



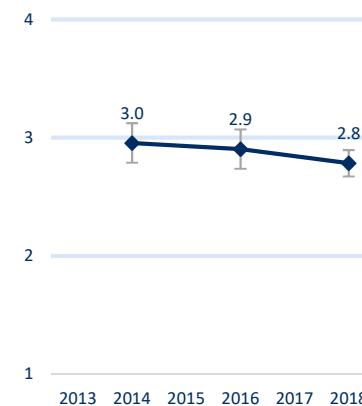
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



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 (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").

# NSSE 2018 Multi-Year Report

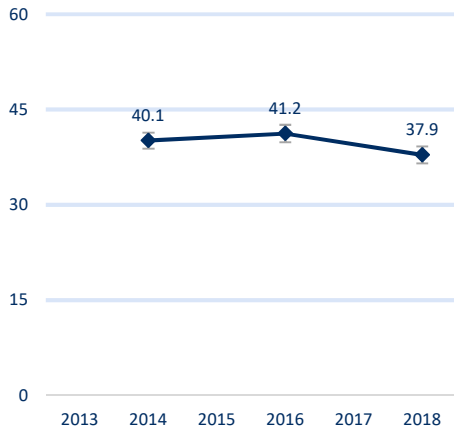
## Engagement Results by Theme

### Southern Oregon University

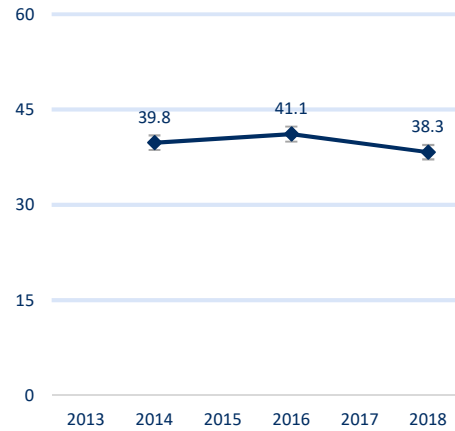
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Academic Challenge: Seniors

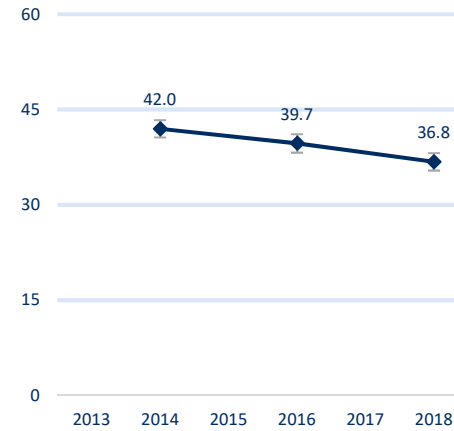
**Higher-Order Learning**



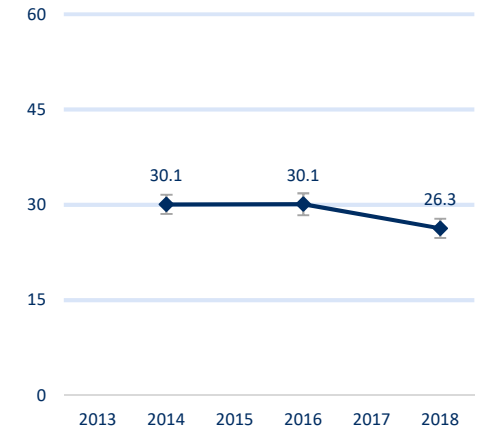
**Reflective & Integrative Learning**



**Learning Strategies**

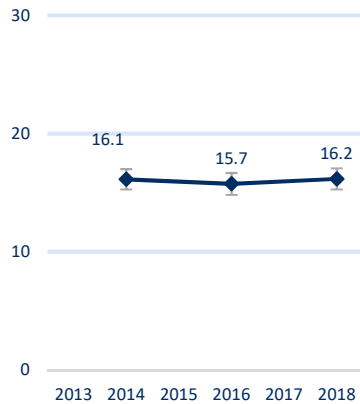


**Quantitative Reasoning**

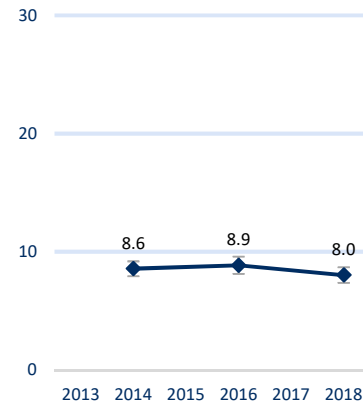


#### Academic Challenge (additional items): Seniors

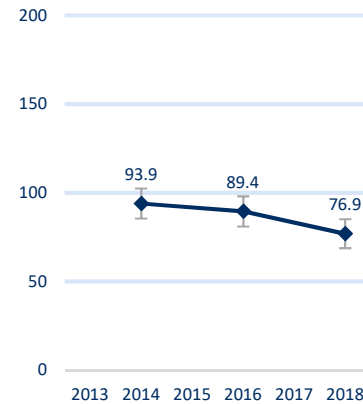
**Preparing for Class (hrs/wk)**



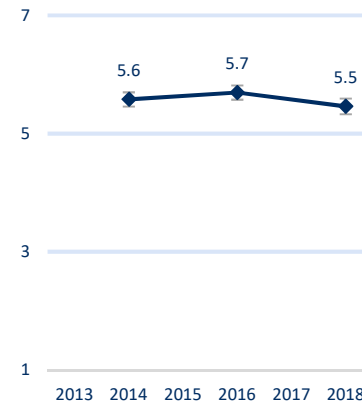
**Course Reading (hrs/wk)<sup>a</sup>**



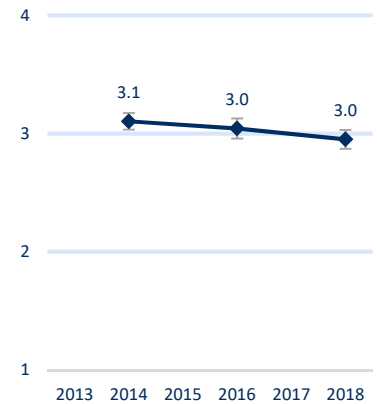
**Assigned Writing (pages)<sup>a</sup>**



**Course Challenge<sup>b</sup>**



**Academic Emphasis<sup>c</sup>**



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

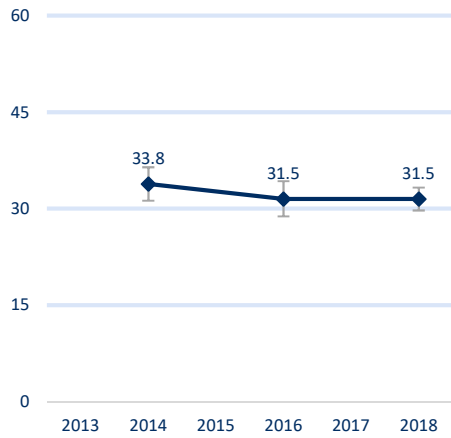
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

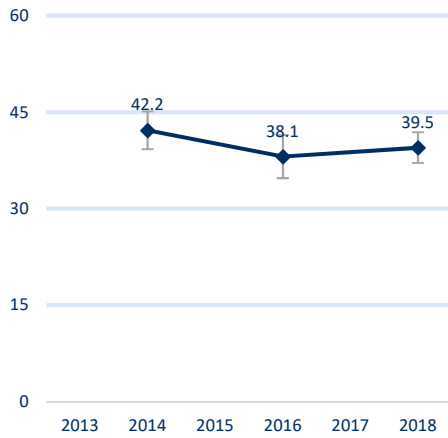
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: First-year students

##### Collaborative Learning

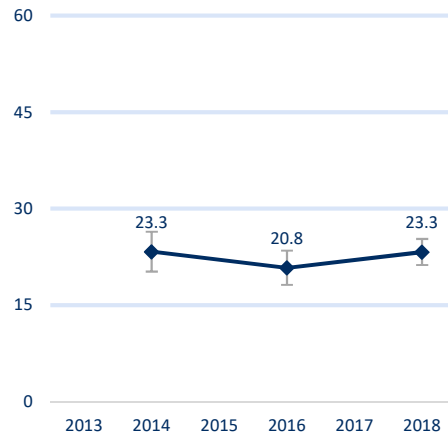


##### Discussions with Diverse Others

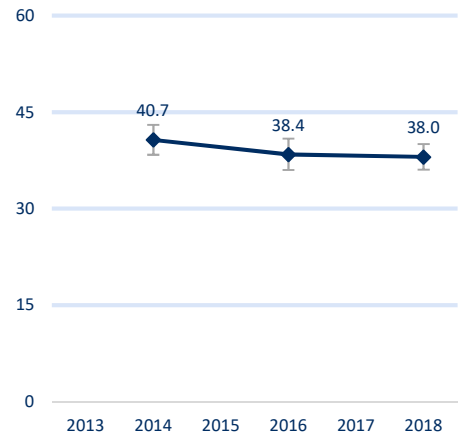


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

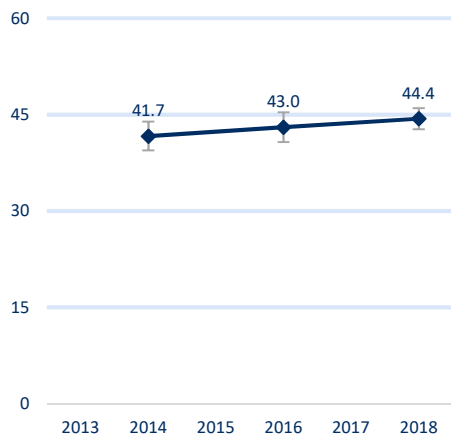


##### Effective Teaching Practices

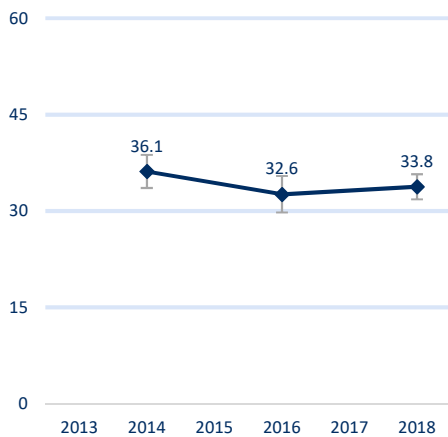


#### Campus Environment: First-year students

##### Quality of Interactions



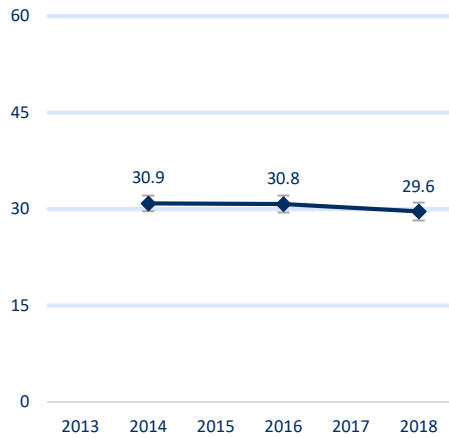
##### Supportive Environment



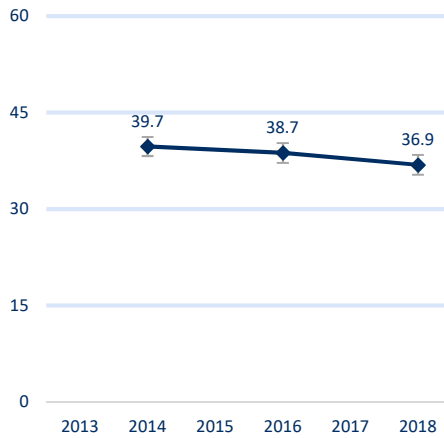
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#### Learning with Peers: Seniors

##### Collaborative Learning

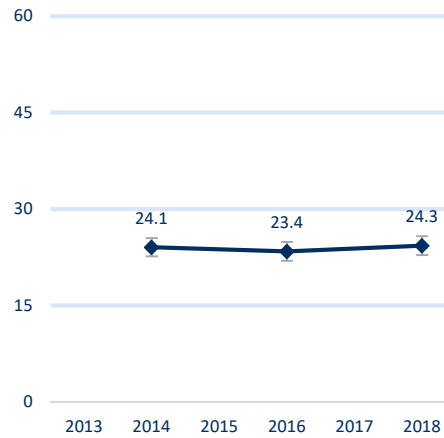


##### Discussions with Diverse Others

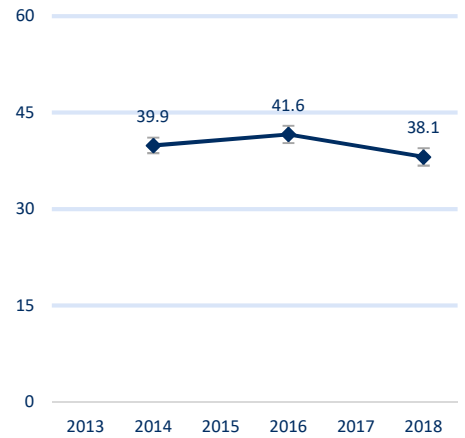


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

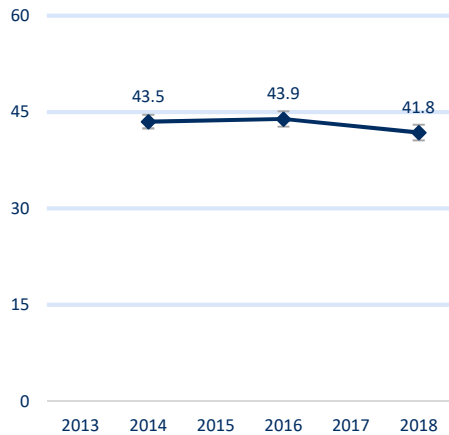


##### Effective Teaching Practices

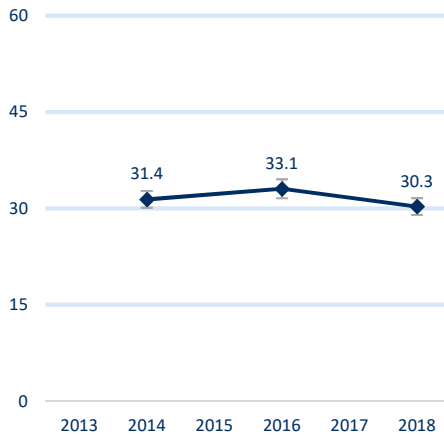


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

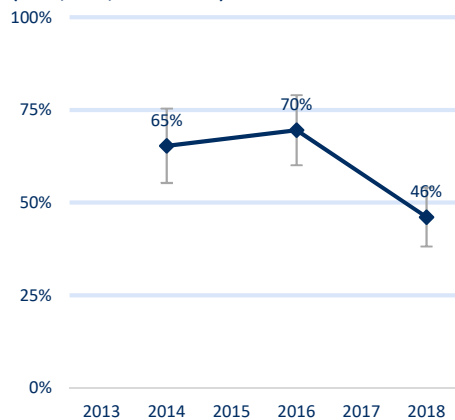


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

### High-Impact Practices: First-year students

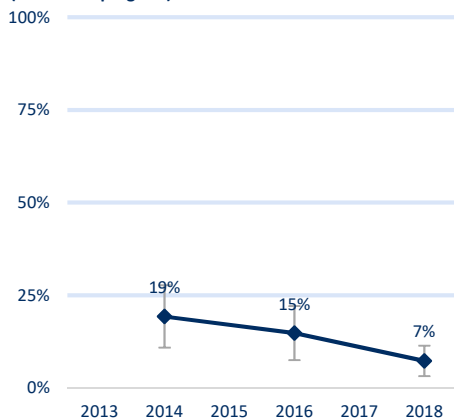
#### Service-Learning

(Some, most, or all courses)



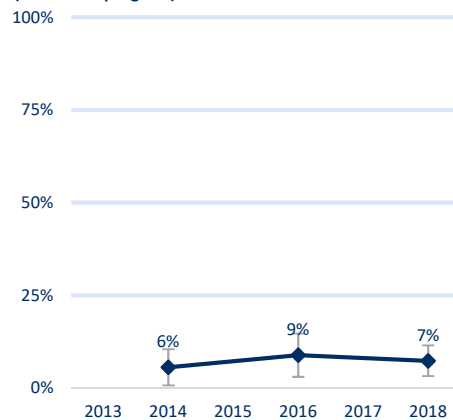
#### Learning Community

(Done or in progress)



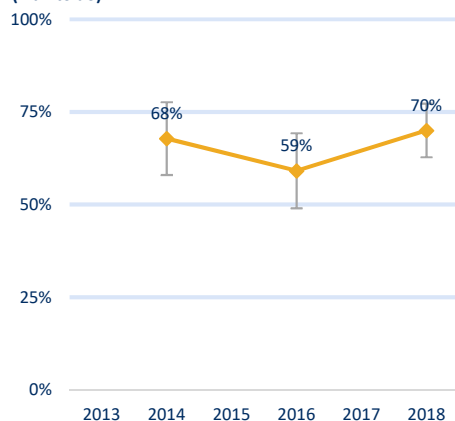
#### Research with Faculty

(Done or in progress)



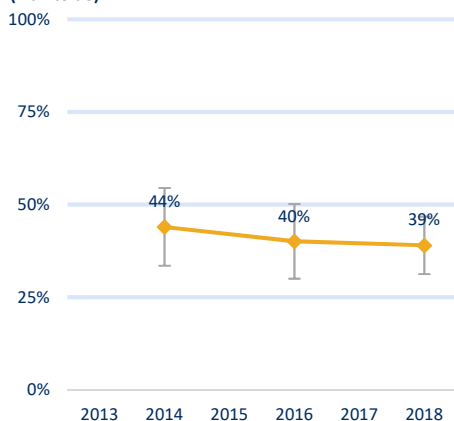
#### Internship/Field Experience

(Plan to do)



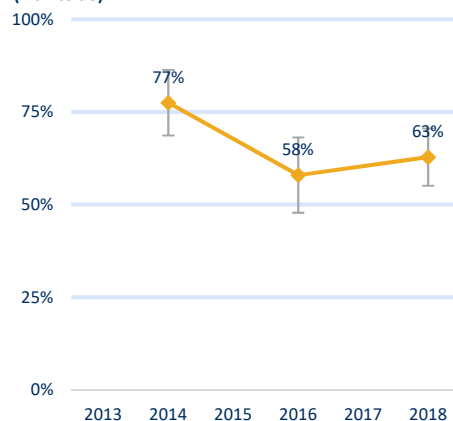
#### Study Abroad

(Plan to do)



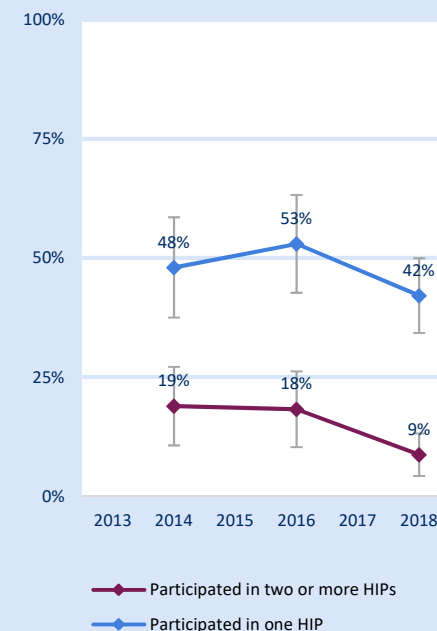
#### Culminating Senior Experience

(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.

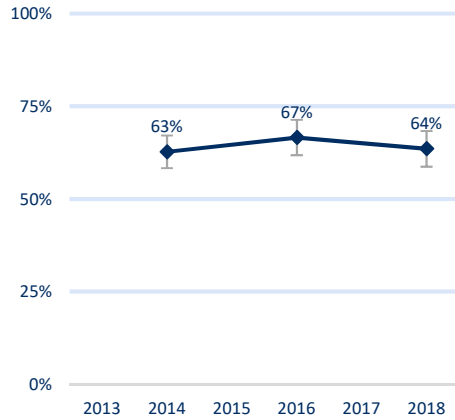


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

### High-Impact Practices: Seniors

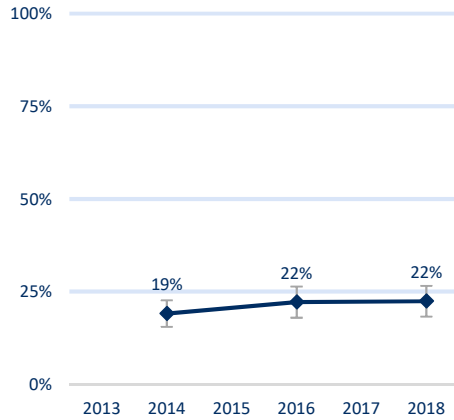
#### Service-Learning

(Some, most, or all courses)



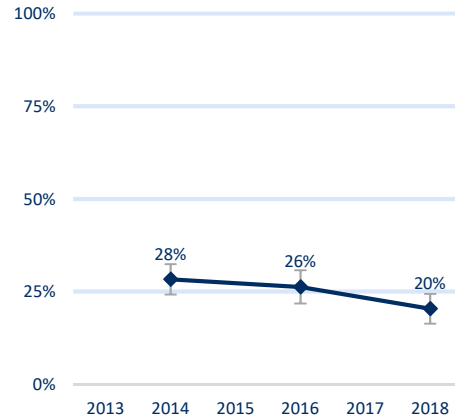
#### Learning Community

(Done or in progress)



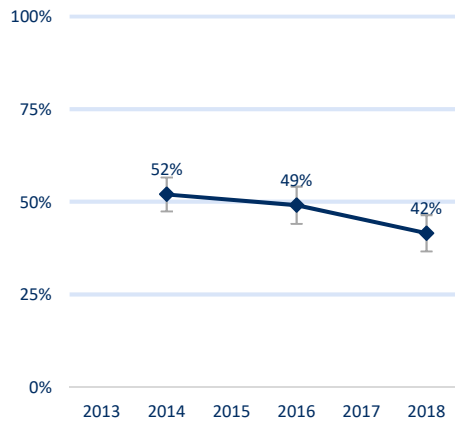
#### Research with Faculty

(Done or in progress)



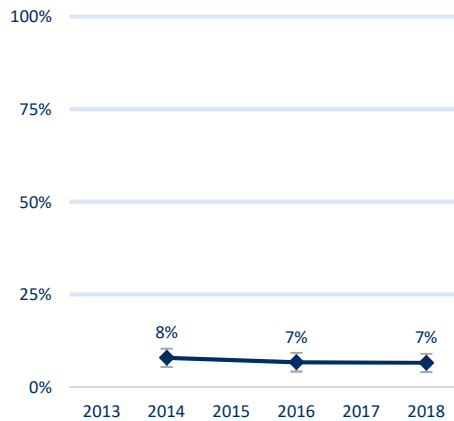
#### Internship/Field Experience

(Done or in progress)



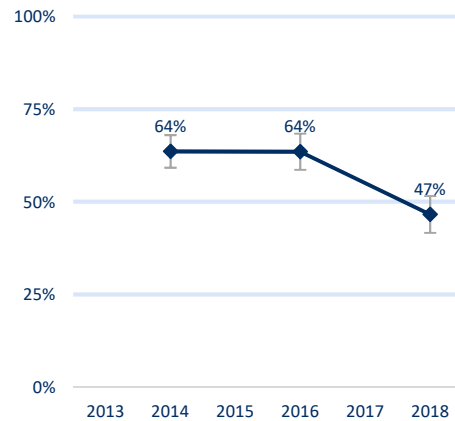
#### Study Abroad

(Done or in progress)



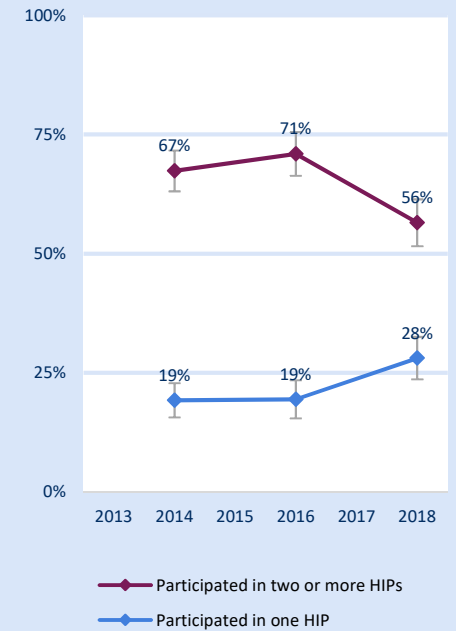
#### Culminating Senior Experience

(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 2018 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>   |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Higher-Order Learning</b>  | Mean           |                     | <b>40.7</b> |      | <b>36.4</b> |      | <b>35.5</b> |      |         |      | <b>40.1</b> |      | <b>41.2</b> |      | <b>37.9</b> |      |      |
|   | n              |                     | 94          |      | 96          |      | 167         |      |         |      | 490         |      | 383         |      | 407         |      |      |
|   | SD             |                     | 13.0        |      | 12.7        |      | 12.6        |      |         |      | 14.2        |      | 13.8        |      | 13.7        |      |      |
|   | SE             |                     | 1.34        |      | 1.30        |      | .98         |      |         |      | .64         |      | .70         |      | .68         |      |      |
|   | CI upper bound |                     | 43.4        |      | 38.9        |      | 37.4        |      |         |      | 41.4        |      | 42.6        |      | 39.2        |      |      |
|   | CI lower bound |                     | 38.1        |      | 33.9        |      | 33.5        |      |         |      | 38.9        |      | 39.8        |      | 36.5        |      |      |
| <hr/>   |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Reflective &amp; Integrative Learning</b>  | Mean           |                     | <b>39.1</b> |      | <b>36.3</b> |      | <b>34.9</b> |      |         |      | <b>39.8</b> |      | <b>41.1</b> |      | <b>38.3</b> |      |      |
|   | n              |                     | 97          |      | 97          |      | 175         |      |         |      | 502         |      | 401         |      | 423         |      |      |
|   | SD             |                     | 11.4        |      | 12.9        |      | 11.5        |      |         |      | 13.1        |      | 12.1        |      | 11.8        |      |      |
|   | SE             |                     | 1.15        |      | 1.31        |      | .87         |      |         |      | .58         |      | .60         |      | .58         |      |      |
|   | CI upper bound |                     | 41.4        |      | 38.9        |      | 36.6        |      |         |      | 40.9        |      | 42.3        |      | 39.4        |      |      |
|   | CI lower bound |                     | 36.9        |      | 33.7        |      | 33.2        |      |         |      | 38.6        |      | 40.0        |      | 37.2        |      |      |
| <hr/>   |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Learning Strategies</b>  | Mean           |                     | <b>39.4</b> |      | <b>37.1</b> |      | <b>36.8</b> |      |         |      | <b>42.0</b> |      | <b>39.7</b> |      | <b>36.8</b> |      |      |
|   | n              |                     | 84          |      | 93          |      | 152         |      |         |      | 452         |      | 366         |      | 384         |      |      |
|   | SD             |                     | 13.8        |      | 13.7        |      | 12.9        |      |         |      | 14.6        |      | 14.2        |      | 13.8        |      |      |
|   | SE             |                     | 1.50        |      | 1.43        |      | 1.05        |      |         |      | .69         |      | .74         |      | .70         |      |      |
|   | CI upper bound |                     | 42.3        |      | 39.9        |      | 38.9        |      |         |      | 43.3        |      | 41.1        |      | 38.2        |      |      |
|   | CI lower bound |                     | 36.4        |      | 34.3        |      | 34.8        |      |         |      | 40.6        |      | 38.2        |      | 35.4        |      |      |
| <hr/>   |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Quantitative Reasoning</b>   | Mean           |                     | <b>26.9</b> |      | <b>28.4</b> |      | <b>25.9</b> |      |         |      | <b>30.1</b> |      | <b>30.1</b> |      | <b>26.3</b> |      |      |
|   | n              |                     | 95          |      | 97          |      | 159         |      |         |      | 499         |      | 393         |      | 393         |      |      |
|   | SD             |                     | 17.4        |      | 14.5        |      | 13.3        |      |         |      | 17.1        |      | 17.3        |      | 15.2        |      |      |
|   | SE             |                     | 1.78        |      | 1.47        |      | 1.06        |      |         |      | .77         |      | .88         |      | .77         |      |      |
|   | CI upper bound |                     | 30.4        |      | 31.2        |      | 28.0        |      |         |      | 31.6        |      | 31.8        |      | 27.8        |      |      |
|   | CI lower bound |                     | 23.5        |      | 25.5        |      | 23.9        |      |         |      | 28.6        |      | 28.4        |      | 24.8        |      |      |
| <hr/>   |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <i>Academic Challenge (additional items)</i>  |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Preparing for Class</b><br>(hours/week)  | Mean           |                     | <b>14.2</b> |      | <b>15.6</b> |      | <b>14.9</b> |      |         |      | <b>16.1</b> |      | <b>15.7</b> |      | <b>16.2</b> |      |      |
|   | n              |                     | 78          |      | 84          |      | 150         |      |         |      | 429         |      | 367         |      | 379         |      |      |
|   | SD             |                     | 8.7         |      | 8.2         |      | 7.7         |      |         |      | 9.1         |      | 9.1         |      | 8.9         |      |      |
|   | SE             |                     | .98         |      | .90         |      | .63         |      |         |      | .44         |      | .47         |      | .46         |      |      |
|   | CI upper bound |                     | 16.1        |      | 17.3        |      | 16.2        |      |         |      | 17.0        |      | 16.7        |      | 17.1        |      |      |
|   | CI lower bound |                     | 12.3        |      | 13.8        |      | 13.7        |      |         |      | 15.3        |      | 14.8        |      | 15.3        |      |      |
| <hr/>   |                |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Course Reading</b><br>Estimated hours per week<br>calculated from two survey<br>questions. | Mean           |                     | <b>7.6</b>  |      | <b>7.8</b>  |      | <b>6.8</b>  |      |         |      | <b>8.6</b>  |      | <b>8.9</b>  |      | <b>8.0</b>  |      |      |
|   | n              |                     | 78          |      | 84          |      | 149         |      |         |      | 426         |      | 365         |      | 374         |      |      |
|   | SD             |                     | 6.1         |      | 6.6         |      | 5.8         |      |         |      | 6.7         |      | 7.1         |      | 6.5         |      |      |
|   | SE             |                     | .70         |      | .73         |      | .48         |      |         |      | .32         |      | .37         |      | .34         |      |      |
|   | CI upper bound |                     | 8.9         |      | 9.2         |      | 7.7         |      |         |      | 9.2         |      | 9.6         |      | 8.7         |      |      |
|   | CI lower bound |                     | 6.2         |      | 6.3         |      | 5.9         |      |         |      | 7.9         |      | 8.1         |      | 7.4         |      |      |

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 2018 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> |  |                       |             |      |             |      |             |      |         |      |             |       |             |      |             |      |      |  |
| <b>Assigned Writing</b>                                 | <i>Mean</i>  |                       | <b>64.4</b> |      | <b>74.6</b> |      | <b>60.8</b> |      |         |      | <b>93.9</b> |       | <b>89.4</b> |      | <b>76.9</b> |      |      |  |
|   | <i>n</i>   |                       | 79          |      | 91          |      | 156         |      |         |      | 417         |       | 357         |      | 390         |      |      |  |
|   | Estimated number of pages calculated from three survey questions.  | <i>SD</i>             |             | 68.6 |             | 81.3 |             | 91.5 |         |      |             | 88.6  |             | 82.1 |             | 81.9 |      |  |
|   |  | <i>SE</i>             |             | 7.71 |             | 8.53 |             | 7.33 |         |      |             | 4.34  |             | 4.34 |             | 4.15 |      |  |
|   |  | <i>CI upper bound</i> |             | 79.5 |             | 91.3 |             | 75.2 |         |      |             | 102.4 |             | 98.0 |             | 85.0 |      |  |
|   |  | <i>CI lower bound</i> |             | 49.3 |             | 57.8 |             | 46.4 |         |      |             | 85.4  |             | 80.9 |             | 68.7 |      |  |
| <b>Course Challenge</b>                                 | <i>Mean</i>  |                       | <b>5.4</b>  |      | <b>5.4</b>  |      | <b>5.2</b>  |      |         |      | <b>5.6</b>  |       | <b>5.7</b>  |      | <b>5.5</b>  |      |      |  |
|   | Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").   | <i>n</i>              |             | 88   |             | 93   |             | 152  |         |      | 460         |       | 375         |      | 387         |      |      |  |
|   |  | <i>SD</i>             |             | 1.2  |             | 1.1  |             | 1.2  |         |      |             | 1.3   |             | 1.2  |             | 1.3  |      |  |
|   |  | <i>SE</i>             |             | .12  |             | .12  |             | .09  |         |      |             | .06   |             | .06  |             | .07  |      |  |
|   |  | <i>CI upper bound</i> |             | 5.6  |             | 5.6  |             | 5.4  |         |      |             | 5.7   |             | 5.8  |             | 5.6  |      |  |
|   |  | <i>CI lower bound</i> |             | 5.1  |             | 5.1  |             | 5.0  |         |      |             | 5.5   |             | 5.6  |             | 5.3  |      |  |
| <b>Academic Emphasis</b>                                | <i>Mean</i>  |                       | <b>3.0</b>  |      | <b>2.9</b>  |      | <b>2.8</b>  |      |         |      | <b>3.1</b>  |       | <b>3.0</b>  |      | <b>3.0</b>  |      |      |  |
|   | 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   |             | 151  |         |      | 431         |       | 373         |      | 386         |      |      |  |
|   |  | <i>SD</i>             |             | 0.8  |             | 0.8  |             | 0.7  |         |      |             | 0.8   |             | 0.8  |             | 0.8  |      |  |
|   |  | <i>SE</i>             |             | .09  |             | .09  |             | .06  |         |      |             | .04   |             | .04  |             | .04  |      |  |
|   |  | <i>CI upper bound</i> |             | 3.1  |             | 3.1  |             | 2.9  |         |      |             | 3.2   |             | 3.1  |             | 3.0  |      |  |
|   |  | <i>CI lower bound</i> |             | 2.8  |             | 2.7  |             | 2.7  |         |      |             | 3.0   |             | 3.0  |             | 2.9  |      |  |
| <i>Learning with Peers</i>                              |  |                       |             |      |             |      |             |      |         |      |             |       |             |      |             |      |      |  |
| <b>Collaborative Learning</b>                           | <i>Mean</i>  |                       | <b>33.8</b> |      | <b>31.5</b> |      | <b>31.5</b> |      |         |      | <b>30.9</b> |       | <b>30.8</b> |      | <b>29.6</b> |      |      |  |
|   |  | <i>n</i>              |             | 101  |             | 99   |             | 181  |         |      | 501         |       | 397         |      | 430         |      |      |  |
|   |  | <i>SD</i>             |             | 13.4 |             | 13.9 |             | 12.3 |         |      |             | 13.8  |             | 13.5 |             | 14.7 |      |  |
|   |  | <i>SE</i>             |             | 1.33 |             | 1.40 |             | .91  |         |      |             | .62   |             | .68  |             | .71  |      |  |
|   |  | <i>CI upper bound</i> |             | 36.4 |             | 34.3 |             | 33.3 |         |      |             | 32.1  |             | 32.1 |             | 31.0 |      |  |
|   |  | <i>CI lower bound</i> |             | 31.2 |             | 28.8 |             | 29.7 |         |      |             | 29.7  |             | 29.5 |             | 28.2 |      |  |
| <b>Discussions with Diverse Others</b>                  | <i>Mean</i>  |                       | <b>42.2</b> |      | <b>38.1</b> |      | <b>39.5</b> |      |         |      | <b>39.7</b> |       | <b>38.7</b> |      | <b>36.9</b> |      |      |  |
|   |  | <i>n</i>              |             | 89   |             | 94   |             | 155  |         |      | 456         |       | 376         |      | 391         |      |      |  |
|   |  | <i>SD</i>             |             | 14.2 |             | 16.6 |             | 15.2 |         |      |             | 16.1  |             | 15.2 |             | 15.7 |      |  |
|   |  | <i>SE</i>             |             | 1.50 |             | 1.71 |             | 1.22 |         |      |             | .75   |             | .78  |             | .79  |      |  |
|   |  | <i>CI upper bound</i> |             | 45.1 |             | 41.4 |             | 41.9 |         |      |             | 41.2  |             | 40.3 |             | 38.4 |      |  |
|   |  | <i>CI lower bound</i> |             | 39.2 |             | 34.7 |             | 37.1 |         |      |             | 38.3  |             | 37.2 |             | 35.3 |      |  |

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 2018 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>     |                       |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Student-Faculty Interaction</b>  | <i>Mean</i>           |                     | <b>23.3</b> |      | <b>20.8</b> |      | <b>23.3</b> |      |         |      | <b>24.1</b> |      | <b>23.4</b> |      | <b>24.3</b> |      |      |
|                                     | <i>n</i>              |                     | 95          |      | 96          |      | 169         |      |         |      | 492         |      | 391         |      | 415         |      |      |
|                                     | <i>SD</i>             |                     | 15.4        |      | 13.3        |      | 13.5        |      |         |      | 15.9        |      | 14.7        |      | 15.3        |      |      |
|                                     | <i>SE</i>             |                     | 1.58        |      | 1.36        |      | 1.03        |      |         |      | .72         |      | .74         |      | .75         |      |      |
|                                     | <i>CI upper bound</i> |                     | 26.4        |      | 23.4        |      | 25.3        |      |         |      | 25.5        |      | 24.9        |      | 25.8        |      |      |
|                                     | <i>CI lower bound</i> |                     | 20.2        |      | 18.1        |      | 21.2        |      |         |      | 22.7        |      | 21.9        |      | 22.8        |      |      |
| <hr/>                               |                       |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Effective Teaching Practices</b> | <i>Mean</i>           |                     | <b>40.7</b> |      | <b>38.4</b> |      | <b>38.0</b> |      |         |      | <b>39.9</b> |      | <b>41.6</b> |      | <b>38.1</b> |      |      |
|                                     | <i>n</i>              |                     | 97          |      | 97          |      | 165         |      |         |      | 501         |      | 395         |      | 404         |      |      |
|                                     | <i>SD</i>             |                     | 11.6        |      | 12.2        |      | 13.1        |      |         |      | 13.7        |      | 13.5        |      | 13.9        |      |      |
|                                     | <i>SE</i>             |                     | 1.18        |      | 1.24        |      | 1.02        |      |         |      | .61         |      | .68         |      | .69         |      |      |
|                                     | <i>CI upper bound</i> |                     | 43.0        |      | 40.9        |      | 40.0        |      |         |      | 41.1        |      | 42.9        |      | 39.5        |      |      |
|                                     | <i>CI lower bound</i> |                     | 38.4        |      | 36.0        |      | 36.0        |      |         |      | 38.7        |      | 40.3        |      | 36.7        |      |      |
| <hr/>                               |                       |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <i>Campus Environment</i>           |                       |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Quality of Interactions</b>      | <i>Mean</i>           |                     | <b>41.7</b> |      | <b>43.0</b> |      | <b>44.4</b> |      |         |      | <b>43.5</b> |      | <b>43.9</b> |      | <b>41.8</b> |      |      |
|                                     | <i>n</i>              |                     | 83          |      | 89          |      | 151         |      |         |      | 433         |      | 363         |      | 361         |      |      |
|                                     | <i>SD</i>             |                     | 10.4        |      | 11.1        |      | 10.3        |      |         |      | 11.3        |      | 11.5        |      | 11.8        |      |      |
|                                     | <i>SE</i>             |                     | 1.14        |      | 1.18        |      | .84         |      |         |      | .54         |      | .61         |      | .62         |      |      |
|                                     | <i>CI upper bound</i> |                     | 43.9        |      | 45.3        |      | 46.0        |      |         |      | 44.6        |      | 45.1        |      | 43.0        |      |      |
|                                     | <i>CI lower bound</i> |                     | 39.4        |      | 40.7        |      | 42.7        |      |         |      | 42.5        |      | 42.7        |      | 40.6        |      |      |
| <hr/>                               |                       |                     |             |      |             |      |             |      |         |      |             |      |             |      |             |      |      |
| <b>Supportive Environment</b>       | <i>Mean</i>           |                     | <b>36.1</b> |      | <b>32.6</b> |      | <b>33.8</b> |      |         |      | <b>31.4</b> |      | <b>33.1</b> |      | <b>30.3</b> |      |      |
|                                     | <i>n</i>              |                     | 80          |      | 83          |      | 150         |      |         |      | 428         |      | 370         |      | 382         |      |      |
|                                     | <i>SD</i>             |                     | 11.7        |      | 13.2        |      | 12.2        |      |         |      | 13.8        |      | 14.5        |      | 13.0        |      |      |
|                                     | <i>SE</i>             |                     | 1.31        |      | 1.45        |      | 1.00        |      |         |      | .67         |      | .75         |      | .66         |      |      |
|                                     | <i>CI upper bound</i> |                     | 38.7        |      | 35.4        |      | 35.7        |      |         |      | 32.7        |      | 34.5        |      | 31.6        |      |      |
|                                     | <i>CI lower bound</i> |                     | 33.6        |      | 29.7        |      | 31.8        |      |         |      | 30.1        |      | 31.6        |      | 29.0        |      |      |

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).

|   |                           | First-year students |           |      |           |      |           |      | Seniors |      |           |      |           |      |           |      |      |
|---|---------------------------|---------------------|-----------|------|-----------|------|-----------|------|---------|------|-----------|------|-----------|------|-----------|------|------|
|   |                           | 2013                | 2014      | 2015 | 2016      | 2017 | 2018      | 2019 | 2020    | 2013 | 2014      | 2015 | 2016      | 2017 | 2018      | 2019 | 2020 |
| <b>Service-Learning<sup>a</sup></b>   | %                         |                     | <b>65</b> |      | <b>70</b> |      | <b>46</b> |      |         |      | <b>63</b> |      | <b>67</b> |      | <b>64</b> |      |      |
|   | <i>n</i>                  |                     | 88        |      | 92        |      | 152       |      |         |      | 458       |      | 376       |      | 384       |      |      |
|   | <i>SE</i>                 |                     | 5.1       |      | 4.8       |      | 4.1       |      |         |      | 2.3       |      | 2.4       |      | 2.5       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 75        |      | 79        |      | 54        |      |         |      | 67        |      | 71        |      | 68        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 55        |      | 60        |      | 38        |      |         |      | 58        |      | 62        |      | 59        |      |      |
| <b>Learning Community<sup>a</sup></b>   | %                         |                     | <b>19</b> |      | <b>15</b> |      | <b>7</b>  |      |         |      | <b>19</b> |      | <b>22</b> |      | <b>22</b> |      |      |
|   | <i>n</i>                  |                     | 85        |      | 92        |      | 154       |      |         |      | 458       |      | 378       |      | 390       |      |      |
|   | <i>SE</i>                 |                     | 4.3       |      | 3.7       |      | 2.1       |      |         |      | 1.8       |      | 2.1       |      | 2.1       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 28        |      | 22        |      | 11        |      |         |      | 23        |      | 26        |      | 27        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 11        |      | 7         |      | 3         |      |         |      | 15        |      | 18        |      | 18        |      |      |
| <b>Research with Faculty<sup>a</sup></b>  | %                         |                     | <b>6</b>  |      | <b>9</b>  |      | <b>7</b>  |      |         |      | <b>28</b> |      | <b>26</b> |      | <b>20</b> |      |      |
|   | <i>n</i>                  |                     | 85        |      | 91        |      | 153       |      |         |      | 458       |      | 374       |      | 390       |      |      |
|   | <i>SE</i>                 |                     | 2.5       |      | 3.0       |      | 2.1       |      |         |      | 2.1       |      | 2.3       |      | 2.0       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 10        |      | 15        |      | 11        |      |         |      | 32        |      | 31        |      | 24        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 1         |      | 3         |      | 3         |      |         |      | 24        |      | 22        |      | 16        |      |      |
| <b>Internship or Field Experience<sup>b</sup></b><br>(First-year results: Plan to do) | %                         |                     | <b>68</b> |      | <b>59</b> |      | <b>70</b> |      |         |      | <b>52</b> |      | <b>49</b> |      | <b>42</b> |      |      |
|   | <i>n</i>                  |                     | 88        |      | 92        |      | 155       |      |         |      | 459       |      | 379       |      | 388       |      |      |
|   | <i>SE</i>                 |                     | 5.0       |      | 5.2       |      | 3.7       |      |         |      | 2.3       |      | 2.6       |      | 2.5       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 78        |      | 69        |      | 77        |      |         |      | 57        |      | 54        |      | 46        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 58        |      | 49        |      | 63        |      |         |      | 47        |      | 44        |      | 37        |      |      |
| <b>Study Abroad<sup>b</sup></b><br>(First-year results: Plan to do)                   | %                         |                     | <b>44</b> |      | <b>40</b> |      | <b>39</b> |      |         |      | <b>8</b>  |      | <b>7</b>  |      | <b>7</b>  |      |      |
|   | <i>n</i>                  |                     | 87        |      | 92        |      | 154       |      |         |      | 459       |      | 378       |      | 390       |      |      |
|   | <i>SE</i>                 |                     | 5.4       |      | 5.1       |      | 3.9       |      |         |      | 1.3       |      | 1.3       |      | 1.3       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 54        |      | 50        |      | 47        |      |         |      | 10        |      | 9         |      | 9         |      |      |
|   | <i>CI lower bound (%)</i> |                     | 33        |      | 30        |      | 31        |      |         |      | 5         |      | 4         |      | 4         |      |      |
| <b>Culminating Senior Experience<sup>b</sup></b><br>(First-year results: Plan to do)  | %                         |                     | <b>77</b> |      | <b>58</b> |      | <b>63</b> |      |         |      | <b>64</b> |      | <b>64</b> |      | <b>47</b> |      |      |
|   | <i>n</i>                  |                     | 87        |      | 92        |      | 151       |      |         |      | 460       |      | 378       |      | 387       |      |      |
|   | <i>SE</i>                 |                     | 4.5       |      | 5.2       |      | 3.9       |      |         |      | 2.2       |      | 2.5       |      | 2.5       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 86        |      | 68        |      | 71        |      |         |      | 68        |      | 68        |      | 52        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 69        |      | 48        |      | 55        |      |         |      | 59        |      | 59        |      | 42        |      |      |
| <b>Overall HIP Participation<sup>c</sup></b>  |                           |                     |           |      |           |      |           |      |         |      |           |      |           |      |           |      |      |
| <b>Participated in one HIP</b>  | %                         |                     | <b>48</b> |      | <b>53</b> |      | <b>42</b> |      |         |      | <b>19</b> |      | <b>19</b> |      | <b>28</b> |      |      |
|   | <i>n</i>                  |                     | 88        |      | 92        |      | 154       |      |         |      | 463       |      | 379       |      | 391       |      |      |
|   | <i>SE</i>                 |                     | 5.4       |      | 5.2       |      | 4.0       |      |         |      | 1.8       |      | 2.0       |      | 2.3       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 59        |      | 63        |      | 50        |      |         |      | 23        |      | 23        |      | 33        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 38        |      | 43        |      | 34        |      |         |      | 16        |      | 15        |      | 24        |      |      |
| <b>Participated in two or more HIPs</b>   | %                         |                     | <b>19</b> |      | <b>18</b> |      | <b>9</b>  |      |         |      | <b>67</b> |      | <b>71</b> |      | <b>56</b> |      |      |
|   | <i>n</i>                  |                     | 88        |      | 92        |      | 154       |      |         |      | 463       |      | 379       |      | 391       |      |      |
|   | <i>SE</i>                 |                     | 4.2       |      | 4.1       |      | 2.3       |      |         |      | 2.2       |      | 2.3       |      | 2.5       |      |      |
|   | <i>CI upper bound (%)</i> |                     | 27        |      | 26        |      | 13        |      |         |      | 72        |      | 76        |      | 61        |      |      |
|   | <i>CI lower bound (%)</i> |                     | 11        |      | 10        |      | 4         |      |         |      | 63        |      | 66        |      | 52        |      |      |

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; 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.

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# **NSSE 2018 Topical Module Report**

## **Learning with Technology**

Southern Oregon University

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## About This Topical Module

Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on usage, contribution to learning, and perceptions of institutional support. This module complements questions on the core survey about learning with peers, quality of interactions with others, and institutional emphasis on academic support. 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 'Learning with Tech' column of this report.

|  |  |
|--|--|
| Group label                                | Learning with Tech   |
| Date submitted                             | 5/23/18  |
| How was this comparison group constructed? | Your institution retained the default comparison group (all module participants).                                      |
| Group description                          | All other current- and prior-year (if applicable) NSSE institutions who administered module "Learning with Technology" |

## Learning with Tech (N=38)

|  |   |
|--|---|
| Albany College of Pharmacy and Health Sciences (Albany, NY)* | University of Southern Maine (Portland, ME)*            |
| Bacone College (Muskogee, OK)                                | University of the District of Columbia (Washington, DC) |
| Brock University (St. Catharines, ON)*                       | Ursuline College (Pepper Pike, OH)                      |
| Centenary College of Louisiana (Shreveport, LA)*             | Valley City State University (Valley City, ND)*         |
| Central Methodist University (Fayette, MO)                   | Vancouver Island University (Nanaimo, BC)               |
| Coker College (Hartsville, SC)                               | Whitworth University (Spokane, WA)*                     |
| Colorado State University-Pueblo (Pueblo, CO)                | William Jewell College (Liberty, MO)                    |
| D'Youville College (Buffalo, NY)                             | York College of Pennsylvania (York, PA)                 |
| Delaware State University (Dover, DE)*                       |   |
| Florida Southern College (Lakeland, FL)                      |   |
| Gwynedd Mercy University (Gwynedd Valley, PA)                |   |
| Jackson State University (Jackson, MS)                       |   |
| Jacksonville State University (Jacksonville, AL)             |   |
| James Madison University (Harrisonburg, VA)*                 |   |
| Keuka College (Keuka Park, NY)                               |   |
| Lawrence Technological University (Southfield, MI)*          |   |
| Lubbock Christian University (Lubbock, TX)*                  |   |
| Midland University (Fremont, NE)*                            |   |
| Molloy College (Rockville Centre, NY)                        |   |
| National University (La Jolla, CA)                           |   |
| New York Institute of Technology (Old Westbury, NY)*         |   |
| Olivet Nazarene University (Bourbonnais, IL)                 |   |
| Pacific Lutheran University (Tacoma, WA)*                    |   |
| Saint Vincent College (Latrobe, PA)*                         |   |
| Shenandoah University (Winchester, VA)                       |   |
| South Dakota State University (Brookings, SD)                |   |
| SUNY College of Technology at Alfred (Alfred, NY)*           |   |
| Thomas More College (Crestview Hills, KY)*                   |   |
| University of Puget Sound (Tacoma, WA)*                      |   |
| University of South Carolina Upstate (Spartanburg, SC)       |   |

## First-Year Students

| Item wording or description   | Variable name | Values <sup>c</sup> | Response options          | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|---|---------------|---------------------|---------------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|   |               |                     |                           | SOU                                  |     | Learning with Tech |     | SOU                                  | Learning with Tech | Effect size <sup>d</sup> |
|   |               |                     |                           | Count                                | %   | Count              | %   | Mean                                 | Mean               |                          |
| <b>1. During the current school year, how much has your use of technology contributed to the following:</b>             |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
| a. Your understanding of course materials and ideas   | TEC01a        | 1                   | Very little               | 2                                    | 2   | 136                | 2   | <b>3.2</b>                           | 3.2                | .04                      |
|   |               | 2                   | Some                      | 18                                   | 12  | 938                | 16  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 71                                   | 49  | 2,516              | 43  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 57                                   | 37  | 2,248              | 39  |                                      |                    |                          |
|   |               |                     | Total                     | 148                                  | 100 | 5,838              | 100 |                                      |                    |                          |
| b. Demonstrating your understanding of course content   | TEC01b        | 1                   | Very little               | 4                                    | 4   | 154                | 3   | <b>3.1</b>                           | 3.1                | -.02                     |
|   |               | 2                   | Some                      | 27                                   | 19  | 1,117              | 19  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 68                                   | 47  | 2,719              | 47  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 47                                   | 31  | 1,818              | 32  |                                      |                    |                          |
|   |               |                     | Total                     | 146                                  | 100 | 5,808              | 100 |                                      |                    |                          |
| c. Learning, studying, or completing coursework <i>on your own</i>  | TEC01c        | 1                   | Very little               | 1                                    | 1   | 80                 | 2   | <b>3.4</b>                           | 3.4                | .05                      |
|   |               | 2                   | Some                      | 17                                   | 12  | 599                | 11  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 50                                   | 35  | 2,311              | 39  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 80                                   | 53  | 2,837              | 49  |                                      |                    |                          |
|   |               |                     | Total                     | 148                                  | 100 | 5,827              | 100 |                                      |                    |                          |
| d. Learning, studying, or completing coursework <i>with other students</i>  | TEC01d        | 1                   | Very little               | 10                                   | 8   | 447                | 8   | <b>2.9</b>                           | 2.9                | .03                      |
|   |               | 2                   | Some                      | 38                                   | 26  | 1,379              | 24  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 48                                   | 32  | 2,241              | 38  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 52                                   | 34  | 1,768              | 30  |                                      |                    |                          |
|   |               |                     | Total                     | 148                                  | 100 | 5,835              | 100 |                                      |                    |                          |
| e. Distracting you from completing your coursework  | TEC01e        | 1                   | Very little               | 14                                   | 10  | 724                | 13  | <b>2.6</b>                           | 2.6                | .09                      |
|   |               | 2                   | Some                      | 51                                   | 36  | 2,228              | 38  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 54                                   | 35  | 1,778              | 30  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 28                                   | 19  | 1,106              | 19  |                                      |                    |                          |
|   |               |                     | Total                     | 147                                  | 100 | 5,836              | 100 |                                      |                    |                          |
| <b>2. During the current school year, how much have your courses improved your understanding and use of technology?</b> |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
|   | TEC02         | 1                   | Very little               | 27                                   | 18  | 919                | 16  | <b>2.4</b>                           | 2.5                | -.12                     |
|   |               | 2                   | Some                      | 57                                   | 40  | 2,119              | 36  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 44                                   | 30  | 1,876              | 32  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 19                                   | 13  | 897                | 16  |                                      |                    |                          |
|   |               |                     | Total                     | 147                                  | 100 | 5,811              | 100 |                                      |                    |                          |
| <b>3. During the current school year, about how often have you used the following technologies in your courses?</b>     |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
| a. Electronic textbooks   | TEC03a        | 1                   | Never                     | 36                                   | 24  | 1,679              | 28  | <b>2.3</b>                           | 2.2                | .03                      |
|   |               | 2                   | Sometimes                 | 53                                   | 37  | 2,030              | 35  |                                      |                    |                          |
|   |               | 3                   | Often                     | 35                                   | 24  | 1,269              | 22  |                                      |                    |                          |
|   |               | 4                   | Very often                | 21                                   | 13  | 813                | 14  |                                      |                    |                          |
|   |               | —                   | I don't know what this is | 3                                    | 3   | 50                 | 1   |                                      |                    |                          |
|   |               |                     | Total                     | 148                                  | 100 | 5,841              | 100 |                                      |                    |                          |
| b. Online portfolios or e-portfolios  | TEC03b        | 1                   | Never                     | 54                                   | 37  | 2,546              | 44  | <b>1.8</b>                           | 1.8                | .03                      |
|   |               | 2                   | Sometimes                 | 42                                   | 30  | 1,409              | 24  |                                      |                    |                          |
|   |               | 3                   | Often                     | 14                                   | 9   | 650                | 12  |                                      |                    |                          |
|   |               | 4                   | Very often                | 9                                    | 5   | 319                | 6   |                                      |                    |                          |
|   |               | —                   | I don't know what this is | 28                                   | 19  | 910                | 15  |                                      |                    |                          |
|   |               |                     | Total                     | 147                                  | 100 | 5,834              | 100 |                                      |                    |                          |

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

## First-Year Students

| Item wording or description  | Variable name | Values <sup>c</sup>  | Response options          | Frequency Distributions <sup>a</sup> |       |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|--|---------------|----------------------|---------------------------|--------------------------------------|-------|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|  |               |                      |                           | SOU                                  |       | Learning with Tech |     | SOU                                  | Learning with Tech |                          |
|  |               |                      |                           | Count                                | %     | Count              | %   | Mean                                 | Mean               | Effect size <sup>d</sup> |
| c. Blogs   | TEC03c        | 1                    | Never                     | 101                                  | 68    | 3,879              | 66  | <b>1.4</b>                           | 1.5                | -.12                     |
|  |               | 2                    | Sometimes                 | 36                                   | 25    | 1,271              | 22  |                                      |                    |                          |
|  |               | 3                    | Often                     | 6                                    | 4     | 391                | 7   |                                      |                    |                          |
|  |               | 4                    | Very often                | 2                                    | 1     | 204                | 3   |                                      |                    |                          |
|  |               | —                    | I don't know what this is | 3                                    | 2     | 84                 | 2   |                                      |                    |                          |
|  |               | Total                |                           | 148                                  | 100   | 5,829              | 100 |                                      |                    |                          |
| d. Collaborative editing software (Wikis, Google Docs, etc.)   | TEC03d        | 1                    | Never                     | 11                                   | 8     | 923                | 17  | <b>2.9</b>                           | 2.5 ***            | .37                      |
|  |               | 2                    | Sometimes                 | 36                                   | 26    | 1,915              | 33  |                                      |                    |                          |
|  |               | 3                    | Often                     | 47                                   | 30    | 1,663              | 28  |                                      |                    |                          |
|  |               | 4                    | Very often                | 53                                   | 35    | 1,292              | 21  |                                      |                    |                          |
|  |               | —                    | I don't know what this is | 1                                    | 1     | 40                 | 1   |                                      |                    |                          |
|  |               | Total                |                           | 148                                  | 100   | 5,833              | 100 |                                      |                    |                          |
| e. Multimedia software (drawing, audio or video production, editing, etc.)   | TEC03e        | 1                    | Never                     | 89                                   | 59    | 3,157              | 53  | <b>1.6</b>                           | 1.7                | -.13                     |
|  |               | 2                    | Sometimes                 | 32                                   | 22    | 1,486              | 26  |                                      |                    |                          |
|  |               | 3                    | Often                     | 16                                   | 12    | 715                | 12  |                                      |                    |                          |
|  |               | 4                    | Very often                | 7                                    | 5     | 394                | 7   |                                      |                    |                          |
|  |               | —                    | I don't know what this is | 4                                    | 3     | 70                 | 1   |                                      |                    |                          |
|  |               | Total                |                           | 148                                  | 100   | 5,822              | 100 |                                      |                    |                          |
| f. Social networking (Facebook, Twitter, etc.)   | TEC03f        | 1                    | Never                     | 82                                   | 55    | 2,264              | 39  | <b>1.7</b>                           | 2.1 ***            | -.37                     |
|  |               | 2                    | Sometimes                 | 41                                   | 29    | 1,658              | 28  |                                      |                    |                          |
|  |               | 3                    | Often                     | 12                                   | 9     | 938                | 16  |                                      |                    |                          |
|  |               | 4                    | Very often                | 11                                   | 7     | 955                | 16  |                                      |                    |                          |
|  |               | —                    | I don't know what this is | 0                                    | 0     | 20                 | 1   |                                      |                    |                          |
|  |               | Total                |                           | 146                                  | 100   | 5,835              | 100 |                                      |                    |                          |
| g. Mobile computing (handheld devices such as smartphones, tablets, etc.)  | TEC03g        | 1                    | Never                     | 15                                   | 9     | 777                | 14  | <b>2.6</b>                           | 2.7                | -.03                     |
|  |               | 2                    | Sometimes                 | 59                                   | 40    | 1,933              | 33  |                                      |                    |                          |
|  |               | 3                    | Often                     | 41                                   | 28    | 1,510              | 26  |                                      |                    |                          |
|  |               | 4                    | Very often                | 33                                   | 23    | 1,596              | 27  |                                      |                    |                          |
|  |               | —                    | I don't know what this is | 0                                    | 0     | 14                 | 0   |                                      |                    |                          |
|  |               | Total                |                           | 148                                  | 100   | 5,830              | 100 |                                      |                    |                          |
| <b>4. During the current school year, about how often have you used technology to communicate with the following people?</b> |               |                      |                           |                                      |       |                    |     |                                      |                    |                          |
| a. Students  | TEC04a        | 1                    | Never                     | 0                                    | 0     | 93                 | 2   | <b>3.5</b>                           | 3.4                | .09                      |
|  |               | 2                    | Sometimes                 | 11                                   | 8     | 648                | 12  |                                      |                    |                          |
|  |               | 3                    | Often                     | 44                                   | 32    | 1,443              | 25  |                                      |                    |                          |
|  |               | 4                    | Very often                | 91                                   | 60    | 3,643              | 61  |                                      |                    |                          |
|  |               | Total                |                           | 146                                  | 100   | 5,827              | 100 |                                      |                    |                          |
|  |               | b. Academic advisors | TEC04b                    | 1                                    | Never | 16                 | 10  |                                      |                    |                          |
| 2  | Sometimes     |                      |                           | 43                                   | 32    | 1,979              | 35  |                                      |                    |                          |
| 3  | Often         |                      |                           | 51                                   | 34    | 1,842              | 31  |                                      |                    |                          |
| 4  | Very often    |                      |                           | 36                                   | 23    | 1,381              | 23  |                                      |                    |                          |
| Total  |               |                      |                           | 146                                  | 100   | 5,829              | 100 |                                      |                    |                          |
| c. Faculty   | TEC04c        |                      |                           | 1                                    | Never | 13                 | 9   | 431                                  | 8                  | <b>2.7</b>               |
|  |               | 2                    | Sometimes                 | 45                                   | 32    | 1,975              | 35  |                                      |                    |                          |
|  |               | 3                    | Often                     | 54                                   | 36    | 1,983              | 34  |                                      |                    |                          |
|  |               | 4                    | Very often                | 35                                   | 23    | 1,434              | 24  |                                      |                    |                          |
|  |               | Total                |                           | 147                                  | 100   | 5,823              | 100 |                                      |                    |                          |



## First-Year Students

| Item wording or description   | Variable name | Values <sup>c</sup> | Response options | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|---|---------------|---------------------|------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|   |               |                     |                  | SOU                                  |     | Learning with Tech |     | SOU                                  | Learning with Tech | Effect size <sup>d</sup> |
|   |               |                     |                  | Count                                | %   | Count              | %   | Mean                                 | Mean               |                          |
| d. Student services staff (career services, student activities, housing, etc.)            | TEC04d        | 1                   | Never            | 28                                   | 19  | 1,654              | 29  | <b>2.4</b>                           | 2.2 *              | .20                      |
|   |               | 2                   | Sometimes        | 60                                   | 41  | 2,129              | 37  |                                      |                    |                          |
|   |               | 3                   | Often            | 34                                   | 24  | 1,192              | 20  |                                      |                    |                          |
|   |               | 4                   | Very often       | 25                                   | 16  | 841                | 14  |                                      |                    |                          |
|   |               | Total               |                  | 147                                  | 100 | 5,816              | 100 |                                      |                    |                          |
| e. Other administrative staff and offices (registrar, financial aid, etc.)                | TEC04e        | 1                   | Never            | 30                                   | 20  | 1,521              | 27  | <b>2.4</b>                           | 2.2 *              | .19                      |
|   |               | 2                   | Sometimes        | 56                                   | 38  | 2,399              | 41  |                                      |                    |                          |
|   |               | 3                   | Often            | 37                                   | 26  | 1,104              | 19  |                                      |                    |                          |
|   |               | 4                   | Very often       | 23                                   | 16  | 789                | 13  |                                      |                    |                          |
|   |               | Total               |                  | 146                                  | 100 | 5,813              | 100 |                                      |                    |                          |
| <b>5. How much does your institution emphasize the following?</b>                         |               |                     |                  |                                      |     |                    |     |                                      |                    |                          |
| a. Teaching with new, cutting-edge technologies   | TEC05a        | 1                   | Very little      | 24                                   | 16  | 932                | 16  | <b>2.2</b>                           | 2.4 *              | -.19                     |
|   |               | 2                   | Some             | 78                                   | 53  | 2,473              | 42  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 34                                   | 23  | 1,821              | 32  |                                      |                    |                          |
|   |               | 4                   | Very much        | 10                                   | 7   | 588                | 10  |                                      |                    |                          |
|   |               | Total               |                  | 146                                  | 100 | 5,814              | 100 |                                      |                    |                          |
| b. Providing technology to help you learn, study, or complete coursework                  | TEC05b        | 1                   | Very little      | 16                                   | 11  | 529                | 10  | <b>2.5</b>                           | 2.7 *              | -.19                     |
|   |               | 2                   | Some             | 57                                   | 38  | 1,860              | 32  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 55                                   | 38  | 2,357              | 41  |                                      |                    |                          |
|   |               | 4                   | Very much        | 18                                   | 12  | 1,040              | 18  |                                      |                    |                          |
|   |               | Total               |                  | 146                                  | 100 | 5,786              | 100 |                                      |                    |                          |
| c. Teaching you how to use available technologies to learn, study, or complete coursework | TEC05c        | 1                   | Very little      | 11                                   | 8   | 597                | 10  | <b>2.5</b>                           | 2.6                | -.14                     |
|   |               | 2                   | Some             | 62                                   | 43  | 2,032              | 34  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 60                                   | 41  | 2,239              | 39  |                                      |                    |                          |
|   |               | 4                   | Very much        | 13                                   | 8   | 936                | 16  |                                      |                    |                          |
|   |               | Total               |                  | 146                                  | 100 | 5,804              | 100 |                                      |                    |                          |
| d. Providing support services to assist you with your use of technology                   | TEC05d        | 1                   | Very little      | 14                                   | 10  | 604                | 11  | <b>2.5</b>                           | 2.6                | -.10                     |
|   |               | 2                   | Some             | 61                                   | 42  | 2,060              | 36  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 51                                   | 36  | 2,182              | 37  |                                      |                    |                          |
|   |               | 4                   | Very much        | 20                                   | 12  | 958                | 17  |                                      |                    |                          |
|   |               | Total               |                  | 146                                  | 100 | 5,804              | 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 <sup>c</sup> | Response options          | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|---|---------------|---------------------|---------------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|   |               |                     |                           | SOU                                  |     | Learning with Tech |     | SOU                                  | Learning with Tech | Effect size <sup>d</sup> |
|   |               |                     |                           | Count                                | %   | Count              | %   | Mean                                 | Mean               |                          |
| <b>1. During the current school year, how much has your use of technology contributed to the following:</b>             |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
| a. Your understanding of course materials and ideas   | TEC01a        | 1                   | Very little               | 8                                    | 2   | 158                | 2   | <b>3.2</b>                           | 3.3 ***            | -0.19                    |
|   |               | 2                   | Some                      | 65                                   | 18  | 964                | 12  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 142                                  | 39  | 2,668              | 36  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 147                                  | 41  | 3,662              | 50  |                                      |                    |                          |
|   |               | Total               |                           | 362                                  | 100 | 7,452              | 100 |                                      |                    |                          |
| b. Demonstrating your understanding of course content   | TEC01b        | 1                   | Very little               | 15                                   | 4   | 188                | 3   | <b>3.1</b>                           | 3.3 ***            | -0.20                    |
|   |               | 2                   | Some                      | 72                                   | 20  | 1,104              | 15  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 139                                  | 38  | 2,854              | 38  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 134                                  | 38  | 3,267              | 45  |                                      |                    |                          |
|   |               | Total               |                           | 360                                  | 100 | 7,413              | 100 |                                      |                    |                          |
| c. Learning, studying, or completing coursework <i>on your own</i>  | TEC01c        | 1                   | Very little               | 4                                    | 1   | 93                 | 1   | <b>3.5</b>                           | 3.5                | -0.04                    |
|   |               | 2                   | Some                      | 34                                   | 10  | 616                | 8   |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 113                                  | 31  | 2,357              | 32  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 209                                  | 58  | 4,375              | 59  |                                      |                    |                          |
|   |               | Total               |                           | 360                                  | 100 | 7,441              | 100 |                                      |                    |                          |
| d. Learning, studying, or completing coursework <i>with other students</i>  | TEC01d        | 1                   | Very little               | 33                                   | 9   | 495                | 8   | <b>2.9</b>                           | 3.1 ***            | -0.19                    |
|   |               | 2                   | Some                      | 84                                   | 23  | 1,344              | 18  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 134                                  | 37  | 2,507              | 33  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 110                                  | 31  | 3,088              | 41  |                                      |                    |                          |
|   |               | Total               |                           | 361                                  | 100 | 7,434              | 100 |                                      |                    |                          |
| e. Distracting you from completing your coursework  | TEC01e        | 1                   | Very little               | 56                                   | 15  | 1,321              | 19  | <b>2.5</b>                           | 2.4                | .05                      |
|   |               | 2                   | Some                      | 146                                  | 41  | 2,673              | 36  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 88                                   | 24  | 2,066              | 27  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 72                                   | 20  | 1,391              | 18  |                                      |                    |                          |
|   |               | Total               |                           | 362                                  | 100 | 7,451              | 100 |                                      |                    |                          |
| <b>2. During the current school year, how much have your courses improved your understanding and use of technology?</b> |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
|   | TEC02         | 1                   | Very little               | 64                                   | 18  | 1,067              | 14  | <b>2.4</b>                           | 2.6 ***            | -0.21                    |
|   |               | 2                   | Some                      | 136                                  | 37  | 2,498              | 32  |                                      |                    |                          |
|   |               | 3                   | Quite a bit               | 110                                  | 31  | 2,250              | 30  |                                      |                    |                          |
|   |               | 4                   | Very much                 | 48                                   | 14  | 1,576              | 23  |                                      |                    |                          |
|   |               | Total               |                           | 358                                  | 100 | 7,391              | 100 |                                      |                    |                          |
| <b>3. During the current school year, about how often have you used the following technologies in your courses?</b>     |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
| a. Electronic textbooks   | TEC03a        | 1                   | Never                     | 108                                  | 29  | 2,201              | 28  | <b>2.2</b>                           | 2.3                | -0.04                    |
|   |               | 2                   | Sometimes                 | 132                                  | 36  | 2,528              | 34  |                                      |                    |                          |
|   |               | 3                   | Often                     | 57                                   | 16  | 1,418              | 19  |                                      |                    |                          |
|   |               | 4                   | Very often                | 63                                   | 18  | 1,276              | 18  |                                      |                    |                          |
|   |               | —                   | I don't know what this is | 2                                    | 1   | 19                 | 0   |                                      |                    |                          |
|   |               | Total               |                           | 362                                  | 100 | 7,442              | 100 |                                      |                    |                          |
| b. Online portfolios or e-portfolios  | TEC03b        | 1                   | Never                     | 152                                  | 41  | 3,174              | 42  | <b>1.9</b>                           | 1.8                | .01                      |
|   |               | 2                   | Sometimes                 | 85                                   | 25  | 1,813              | 25  |                                      |                    |                          |
|   |               | 3                   | Often                     | 44                                   | 12  | 899                | 12  |                                      |                    |                          |
|   |               | 4                   | Very often                | 28                                   | 8   | 622                | 8   |                                      |                    |                          |
|   |               | —                   | I don't know what this is | 51                                   | 14  | 925                | 13  |                                      |                    |                          |
|   |               | Total               |                           | 360                                  | 100 | 7,433              | 100 |                                      |                    |                          |

## Seniors

| Item wording or description  | Variable name | Values <sup>c</sup> | Response options          | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|--|---------------|---------------------|---------------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|  |               |                     |                           | SOU                                  |     | Learning with Tech |     | SOU                                  | Learning with Tech |                          |
|  |               |                     |                           | Count                                | %   | Count              | %   | Mean                                 | Mean               | Effect size <sup>d</sup> |
| c. Blogs   | TEC03c        | 1                   | Never                     | 231                                  | 63  | 4,437              | 59  | <b>1.5</b>                           | 1.6 *              | -10                      |
|  |               | 2                   | Sometimes                 | 94                                   | 27  | 2,002              | 27  |                                      |                    |                          |
|  |               | 3                   | Often                     | 23                                   | 6   | 563                | 8   |                                      |                    |                          |
|  |               | 4                   | Very often                | 11                                   | 3   | 355                | 5   |                                      |                    |                          |
|  |               | —                   | I don't know what this is | 1                                    | 0   | 72                 | 1   |                                      |                    |                          |
|  |               | Total               |                           | 360                                  | 100 | 7,429              | 100 |                                      |                    |                          |
| d. Collaborative editing software (Wikis, Google Docs, etc.)   | TEC03d        | 1                   | Never                     | 49                                   | 14  | 974                | 14  | <b>2.7</b>                           | 2.7                | -.02                     |
|  |               | 2                   | Sometimes                 | 105                                  | 30  | 2,050              | 28  |                                      |                    |                          |
|  |               | 3                   | Often                     | 98                                   | 26  | 2,088              | 27  |                                      |                    |                          |
|  |               | 4                   | Very often                | 110                                  | 30  | 2,290              | 30  |                                      |                    |                          |
|  |               | —                   | I don't know what this is | 0                                    | 0   | 33                 | 1   |                                      |                    |                          |
|  |               | Total               |                           | 362                                  | 100 | 7,435              | 100 |                                      |                    |                          |
| e. Multimedia software (drawing, audio or video production, editing, etc.)   | TEC03e        | 1                   | Never                     | 188                                  | 51  | 3,348              | 44  | <b>1.8</b>                           | 1.9 *              | -.11                     |
|  |               | 2                   | Sometimes                 | 96                                   | 27  | 2,188              | 30  |                                      |                    |                          |
|  |               | 3                   | Often                     | 38                                   | 11  | 991                | 14  |                                      |                    |                          |
|  |               | 4                   | Very often                | 37                                   | 11  | 843                | 12  |                                      |                    |                          |
|  |               | —                   | I don't know what this is | 2                                    | 0   | 57                 | 1   |                                      |                    |                          |
|  |               | Total               |                           | 361                                  | 100 | 7,427              | 100 |                                      |                    |                          |
| f. Social networking (Facebook, Twitter, etc.)   | TEC03f        | 1                   | Never                     | 149                                  | 41  | 2,743              | 39  | <b>2.0</b>                           | 2.1                | -.08                     |
|  |               | 2                   | Sometimes                 | 119                                  | 33  | 2,267              | 30  |                                      |                    |                          |
|  |               | 3                   | Often                     | 45                                   | 13  | 1,186              | 15  |                                      |                    |                          |
|  |               | 4                   | Very often                | 48                                   | 13  | 1,199              | 15  |                                      |                    |                          |
|  |               | —                   | I don't know what this is | 0                                    | 0   | 20                 | 0   |                                      |                    |                          |
|  |               | Total               |                           | 361                                  | 100 | 7,415              | 100 |                                      |                    |                          |
| g. Mobile computing (handheld devices such as smartphones, tablets, etc.)  | TEC03g        | 1                   | Never                     | 62                                   | 17  | 966                | 13  | <b>2.6</b>                           | 2.7 *              | -.11                     |
|  |               | 2                   | Sometimes                 | 118                                  | 32  | 2,303              | 31  |                                      |                    |                          |
|  |               | 3                   | Often                     | 86                                   | 24  | 1,916              | 26  |                                      |                    |                          |
|  |               | 4                   | Very often                | 96                                   | 27  | 2,222              | 29  |                                      |                    |                          |
|  |               | —                   | I don't know what this is | 0                                    | 0   | 12                 | 0   |                                      |                    |                          |
|  |               | Total               |                           | 362                                  | 100 | 7,419              | 100 |                                      |                    |                          |
| <b>4. During the current school year, about how often have you used technology to communicate with the following people?</b> |               |                     |                           |                                      |     |                    |     |                                      |                    |                          |
| a. Students  | TEC04a        | 1                   | Never                     | 5                                    | 1   | 97                 | 2   | <b>3.4</b>                           | 3.5 **             | -.17                     |
|  |               | 2                   | Sometimes                 | 57                                   | 16  | 720                | 11  |                                      |                    |                          |
|  |               | 3                   | Often                     | 91                                   | 25  | 1,604              | 22  |                                      |                    |                          |
|  |               | 4                   | Very often                | 211                                  | 58  | 5,005              | 66  |                                      |                    |                          |
|  |               | —                   | I don't know what this is | 0                                    | 0   | 0                  | 0   |                                      |                    |                          |
|  |               | Total               |                           | 364                                  | 100 | 7,426              | 100 |                                      |                    |                          |
| b. Academic advisors   | TEC04b        | 1                   | Never                     | 21                                   | 6   | 555                | 8   | <b>2.9</b>                           | 2.9                | .01                      |
|  |               | 2                   | Sometimes                 | 109                                  | 30  | 1,985              | 28  |                                      |                    |                          |
|  |               | 3                   | Often                     | 113                                  | 31  | 2,301              | 30  |                                      |                    |                          |
|  |               | 4                   | Very often                | 119                                  | 33  | 2,586              | 34  |                                      |                    |                          |
|  |               | Total               |                           | 362                                  | 100 | 7,427              | 100 |                                      |                    |                          |
| c. Faculty   | TEC04c        | 1                   | Never                     | 7                                    | 2   | 269                | 4   | <b>3.1</b>                           | 3.1                | .04                      |
|  |               | 2                   | Sometimes                 | 95                                   | 26  | 1,712              | 24  |                                      |                    |                          |
|  |               | 3                   | Often                     | 123                                  | 34  | 2,588              | 34  |                                      |                    |                          |
|  |               | 4                   | Very often                | 137                                  | 38  | 2,850              | 38  |                                      |                    |                          |
|  |               | Total               |                           | 362                                  | 100 | 7,419              | 100 |                                      |                    |                          |

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

## Seniors

| <i>Item wording or description</i>  | <i>Variable name</i> | <i>Values<sup>c</sup></i> | <i>Response options</i> | <b>Frequency Distributions<sup>a</sup></b> |          |                    |          | <b>Statistical Comparisons<sup>b</sup></b> |                    |                                |
|---|----------------------|---------------------------|-------------------------|--|----------|--------------------|----------|--|--------------------|--------------------------------|
|   |                      |                           |                         | SOU  |          | Learning with Tech |          | SOU  | Learning with Tech |                                |
|   |                      |                           |                         | <i>Count</i>                               | <i>%</i> | <i>Count</i>       | <i>%</i> | <i>Mean</i>                                | <i>Mean</i>        | <i>Effect size<sup>d</sup></i> |
| d. Student services staff (career services, student activities, housing, etc.)            | TEC04d               | 1                         | Never                   | 118  | 32       | 2,513              | 35       | <b>2.2</b>                                 | 2.2                | .05                            |
|   |                      | 2                         | Sometimes               | 108  | 30       | 2,324              | 31       |  |                    |                                |
|   |                      | 3                         | Often                   | 77   | 21       | 1,259              | 17       |  |                    |                                |
|   |                      | 4                         | Very often              | 60   | 17       | 1,319              | 18       |  |                    |                                |
|   |                      | Total                     |                         | 363  | 100      | 7,415              | 100      |  |                    |                                |
| e. Other administrative staff and offices (registrar, financial aid, etc.)                | TEC04e               | 1                         | Never                   | 62   | 16       | 1,685              | 23       | <b>2.4</b>                                 | 2.3                | .09                            |
|   |                      | 2                         | Sometimes               | 161  | 45       | 3,051              | 41       |  |                    |                                |
|   |                      | 3                         | Often                   | 79   | 21       | 1,390              | 19       |  |                    |                                |
|   |                      | 4                         | Very often              | 59   | 17       | 1,279              | 17       |  |                    |                                |
|   |                      | Total                     |                         | 361  | 100      | 7,405              | 100      |  |                    |                                |
| <b>5. How much does your institution emphasize the following?</b>                         |                      |                           |                         |  |          |                    |          |  |                    |                                |
| a. Teaching with new, cutting-edge technologies   | TEC05a               | 1                         | Very little             | 76   | 20       | 1,236              | 16       | <b>2.2</b>                                 | 2.4 ***            | -0.26                          |
|   |                      | 2                         | Some                    | 176  | 48       | 2,900              | 39       |  |                    |                                |
|   |                      | 3                         | Quite a bit             | 86   | 24       | 2,282              | 31       |  |                    |                                |
|   |                      | 4                         | Very much               | 25   | 7        | 965                | 13       |  |                    |                                |
|   |                      | Total                     |                         | 363  | 100      | 7,383              | 100      |  |                    |                                |
| b. Providing technology to help you learn, study, or complete coursework                  | TEC05b               | 1                         | Very little             | 45   | 13       | 835                | 12       | <b>2.5</b>                                 | 2.6 ***            | -0.21                          |
|   |                      | 2                         | Some                    | 150  | 40       | 2,370              | 32       |  |                    |                                |
|   |                      | 3                         | Quite a bit             | 129  | 36       | 2,713              | 36       |  |                    |                                |
|   |                      | 4                         | Very much               | 38   | 11       | 1,479              | 20       |  |                    |                                |
|   |                      | Total                     |                         | 362  | 100      | 7,397              | 100      |  |                    |                                |
| c. Teaching you how to use available technologies to learn, study, or complete coursework | TEC05c               | 1                         | Very little             | 46   | 13       | 947                | 13       | <b>2.4</b>                                 | 2.6 ***            | -0.17                          |
|   |                      | 2                         | Some                    | 156  | 43       | 2,591              | 34       |  |                    |                                |
|   |                      | 3                         | Quite a bit             | 125  | 35       | 2,552              | 34       |  |                    |                                |
|   |                      | 4                         | Very much               | 35   | 10       | 1,301              | 18       |  |                    |                                |
|   |                      | Total                     |                         | 362  | 100      | 7,391              | 100      |  |                    |                                |
| d. Providing support services to assist you with your use of technology                   | TEC05d               | 1                         | Very little             | 72   | 20       | 1,084              | 15       | <b>2.3</b>                                 | 2.5 ***            | -0.24                          |
|   |                      | 2                         | Some                    | 164  | 44       | 2,770              | 37       |  |                    |                                |
|   |                      | 3                         | Quite a bit             | 91   | 25       | 2,359              | 32       |  |                    |                                |
|   |                      | 4                         | Very much               | 37   | 11       | 1,193              | 16       |  |                    |                                |
|   |                      | Total                     |                         | 364  | 100      | 7,406              | 100      |  |                    |                                |

## First-Year Students

| Variable name | N   | Mean |                    | Standard error <sup>f</sup> |                    | Standard deviation <sup>g</sup> |                    | DF <sup>h</sup> | Sig. <sup>i</sup> | Effect size <sup>d</sup> |
|---------------|-----|------|--------------------|-----------------------------|--------------------|---------------------------------|--------------------|-----------------|-------------------|--------------------------|
|               |     | SOU  | Learning with Tech | SOU                         | Learning with Tech | SOU                             | Learning with Tech |                 |                   |                          |
| TEC01a        | 145 | 3.21 | 3.18               | .06                         | .01                | 0.72                            | 0.78               | 6,353           | .645              | .04                      |
| TEC01b        | 143 | 3.06 | 3.07               | .07                         | .01                | 0.80                            | 0.78               | 6,318           | .795              | -.02                     |
| TEC01c        | 145 | 3.39 | 3.35               | .06                         | .01                | 0.73                            | 0.73               | 6,340           | .534              | .05                      |
| TEC01d        | 145 | 2.92 | 2.89               | .08                         | .01                | 0.95                            | 0.93               | 6,348           | .696              | .03                      |
| TEC01e        | 144 | 2.63 | 2.55               | .08                         | .01                | 0.90                            | 0.94               | 6,346           | .307              | .09                      |
| TEC02         | 144 | 2.37 | 2.49               | .08                         | .01                | 0.92                            | 0.94               | 6,321           | .144              | -.12                     |
| TEC03a        | 141 | 2.27 | 2.23               | .08                         | .01                | 0.98                            | 1.01               | 6,296           | .701              | .03                      |
| TEC03b        | 117 | 1.78 | 1.76               | .08                         | .01                | 0.88                            | 0.92               | 5,394           | .755              | .03                      |
| TEC03c        | 143 | 1.37 | 1.46               | .05                         | .01                | 0.62                            | 0.77               | 152             | .076              | -.12                     |
| TEC03d        | 144 | 2.92 | 2.54               | .08                         | .01                | 0.97                            | 1.00               | 6,298           | .000              | .37                      |
| TEC03e        | 141 | 1.61 | 1.73               | .07                         | .01                | 0.88                            | 0.93               | 6,253           | .116              | -.13                     |
| TEC03f        | 143 | 1.68 | 2.08               | .08                         | .01                | 0.91                            | 1.09               | 151             | .000              | -.37                     |
| TEC03g        | 145 | 2.64 | 2.67               | .08                         | .01                | 0.94                            | 1.02               | 152             | .693              | -.03                     |
| TEC04a        | 143 | 3.52 | 3.44               | .05                         | .01                | 0.65                            | 0.78               | 152             | .190              | .09                      |
| TEC04b        | 143 | 2.71 | 2.66               | .08                         | .01                | 0.94                            | 0.95               | 6,341           | .501              | .06                      |
| TEC04c        | 144 | 2.73 | 2.73               | .08                         | .01                | 0.92                            | 0.91               | 6,333           | .960              | .00                      |
| TEC04d        | 144 | 2.38 | 2.18               | .08                         | .01                | 0.97                            | 1.01               | 6,329           | .018              | .20                      |
| TEC04e        | 143 | 2.37 | 2.19               | .08                         | .01                | 0.98                            | 0.98               | 6,318           | .024              | .19                      |
| TEC05a        | 143 | 2.21 | 2.37               | .07                         | .01                | 0.81                            | 0.87               | 150             | .019              | -.19                     |
| TEC05b        | 143 | 2.50 | 2.67               | .07                         | .01                | 0.85                            | 0.88               | 6,287           | .023              | -.19                     |
| TEC05c        | 143 | 2.49 | 2.61               | .06                         | .01                | 0.76                            | 0.88               | 151             | .057              | -.14                     |
| TEC05d        | 143 | 2.51 | 2.60               | .07                         | .01                | 0.84                            | 0.89               | 6,311           | .260              | -.10                     |





## Seniors

| Variable name | N   | Mean |                    | Standard error <sup>f</sup> |                    | Standard deviation <sup>g</sup> |                    | DF <sup>h</sup>          | Sig. <sup>i</sup> | Effect size <sup>d</sup> |
|---------------|-----|------|--------------------|-----------------------------|--------------------|---------------------------------|--------------------|--------------------------|-------------------|--------------------------|
|               |     | SOU  | Learning with Tech | SOU                         | Learning with Tech | SOU                             | Learning with Tech |                          |                   |                          |
|               |     |      |                    |                             |                    |                                 |                    | <i>Comparisons with:</i> |                   |                          |
|               |     |      |                    |                             |                    |                                 |                    | Learning with Tech       |                   |                          |
| TEC01a        | 356 | 3.18 | 3.33               | .04                         | .01                | 0.80                            | 0.77               | 9,272                    | .000              | -.19                     |
| TEC01b        | 354 | 3.09 | 3.25               | .05                         | .01                | 0.86                            | 0.79               | 9,216                    | .000              | -.20                     |
| TEC01c        | 353 | 3.45 | 3.48               | .04                         | .01                | 0.72                            | 0.70               | 9,253                    | .468              | -.04                     |
| TEC01d        | 354 | 2.89 | 3.08               | .05                         | .01                | 0.95                            | 0.94               | 9,244                    | .000              | -.19                     |
| TEC01e        | 355 | 2.48 | 2.44               | .05                         | .01                | 0.98                            | 1.00               | 9,266                    | .403              | .05                      |
| TEC02         | 351 | 2.41 | 2.62               | .05                         | .01                | 0.94                            | 0.99               | 9,188                    | .000              | -.21                     |
| TEC03a        | 353 | 2.23 | 2.27               | .06                         | .01                | 1.06                            | 1.06               | 9,231                    | .489              | -.04                     |
| TEC03b        | 304 | 1.86 | 1.84               | .06                         | .01                | 0.99                            | 0.99               | 8,054                    | .804              | .01                      |
| TEC03c        | 352 | 1.50 | 1.58               | .04                         | .01                | 0.76                            | 0.84               | 385                      | .049              | -.10                     |
| TEC03d        | 355 | 2.73 | 2.74               | .06                         | .01                | 1.04                            | 1.03               | 9,202                    | .744              | -.02                     |
| TEC03e        | 352 | 1.81 | 1.92               | .05                         | .01                | 1.01                            | 1.02               | 9,160                    | .048              | -.11                     |
| TEC03f        | 354 | 1.98 | 2.07               | .05                         | .01                | 1.03                            | 1.07               | 385                      | .124              | -.08                     |
| TEC03g        | 355 | 2.61 | 2.72               | .06                         | .01                | 1.06                            | 1.03               | 9,203                    | .048              | -.11                     |
| TEC04a        | 358 | 3.39 | 3.52               | .04                         | .01                | 0.80                            | 0.75               | 383                      | .003              | -.17                     |
| TEC04b        | 356 | 2.92 | 2.90               | .05                         | .01                | 0.93                            | 0.96               | 9,238                    | .802              | .01                      |
| TEC04c        | 356 | 3.09 | 3.05               | .04                         | .01                | 0.84                            | 0.88               | 9,230                    | .445              | .04                      |
| TEC04d        | 357 | 2.23 | 2.17               | .06                         | .01                | 1.07                            | 1.09               | 9,227                    | .325              | .05                      |
| TEC04e        | 354 | 2.39 | 2.30               | .05                         | .01                | 0.95                            | 1.01               | 9,209                    | .105              | .09                      |
| TEC05a        | 358 | 2.18 | 2.42               | .04                         | .01                | 0.84                            | 0.92               | 392                      | .000              | -.26                     |
| TEC05b        | 356 | 2.45 | 2.65               | .04                         | .01                | 0.85                            | 0.93               | 390                      | .000              | -.21                     |
| TEC05c        | 357 | 2.42 | 2.58               | .04                         | .01                | 0.84                            | 0.93               | 392                      | .001              | -.17                     |
| TEC05d        | 358 | 2.27 | 2.50               | .05                         | .01                | 0.90                            | 0.93               | 389                      | .000              | -.24                     |

## 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."

### 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.

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# **NSSE 2018 Topical Module Report**

## **First-Year Experiences and Senior Transitions**

Southern Oregon University

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## About This Topical Module

This module includes a set of items only for first-year students and a set only for seniors, with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project, respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence with skills developed during college.

## 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 'FY Exp / Sr Transittn' column of this report.

|  |   |
|--|---|
| Group label                                | FY Exp / Sr Transittn   |
| Date submitted                             | 5/23/18   |
| How was this comparison group constructed? | Your institution retained the default comparison group (all module participants).   |
| Group description                          | All other current- and prior-year (if applicable) NSSE institutions who administered module "First-Year Experiences and Senior Transitions" |

## FY Exp / Sr Transittn (N=302)

|  |   |
|--|---|
| Abraham Baldwin Agricultural College (Tifton, GA)*                 | Brigham Young University (Provo, UT)                                  |
| Acadia University (Wolfville, NS)*                                 | California Baptist University (Riverside, CA)*                        |
| Adams State University (Alamosa, CO)                               | California State University Maritime Academy (Vallejo, CA)*           |
| Alberta College of Art + Design (Calgary, AB)                      | California State University, Chico (Chico, CA)                        |
| Albertus Magnus College (New Haven, CT)                            | California State University, East Bay (Hayward, CA)*                  |
| Alma College (Alma, MI)*   | California University of Pennsylvania (California, PA)*               |
| Ambrose University (Calgary, AB)                                   | Campbellsville University (Campbellsville, KY)                        |
| Angelo State University (San Angelo, TX)*                          | Capilano University (North Vancouver, BC)                             |
| Aquinas College (Grand Rapids, MI)                                 | Chicago State University (Chicago, IL)*                               |
| Arizona Christian University (Phoenix, AZ)*                        | Citadel, The Military College of South Carolina, The (Charleston, SC) |
| Arkansas Tech University (Russellville, AR)*                       | Clarion University of Pennsylvania (Clarion, PA)                      |
| ArtCenter College of Design (Pasadena, CA)*                        | Cleveland State University (Cleveland, OH)                            |
| Ashford University (San Diego, CA)                                 | College of Saint Elizabeth (Morristown, NJ)*                          |
| Auburn University at Montgomery (Montgomery, AL)                   | College of Saint Rose, The (Albany, NY)*                              |
| Augusta University (Augusta, GA)                                   | College of the Holy Cross (Worcester, MA)*                            |
| Austin College (Sherman, TX)*                                      | College of Wooster, The (Wooster, OH)                                 |
| Azusa Pacific University (Azusa, CA)*                              | Columbus State University (Columbus, GA)*                             |
| Bard College (Annandale-On-Hudson, NY)                             | Concordia College-New York (Bronxville, NY)*                          |
| Barry University (Miami, FL)                                       | Concordia University (Montreal, QC)*                                  |
| Bellarmino University (Louisville, KY)                             | Concordia University Texas (Austin, TX)                               |
| Benedictine College (Atchison, KS)                                 | Crown College (Saint Bonifacius, MN)*                                 |
| Bethany College (Bethany, WV)*                                     | Culver-Stockton College (Canton, MO)*                                 |
| Bethany Lutheran College (Mankato, MN)*                            | Cumberland University (Lebanon, TN)                                   |
| Binghamton University (State University of New York) (Vestal, NY)* | Dalhousie University (Halifax, NS)*                                   |
| Black Hills State University (Spearfish, SD)                       | Davis & Elkins College (Elkins, WV)*                                  |
| Bloomsburg University of Pennsylvania (Bloomsburg, PA)             | Dean College (Franklin, MA)   |
| Bowling Green State University (Bowling Green, OH)*                | Delta State University (Cleveland, MS)                                |
| Brandon University (Brandon, MB)*                                  | DePauw University (Greencastle, IN)                                   |
| Bridgewater College (Bridgewater, VA)                              | Drew University (Madison, NJ)*  |
| Briercrest College and Seminary (Caronport, SK)*                   | Earlham College (Richmond, IN)  |

## FY Exp / Sr Transiti (N=302), continued

|  |  |
|--|--|
| East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)*                | Loyola University Maryland (Baltimore, MD)                   |
| Eastern Illinois University (Charleston, IL)*                                      | Luther College (Decorah, IA)*                                |
| Eastern New Mexico University (Portales, NM)                                       | Lycoming College (Williamsport, PA)                          |
| Eastern Oregon University (La Grande, OR)*   | Manchester University (North Manchester, IN)*                |
| Eastern University (Saint Davids, PA)*   | Manhattanville College (Purchase, NY)*                       |
| Eastern Washington University (Cheney, WA)*  | Mansfield University of Pennsylvania (Mansfield, PA)*        |
| Eckerd College (Saint Petersburg, FL)  | Marian University (Fond Du Lac, WI)                          |
| Edinboro University of Pennsylvania (Edinboro, PA)                                 | Marymount California University (Rancho Palos Verdes, CA)    |
| Elizabeth City State University (Elizabeth City, NC)*                              | Marymount Manhattan College (New York, NY)*                  |
| Emerson College (Boston, MA)   | Massachusetts College of Liberal Arts (North Adams, MA)      |
| Emmanuel College (Boston, MA)  | McKendree University (Lebanon, IL)*                          |
| Fayetteville State University (Fayetteville, NC)                                   | McMurry University (Abilene, TX)                             |
| Felician University (Lodi, NJ)*  | Memorial University of Newfoundland (St. John's, NL)*        |
| Ferris State University (Big Rapids, MI)   | Mercy College (Dobbs Ferry, NY)*                             |
| Finlandia University (Hancock, MI)   | Miami University-Hamilton (Hamilton, OH)*                    |
| Florida Institute of Technology (Melbourne, FL)*                                   | Miami University-Middletown (Middletown, OH)*                |
| Florida Southern College (Lakeland, FL)  | Midway University (Midway, KY)                               |
| Florida State University (Tallahassee, FL)*  | Millersville University of Pennsylvania (Millersville, PA)*  |
| Framingham State University (Framingham, MA)                                       | Milligan College (Milligan College, TN)*                     |
| Franklin Pierce University (Rindge, NH)*   | Mississippi University for Women (Columbus, MS)              |
| Freed-Hardeman University (Henderson, TN)  | Missouri Valley College (Marshall, MO)*                      |
| Friends University (Wichita, KS)*  | Morehead State University (Morehead, KY)                     |
| Gallaudet University (Washington, DC)*   | Mount Mercy University (Cedar Rapids, IA)                    |
| Grand Canyon University (Phoenix, AZ)  | Mount St. Vincent University (Halifax, NS)*                  |
| Gwynedd Mercy University (Gwynedd Valley, PA)                                      | Muhlenberg College (Allentown, PA)*                          |
| Harrisburg University of Science and Technology (Harrisburg, PA)                   | Muskingum University (New Concord, OH)                       |
| Hiram College (Hiram, OH)*   | Nebraska Wesleyan University (Lincoln, NE)*                  |
| Hobart and William Smith Colleges (Geneva, NY)                                     | New College of Florida (Sarasota, FL)*                       |
| Hofstra University (Hempstead, NY)   | New England College (Henniker, NH)*                          |
| Hollins University (Roanoke, VA)*  | New Mexico Institute of Mining and Technology (Socorro, NM)* |
| Hope International University (Fullerton, CA)*                                     | New Mexico State University (Las Cruces, NM)*                |
| Houston Baptist University (Houston, TX)*  | Newbury College-Brookline (Brookline, MA)*                   |
| Howard University (Washington, DC)   | Nicholls State University (Thibodaux, LA)                    |
| Huron University College (London, ON)*   | Nichols College (Dudley, MA)                                 |
| Indiana Institute of Technology (Fort Wayne, IN)                                   | Nipissing University (North Bay, ON)*                        |
| Indiana University Kokomo (Kokomo, IN)   | Norfolk State University (Norfolk, VA)                       |
| Indiana University of Pennsylvania (Indiana, PA)                                   | North Central University (Minneapolis, MN)*                  |
| Indiana University Southeast (New Albany, IN)                                      | Northern Illinois University (DeKalb, IL)                    |
| Kansas Wesleyan University (Salina, KS)*   | Northern Kentucky University (Highland Heights, KY)          |
| Kaplan University (Davenport, IA)*   | Northern State University (Aberdeen, SD)                     |
| Kent State University (Kent, OH)*  | Northwest University (Kirkland, WA)*                         |
| Kentucky State University (Frankfort, KY)*   | Nova Southeastern University (Fort Lauderdale, FL)*          |
| Kentucky Wesleyan College (Owensboro, KY)  | Ohio University (Athens, OH)*                                |
| Kenyon College (Gambier, OH)*  | Oklahoma City University (Oklahoma City, OK)                 |
| Kutztown University of Pennsylvania (Kutztown, PA)*                                | Olivet College (Olivet, MI)*                                 |
| Lafayette College (Easton, PA)   | Our Lady of the Lake University (San Antonio, TX)*           |
| Lake Erie College (Painesville, OH)  | Pacific University (Forest Grove, OR)                        |
| Lake Forest College (Lake Forest, IL)*   | Paul Smith's College (Paul Smiths, NY)                       |
| Langston University (Langston, OK)   | Pepperdine University (Malibu, CA)                           |
| Laurentian University/Université Laurentienne (Sudbury, ON)*                       | Pfeiffer University (Misenheimer, NC)                        |
| Lehigh University (Bethlehem, PA)  | Pittsburg State University (Pittsburg, KS)                   |
| Lenoir-Rhyne University (Hickory, NC)  | Plymouth State University (Plymouth, NH)*                    |
| Lewis & Clark College (Portland, OR)   | Pratt Institute (Brooklyn, NY)                               |
| Lincoln College (Lincoln, IL)  | Prescott College (Prescott, AZ)*                             |
| Lincoln University (Jefferson City, MO)*   | Quincy University (Quincy, IL)                               |
| Lock Haven University (Lock Haven, PA)*  | Radford University (Radford, VA)                             |
| Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA) | Ramapo College of New Jersey (Mahwah, NJ)                    |
| Louisiana State University at Alexandria (Alexandria, LA)                          | Randolph-Macon College (Ashland, VA)*                        |

\*2017 participant

## FY Exp / Sr Transitr (N=302), continued

|  |  |
|--|--|
| Regent University (Virginia Beach, VA)                                     | Université de Montréal (Montreal, QC)*                         |
| Roanoke College (Salem, VA)  | Université Laval (Quebec city, QC)*                            |
| Roberts Wesleyan College (Rochester, NY)                                   | University of Alberta (Edmonton, AB)*                          |
| Roger Williams University (Bristol, RI)*                                   | University of Arkansas at Pine Bluff (Pine Bluff, AR)*         |
| Rogers State University (Claremore, OK)*                                   | University of Colorado Colorado Springs (Colorado Springs, CO) |
| Rosemont College (Rosemont, PA)  | University of Connecticut (Storrs, CT)                         |
| Rutgers University-Camden (Camden, NJ)                                     | University of Delaware (Newark, DE)*                           |
| Ryerson University (Toronto, ON)*  | University of Guam (Mangilao, GU)                              |
| Saginaw Valley State University (University Center, MI)*                   | University of Kentucky (Lexington, KY)                         |
| Saint Joseph's College (Standish, ME)                                      | University of La Verne (La Verne, CA)*                         |
| Saint Mary's College of California (Moraga, CA)*                           | University of Lethbridge (Lethbridge, AB)*                     |
| Saint Mary's University (Halifax, NS)*                                     | University of Maine (Orono, ME)*                               |
| Saint Michael's College (Colchester, VT)                                   | University of Miami (Coral Gables, FL)                         |
| Saint Xavier University (Chicago, IL)                                      | University of Minnesota, Morris (Morris, MN)*                  |
| Samford University (Birmingham, AL)*                                       | University of Montana-Western, The (Dillon, MT)                |
| San Jose State University (San Jose, CA)*                                  | University of Mount Olive (Mount Olive, NC)*                   |
| Savannah State University (Savannah, GA)*                                  | University of New Brunswick (Fredericton, NB)*                 |
| Scripps College (Claremont, CA)  | University of New England (Biddeford, ME)                      |
| Sewanee: The University of the South (Sewanee, TN)*                        | University of North Carolina at Pembroke (Pembroke, NC)*       |
| Shaw University (Raleigh, NC)  | University of North Florida (Jacksonville, FL)*                |
| Shippensburg University of Pennsylvania (Shippensburg, PA)                 | University of North Texas at Dallas (Dallas, TX)               |
| Siena College (Loudonville, NY)  | University of Ontario Institute of Technology (Oshawa, ON)*    |
| Simon Fraser University (Burnaby, BC)*                                     | University of Phoenix - Arizona/ONLINE (Tempe, AZ)*            |
| Simpson College (Indianola, IA)  | University of Phoenix - California (Costa Mesa, CA)*           |
| Slippery Rock University of Pennsylvania (Slippery Rock, PA)*              | University of Phoenix - Colorado (Lone Tree, CO)*              |
| Southeastern Louisiana University (Hammond, LA)                            | University of Phoenix - Florida (Orlando, FL)*                 |
| Southern Adventist University (Collegedale, TN)*                           | University of Phoenix - Hawaii (Honolulu, HI)*                 |
| Southern Nazarene University (Bethany, OK)                                 | University of Pikeville (Pikeville, KY)                        |
| Southern University at New Orleans (New Orleans, LA)                       | University of Redlands (Redlands, CA)                          |
| Southern Vermont College (Bennington, VT)*                                 | University of Richmond (Richmond, VA)                          |
| Southern Virginia University (Buena Vista, VA)                             | University of Saint Joseph (West Hartford, CT)*                |
| Southwestern Christian University (Bethany, OK)                            | University of Tennessee Martin, The (Martin, TN)               |
| Spring Hill College (Mobile, AL)   | University of Texas at El Paso, The (El Paso, TX)              |
| St. Gregory's University (Shawnee, OK)*                                    | University of Texas Rio Grande Valley, The (Edinburg, TX)      |
| St. Lawrence University (Canton, NY)*                                      | University of the Ozarks (Clarksville, AR)*                    |
| St. Thomas University (Fredericton, NB)*                                   | University of Victoria (Victoria, BC)*                         |
| State University of New York at Potsdam, The (Potsdam, NY)*                | University of Virginia's College at Wise, The (Wise, VA)       |
| Stephen F. Austin State University (Nacogdoches, TX)*                      | University of Washington Bothell (Bothell, WA)*                |
| Stetson University (DeLand, FL)*   | University of Windsor (Windsor, ON)*                           |
| Stevens Institute of Technology (Hoboken, NJ)*                             | University of Wisconsin-Green Bay (Green Bay, WI)*             |
| Suffolk University (Boston, MA)  | University of Wisconsin-Stevens Point (Stevens Point, WI)*     |
| SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)* | University of Wyoming (Laramie, WY)                            |
| SUNY College of Technology at Canton (Canton, NY)*                         | Urbana University (Urbana, OH)*                                |
| SUNY Maritime College (Throggs Neck, NY)*                                  | Ursinus College (Collegeville, PA)                             |
| Susquehanna University (Selinsgrove, PA)                                   | Vancouver Island University (Nanaimo, BC)                      |
| Tennessee Wesleyan University (Athens, TN)                                 | Vassar College (Poughkeepsie, NY)*                             |
| Texas College (Tyler, TX)*   | Viterbo University (La Crosse, WI)*                            |
| Texas Southern University (Houston, TX)                                    | Walla Walla University (College Place, WA)*                    |
| Thiel College (Greenville, PA)   | Washington State University (Pullman, WA)*                     |
| Thomas College (Waterville, ME)  | Wayland Baptist University (Plainview, TX)                     |
| Tiffin University (Tiffin, OH)*  | Webber International University (Babson Park, FL)              |
| Trinity University (San Antonio, TX)                                       | West Chester University of Pennsylvania (West Chester, PA)     |
| Tulane University (New Orleans, LA)  | West Virginia Wesleyan College (Buckhannon, WV)                |
| Tuskegee University (Tuskegee, AL)*  | Western Illinois University (Macomb, IL)*                      |
| Tyndale University College (Toronto, ON)                                   | Western State Colorado University (Gunnison, CO)               |
| Union College (Schenectady, NY)  | Westminster College (New Wilmington, PA)                       |
| Université d'Ottawa / University of Ottawa (Ottawa, ON)*                   | Wheaton College (Wheaton, IL)*                                 |
| Université de Moncton (Moncton, NB)*                                       | Willamette University (Salem, OR)                              |

## FY Exp / Sr Transiti (N=302), continued

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William Jessup University (Rocklin, CA)\*

William Paterson University of New Jersey (Wayne, NJ)

Wilson College (Chambersburg, PA)

Winthrop University (Rock Hill, SC)

Wofford College (Spartanburg, SC)

Woodbury University (Burbank, CA)

Worcester State University (Worcester, MA)

Xavier University (Cincinnati, OH)\*

York College of Pennsylvania (York, PA)

Youngstown State University (Youngstown, OH)

## First-Year Students

| Item wording or description  | Variable name | Values <sup>c</sup> | Response options     | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|--|---------------|---------------------|----------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|  |               |                     |                      | SOU                                  |     | FY Exp / Sr Transn |     | SOU                                  | FY Exp / Sr Transn | Effect size <sup>d</sup> |
|  |               |                     |                      | Count                                | %   | Count              | %   | Mean                                 | Mean               |                          |
| <b>1. During the current school year, about how often have you done the following?</b>         |               |                     |                      |                                      |     |                    |     |                                      |                    |                          |
| a. Studied when there were other interesting things to do                                      | FYSfy01a      | 1                   | Never                | 6                                    | 4   | 2,794              | 4   | <b>2.6</b>                           | 2.8 ***            | -0.29                    |
|  |               | 2                   | Sometimes            | 75                                   | 53  | 24,181             | 34  |                                      |                    |                          |
|  |               | 3                   | Often                | 40                                   | 25  | 26,900             | 37  |                                      |                    |                          |
|  |               | 4                   | Very often           | 28                                   | 18  | 17,635             | 25  |                                      |                    |                          |
|  |               | Total               |                      | 149                                  | 100 | 71,510             | 100 |                                      |                    |                          |
| b. Found additional information for course assignments when you didn't understand the material | FYSfy01b      | 1                   | Never                | 8                                    | 5   | 2,070              | 3   | <b>2.7</b>                           | 2.9 *              | -0.17                    |
|  |               | 2                   | Sometimes            | 48                                   | 33  | 21,144             | 30  |                                      |                    |                          |
|  |               | 3                   | Often                | 64                                   | 43  | 32,481             | 45  |                                      |                    |                          |
|  |               | 4                   | Very often           | 27                                   | 18  | 15,586             | 23  |                                      |                    |                          |
|  |               | Total               |                      | 147                                  | 100 | 71,281             | 100 |                                      |                    |                          |
| c. Participated in course discussions, even when you didn't feel like it                       | FYSfy01c      | 1                   | Never                | 8                                    | 5   | 7,945              | 10  | <b>2.6</b>                           | 2.6                | .03                      |
|  |               | 2                   | Sometimes            | 65                                   | 44  | 27,945             | 38  |                                      |                    |                          |
|  |               | 3                   | Often                | 53                                   | 36  | 24,429             | 35  |                                      |                    |                          |
|  |               | 4                   | Very often           | 23                                   | 16  | 11,054             | 17  |                                      |                    |                          |
|  |               | Total               |                      | 149                                  | 100 | 71,373             | 100 |                                      |                    |                          |
| d. Asked instructors for help when you struggled with course assignments                       | FYSfy01d      | 1                   | Never                | 10                                   | 7   | 8,236              | 11  | <b>2.6</b>                           | 2.5                | .08                      |
|  |               | 2                   | Sometimes            | 66                                   | 43  | 30,509             | 42  |                                      |                    |                          |
|  |               | 3                   | Often                | 50                                   | 34  | 22,424             | 31  |                                      |                    |                          |
|  |               | 4                   | Very often           | 22                                   | 15  | 10,187             | 15  |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,356             | 100 |                                      |                    |                          |
| e. Finished something you have started when you encountered challenges                         | FYSfy01e      | 1                   | Never                | 0                                    | 0   | 778                | 1   | <b>3.1</b>                           | 3.1                | -0.05                    |
|  |               | 2                   | Sometimes            | 29                                   | 20  | 13,636             | 19  |                                      |                    |                          |
|  |               | 3                   | Often                | 80                                   | 54  | 35,245             | 48  |                                      |                    |                          |
|  |               | 4                   | Very often           | 40                                   | 26  | 21,672             | 31  |                                      |                    |                          |
|  |               | Total               |                      | 149                                  | 100 | 71,331             | 100 |                                      |                    |                          |
| f. Stayed positive, even when you did poorly on a test or assignment                           | FYSfy01f      | 1                   | Never                | 6                                    | 3   | 2,951              | 4   | <b>2.8</b>                           | 2.9                | -0.04                    |
|  |               | 2                   | Sometimes            | 42                                   | 30  | 21,339             | 29  |                                      |                    |                          |
|  |               | 3                   | Often                | 68                                   | 45  | 30,072             | 42  |                                      |                    |                          |
|  |               | 4                   | Very often           | 32                                   | 22  | 16,932             | 25  |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,294             | 100 |                                      |                    |                          |
| <b>2. During the current school year, how difficult have the following been for you?</b>       |               |                     |                      |                                      |     |                    |     |                                      |                    |                          |
| a. Learning course material  | FYSfy02a      | 1                   | Not at all difficult | 14                                   | 9   | 3,329              | 6   | <b>3.3</b>                           | 3.4                | -0.12                    |
|  |               | 2                   | 2                    | 25                                   | 16  | 10,768             | 15  |                                      |                    |                          |
|  |               | 3                   | 3                    | 37                                   | 25  | 21,507             | 30  |                                      |                    |                          |
|  |               | 4                   | 4                    | 59                                   | 42  | 24,697             | 34  |                                      |                    |                          |
|  |               | 5                   | 5                    | 10                                   | 7   | 8,483              | 12  |                                      |                    |                          |
|  |               | 6                   | Very difficult       | 3                                    | 2   | 2,593              | 4   |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,377             | 100 |                                      |                    |                          |
| b. Managing your time  | FYSfy02b      | 1                   | Not at all difficult | 6                                    | 3   | 3,504              | 6   | <b>3.7</b>                           | 3.8                | -0.11                    |
|  |               | 2                   | 2                    | 26                                   | 17  | 8,377              | 12  |                                      |                    |                          |
|  |               | 3                   | 3                    | 34                                   | 23  | 15,613             | 22  |                                      |                    |                          |
|  |               | 4                   | 4                    | 44                                   | 32  | 19,665             | 27  |                                      |                    |                          |
|  |               | 5                   | 5                    | 24                                   | 16  | 14,463             | 20  |                                      |                    |                          |
|  |               | 6                   | Very difficult       | 14                                   | 9   | 9,723              | 13  |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,345             | 100 |                                      |                    |                          |

## First-Year Students

| Item wording or description  | Variable name | Values <sup>c</sup> | Response options     | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|--|---------------|---------------------|----------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|  |               |                     |                      | SOU                                  |     | FY Exp / Sr Transn |     | SOU                                  | FY Exp / Sr Transn | Effect size <sup>d</sup> |
|  |               |                     |                      | Count                                | %   | Count              | %   | Mean                                 | Mean               |                          |
| c. Getting help with school work   | FYSfy02c      | 1                   | Not at all difficult | 22                                   | 15  | 10,755             | 16  | <b>2.8</b>                           | 2.9                | -.10                     |
|  |               | 2                   | 2                    | 45                                   | 30  | 17,867             | 25  |                                      |                    |                          |
|  |               | 3                   | 3                    | 40                                   | 27  | 20,362             | 28  |                                      |                    |                          |
|  |               | 4                   | 4                    | 28                                   | 19  | 14,145             | 19  |                                      |                    |                          |
|  |               | 5                   | 5                    | 12                                   | 8   | 5,533              | 8   |                                      |                    |                          |
|  |               | 6                   | Very difficult       | 1                                    | 1   | 2,670              | 4   |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,332             | 100 |                                      |                    |                          |
| d. Interacting with faculty  | FYSfy02d      | 1                   | Not at all difficult | 32                                   | 21  | 13,921             | 21  | <b>2.6</b>                           | 2.8                | -.14                     |
|  |               | 2                   | 2                    | 41                                   | 30  | 18,703             | 26  |                                      |                    |                          |
|  |               | 3                   | 3                    | 39                                   | 26  | 18,177             | 25  |                                      |                    |                          |
|  |               | 4                   | 4                    | 25                                   | 17  | 12,133             | 17  |                                      |                    |                          |
|  |               | 5                   | 5                    | 9                                    | 6   | 5,571              | 8   |                                      |                    |                          |
|  |               | 6                   | Very difficult       | 1                                    | 1   | 2,811              | 4   |                                      |                    |                          |
|  |               | Total               |                      | 147                                  | 100 | 71,316             | 100 |                                      |                    |                          |
| <b>3. During the current school year, about how often have you sought help with coursework from the following sources?</b> |               |                     |                      |                                      |     |                    |     |                                      |                    |                          |
| a. Faculty members   | FYSfy03a_16   | 1                   | Never                | 24                                   | 16  | 13,459             | 19  | <b>2.2</b>                           | 2.2                | -.01                     |
|  |               | 2                   | Sometimes            | 82                                   | 56  | 37,693             | 53  |                                      |                    |                          |
|  |               | 3                   | Often                | 35                                   | 24  | 15,298             | 22  |                                      |                    |                          |
|  |               | 4                   | Very often           | 6                                    | 4   | 4,812              | 7   |                                      |                    |                          |
|  |               | Total               |                      | 147                                  | 100 | 71,262             | 100 |                                      |                    |                          |
| b. Academic advisors   | FYSfy03b_16   | 1                   | Never                | 54                                   | 37  | 34,387             | 47  | <b>1.8</b>                           | 1.7                | .14                      |
|  |               | 2                   | Sometimes            | 63                                   | 42  | 25,608             | 36  |                                      |                    |                          |
|  |               | 3                   | Often                | 28                                   | 19  | 8,618              | 13  |                                      |                    |                          |
|  |               | 4                   | Very often           | 2                                    | 2   | 2,586              | 4   |                                      |                    |                          |
|  |               | Total               |                      | 147                                  | 100 | 71,199             | 100 |                                      |                    |                          |
| c. Learning support services (tutoring, writing center, success coaching, etc.)  | FYSfy03c_16   | 1                   | Never                | 66                                   | 44  | 31,449             | 43  | <b>1.8</b>                           | 1.9                | -.07                     |
|  |               | 2                   | Sometimes            | 51                                   | 36  | 24,126             | 34  |                                      |                    |                          |
|  |               | 3                   | Often                | 23                                   | 15  | 10,744             | 15  |                                      |                    |                          |
|  |               | 4                   | Very often           | 7                                    | 5   | 4,872              | 7   |                                      |                    |                          |
|  |               | Total               |                      | 147                                  | 100 | 71,191             | 100 |                                      |                    |                          |
| d. Friends or other students   | FYSfy03d_16   | 1                   | Never                | 5                                    | 4   | 4,310              | 8   | <b>2.8</b>                           | 2.8                | -.05                     |
|  |               | 2                   | Sometimes            | 51                                   | 35  | 19,920             | 29  |                                      |                    |                          |
|  |               | 3                   | Often                | 62                                   | 42  | 27,475             | 37  |                                      |                    |                          |
|  |               | 4                   | Very often           | 30                                   | 19  | 19,526             | 26  |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,231             | 100 |                                      |                    |                          |
| e. Family members  | FYSfy03e_16   | 1                   | Never                | 65                                   | 43  | 28,536             | 41  | <b>1.8</b>                           | 1.9                | -.14                     |
|  |               | 2                   | Sometimes            | 55                                   | 39  | 23,956             | 33  |                                      |                    |                          |
|  |               | 3                   | Often                | 19                                   | 13  | 12,871             | 18  |                                      |                    |                          |
|  |               | 4                   | Very often           | 9                                    | 5   | 5,873              | 8   |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,236             | 100 |                                      |                    |                          |
| f. Other persons or offices  | FYSfy03f_16   | 1                   | Never                | 91                                   | 60  | 44,282             | 62  | <b>1.5</b>                           | 1.5                | -.06                     |
|  |               | 2                   | Sometimes            | 48                                   | 34  | 18,946             | 27  |                                      |                    |                          |
|  |               | 3                   | Often                | 6                                    | 5   | 5,804              | 8   |                                      |                    |                          |
|  |               | 4                   | Very often           | 3                                    | 2   | 2,085              | 3   |                                      |                    |                          |
|  |               | Total               |                      | 148                                  | 100 | 71,117             | 100 |                                      |                    |                          |

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

## First-Year Students

| Item wording or description  | Variable name  | Values <sup>c</sup> | Response options  | Frequency Distributions <sup>a</sup> |     |                      |     | Statistical Comparisons <sup>b</sup> |                      |                          |
|--|--|---------------------|---|--------------------------------------|-----|----------------------|-----|--------------------------------------|----------------------|--------------------------|
|  |  |                     |   | SOU                                  |     | FY Exp / Sr Transitm |     | SOU                                  | FY Exp / Sr Transitm | Effect size <sup>d</sup> |
|  |  |                     |   | Count                                | %   | Count                | %   | Mean                                 | Mean                 |                          |
| <b>4a. During the current school year, have you seriously considered leaving this institution?<sup>j</sup></b> |  |                     |   |                                      |     |                      |     |                                      |                      |                          |
|  | FYSfy04a   | No                  |   | 86                                   | 59  | 49,659               | 70  | <b>41%</b>                           | 30% **               | .23                      |
|  | (Means indicate the percentage who responded "Yes.") | Yes                 |   | 61                                   | 41  | 21,579               | 30  |                                      |                      |                          |
|  |  | Total               |   | 147                                  | 100 | 71,238               | 100 |                                      |                      |                          |
| <b>4b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)</b>                          |  |                     |   |                                      |     |                      |     |                                      |                      |                          |
|  | FYSfy04b_1_16  | —                   | Academics are too difficult   | 7                                    | 10  | 3,896                | 17  |                                      |                      |                          |
|  | FYSfy04b_2_16  | —                   | Academics are too easy  | 9                                    | 14  | 1,306                | 6   |                                      |                      |                          |
|  | FYSfy04b_3_16  | —                   | Other academic issues (major not offered, course availability, advising, credit transfer, etc.) | 16                                   | 29  | 3,699                | 17  |                                      |                      |                          |
|  | FYSfy04b_4_16  | —                   | Financial concerns (costs or financial aid)   | 31                                   | 49  | 8,113                | 38  |                                      |                      |                          |
|  | FYSfy04b_5_16  | —                   | To change your career options (transfer to another school or program, military service, etc.)   | 6                                    | 11  | 4,396                | 20  |                                      |                      |                          |
|  | FYSfy04b_6_16  | —                   | Difficulty managing demands of school and work  | 6                                    | 10  | 3,469                | 17  |                                      |                      |                          |
|  | FYSfy04b_7_16  | —                   | Too much emphasis on partying   | 1                                    | 1   | 1,300                | 6   |                                      |                      |                          |
|  | FYSfy04b_8_16  | —                   | Not enough opportunities to socialize and have fun  | 12                                   | 19  | 3,989                | 17  |                                      |                      |                          |
|  | FYSfy04b_9_16  | —                   | Relations with faculty and staff  | 5                                    | 9   | 2,115                | 11  |                                      |                      |                          |
|  | FYSfy04b_10_16                                       | —                   | Relations with other students   | 16                                   | 28  | 4,049                | 17  |                                      |                      |                          |
|  | FYSfy04b_11_16                                       | —                   | Campus climate, location, or culture  | 14                                   | 23  | 5,543                | 25  |                                      |                      |                          |
|  | FYSfy04b_12_16                                       | —                   | Unsafe or hostile environment   | 3                                    | 6   | 1,184                | 6   |                                      |                      |                          |
|  | FYSfy04b_13_16                                       | —                   | Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)         | 28                                   | 45  | 7,961                | 36  |                                      |                      |                          |
|  | FYSfy04b_14_16                                       | —                   | A reason not listed above, please specify:  | 10                                   | 19  | 3,503                | 18  |                                      |                      |                          |
| <b>5. How important is it to you that you graduate from <i>this institution</i>?</b>                           |  |                     |   |                                      |     |                      |     |                                      |                      |                          |
|  | FYSfy05  | 1                   | Not important   | 16                                   | 11  | 3,430                | 5   | <b>4.5</b>                           | 5.0 ***              | -.35                     |
|  |  | 2                   | 2   | 8                                    | 6   | 2,659                | 4   |                                      |                      |                          |
|  |  | 3                   | 3   | 8                                    | 6   | 4,741                | 7   |                                      |                      |                          |
|  |  | 4                   | 4   | 26                                   | 18  | 8,861                | 12  |                                      |                      |                          |
|  |  | 5                   | 5   | 28                                   | 18  | 10,793               | 15  |                                      |                      |                          |
|  |  | 6                   | Very important  | 60                                   | 40  | 40,368               | 57  |                                      |                      |                          |
|  |  | Total               |   | 146                                  | 100 | 70,852               | 100 |                                      |                      |                          |



### First-Year Students

| Variable name         | N   | Mean                                      |                      | Standard error <sup>f</sup> |                      | Standard deviation <sup>g</sup> |                      | DF <sup>h</sup> | Sig. <sup>i</sup> | Effect size <sup>d</sup> |
|-----------------------|-----|---|----------------------|-----------------------------|----------------------|---------------------------------|----------------------|-----------------|-------------------|--------------------------|
|                       | SOU | SOU                                       | FY Exp / Sr Transitn | SOU                         | FY Exp / Sr Transitn | SOU                             | FY Exp / Sr Transitn |                 |                   |                          |
|                       |     | Comparisons with:<br>FY Exp / Sr Transitn |                      |                             |                      |                                 |                      |                 |                   |                          |
| FYSfy01a              | 146 | 2.58                                      | 2.82                 | .07                         | .00                  | 0.83                            | 0.85                 | 75,557          | .000              | -.29                     |
| FYSfy01b              | 144 | 2.74                                      | 2.87                 | .07                         | .00                  | 0.82                            | 0.79                 | 75,326          | .043              | -.17                     |
| FYSfy01c              | 146 | 2.62                                      | 2.59                 | .07                         | .00                  | 0.81                            | 0.89                 | 75,415          | .688              | .03                      |
| FYSfy01d              | 146 | 2.57                                      | 2.50                 | .07                         | .00                  | 0.83                            | 0.88                 | 75,390          | .327              | .08                      |
| FYSfy01e              | 146 | 3.06                                      | 3.10                 | .06                         | .00                  | 0.68                            | 0.74                 | 75,361          | .512              | -.05                     |
| FYSfy01f              | 145 | 2.85                                      | 2.88                 | .07                         | .00                  | 0.80                            | 0.83                 | 75,326          | .625              | -.04                     |
| FYSfy02a              | 145 | 3.27                                      | 3.41                 | .09                         | .00                  | 1.14                            | 1.16                 | 75,405          | .157              | -.12                     |
| FYSfy02b              | 145 | 3.68                                      | 3.84                 | .11                         | .01                  | 1.29                            | 1.39                 | 75,393          | .186              | -.11                     |
| FYSfy02c              | 145 | 2.76                                      | 2.89                 | .10                         | .00                  | 1.19                            | 1.32                 | 75,353          | .235              | -.10                     |
| FYSfy02d              | 144 | 2.57                                      | 2.77                 | .10                         | .00                  | 1.19                            | 1.37                 | 75,325          | .087              | -.14                     |
| FYSfy03a_16           | 144 | 2.16                                      | 2.17                 | .06                         | .00                  | 0.73                            | 0.81                 | 75,280          | .942              | -.01                     |
| FYSfy03b_16           | 144 | 1.85                                      | 1.73                 | .06                         | .00                  | 0.78                            | 0.83                 | 75,204          | .098              | .14                      |
| FYSfy03b_16           | 144 | 1.81                                      | 1.87                 | .07                         | .00                  | 0.86                            | 0.93                 | 75,184          | .423              | -.07                     |
| FYSfy03b_16           | 145 | 2.76                                      | 2.81                 | .07                         | .00                  | 0.80                            | 0.91                 | 145             | .480              | -.05                     |
| FYSfy03e_16           | 145 | 1.80                                      | 1.94                 | .07                         | .00                  | 0.86                            | 0.96                 | 75,224          | .091              | -.14                     |
| FYSfy03f_16           | 145 | 1.48                                      | 1.53                 | .06                         | .00                  | 0.67                            | 0.78                 | 145             | .395              | -.06                     |
| FYSfy04a <sup>k</sup> | 144 | .412                                      | .304                 | .0412                       | .0017                | --                              | --                   | --              | .005              | .23                      |
| FYSfy05               | 143 | 4.48                                      | 4.99                 | .14                         | .01                  | 1.70                            | 1.46                 | 143             | .000              | -.35                     |

See the endnotes on the last page of this report.

## Seniors

| Item wording or description  | Variable name  | Values <sup>c</sup>                    | Response options   | Frequency Distributions <sup>a</sup> |     |             |     | Statistical Comparisons <sup>b</sup> |             |                          |
|--|--|--|--|--------------------------------------|-----|-------------|-----|--------------------------------------|-------------|--------------------------|
|  |  |  |  | SOU                                  |     | FY Exp / Sr |     | SOU                                  | FY Exp / Sr | Effect size <sup>d</sup> |
|  |  |  |  | Count                                | %   | Count       | %   | Mean                                 | Mean        |                          |
| <b>1. Do you expect to graduate this spring or summer?</b>   |  |  |  |                                      |     |             |     |                                      |             |                          |
|  | FYSsr01_16   | No                                     |  | 153                                  | 42  | 25,835      | 31  |                                      |             |                          |
|  |  | Yes                                    |  | 215                                  | 58  | 60,287      | 69  |                                      |             |                          |
|  |  | Total                                  |  | 368                                  | 100 | 86,122      | 100 |                                      |             |                          |
| <b>1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?</b>                              |  |  |  |                                      |     |             |     |                                      |             |                          |
|  | FYSsr01a   | —                                      | Full-time employment   | 113                                  | 53  | 34,703      | 58  |                                      |             |                          |
|  |  | —                                      | Part-time employment   | 9                                    | 4   | 2,893       | 4   |                                      |             |                          |
|  |  | —                                      | Graduate or professional school  | 52                                   | 23  | 13,503      | 21  |                                      |             |                          |
|  |  | —                                      | Military service   | 1                                    | 0   | 569         | 1   |                                      |             |                          |
|  |  | —                                      | Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.) | 4                                    | 2   | 559         | 1   |                                      |             |                          |
|  |  | —                                      | Internship (paid or unpaid)  | 14                                   | 6   | 2,290       | 4   |                                      |             |                          |
|  |  | —                                      | Travel or gap year   | 12                                   | 6   | 2,556       | 4   |                                      |             |                          |
|  |  | —                                      | No plans at this time  | 4                                    | 2   | 2,154       | 4   |                                      |             |                          |
|  |  | —                                      | Other, please specify:   | 9                                    | 4   | 1,763       | 3   |                                      |             |                          |
|  |  | Total                                  |  | 218                                  | 100 | 60,990      | 100 |                                      |             |                          |
| <b>1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?<sup>j</sup></b>   |  |  |  |                                      |     |             |     |                                      |             |                          |
|  | FYSsr01b   | No                                     |  | 64                                   | 53  | 19,770      | 51  | <b>47%</b>                           | 49%         | -.05                     |
|  | (Means indicate the percentage who responded "Yes.") | Yes, I will start a new job            |  | 12                                   | 10  | 7,647       | 20  |                                      |             |                          |
|  |  | Yes, I will continue in my current job |  | 46                                   | 36  | 10,025      | 29  |                                      |             |                          |
|  |  | Total                                  |  | 122                                  | 100 | 37,442      | 100 |                                      |             |                          |
| <b>2. [Excludes those who answered "No," not expecting spring/summer graduation] To what extent have courses in your major(s) prepared you for your post-graduation plans?</b> |  |  |  |                                      |     |             |     |                                      |             |                          |
|  | FYSsr02  | 1                                      | Very little  | 19                                   | 9   | 4,160       | 7   | <b>2.9</b>                           | 3.0         | -.03                     |
|  |  | 2                                      | Some   | 49                                   | 22  | 14,347      | 24  |                                      |             |                          |
|  |  | 3                                      | Quite a bit  | 75                                   | 34  | 22,411      | 36  |                                      |             |                          |
|  |  | 4                                      | Very much  | 74                                   | 34  | 19,934      | 33  |                                      |             |                          |
|  |  | Total                                  |  | 217                                  | 100 | 60,852      | 100 |                                      |             |                          |
| <b>3. Do you intend to work eventually in a field related to your major(s)?<sup>j</sup></b>  |  |  |  |                                      |     |             |     |                                      |             |                          |
|  | FYSsr03  | Yes                                    |  | 323                                  | 87  | 73,096      | 85  | <b>87%</b>                           | 85%         | .07                      |
|  | (Means indicate the percentage who responded "Yes.") | No                                     |  | 15                                   | 4   | 4,134       | 5   |                                      |             |                          |
|  |  | Unsure                                 |  | 31                                   | 9   | 9,247       | 11  |                                      |             |                          |
|  |  | Total                                  |  | 369                                  | 100 | 86,477      | 100 |                                      |             |                          |
| <b>4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?<sup>j</sup></b>   |  |  |  |                                      |     |             |     |                                      |             |                          |
|  | FYSsr04  | Yes                                    |  | 79                                   | 22  | 18,701      | 23  | <b>22%</b>                           | 23%         | -.01                     |
|  | (Means indicate the percentage who responded "Yes.") | No                                     |  | 161                                  | 43  | 43,882      | 50  |                                      |             |                          |
|  |  | Unsure                                 |  | 129                                  | 35  | 23,880      | 28  |                                      |             |                          |
|  |  | Total                                  |  | 369                                  | 100 | 86,463      | 100 |                                      |             |                          |

## Seniors

| Item wording or description   | Variable name | Values <sup>c</sup> | Response options | Frequency Distributions <sup>a</sup> |     |                      |        | Statistical Comparisons <sup>b</sup> |                      |                          |       |
|---|---------------|---------------------|------------------|--------------------------------------|-----|----------------------|--------|--------------------------------------|----------------------|--------------------------|-------|
|   |               |                     |                  | SOU                                  |     | FY Exp / Sr Transiti |        | SOU                                  | FY Exp / Sr Transiti |                          |       |
|   |               |                     |                  | Count                                | %   | Count                | %      | Mean                                 | Mean                 | Effect size <sup>d</sup> |       |
| <b>5. Do you plan to start your own business (nonprofit or for-profit) someday?<sup>j</sup></b>                                       |               |                     |                  |                                      |     |                      |        |                                      |                      |                          |       |
|   | FYSsr05       |                     | Yes              | 72                                   | 20  | 20,628               | 25     | <b>20%</b>                           | 25% *                | -0.12                    |       |
|   |               |                     | No               | 171                                  | 45  | 40,399               | 46     |                                      |                      |                          |       |
|   |               |                     | Unsure           | 127                                  | 35  | 25,505               | 29     |                                      |                      |                          |       |
|   |               |                     | Total            | 370                                  | 100 | 86,532               | 100    |                                      |                      |                          |       |
|   |               |                     |                  |                                      |     |                      |        |                                      |                      |                          |       |
| <b>6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?<sup>j</sup></b> |               |                     |                  |                                      |     |                      |        |                                      |                      |                          |       |
| a. Critical thinking and analysis of arguments and information  | FYSsr06a      |                     | 1                | Very little                          | 6   | 1                    | 581    | 1                                    | <b>3.4</b>           | 3.4                      | -0.10 |
|   |               |                     | 2                | Some                                 | 32  | 9                    | 7,284  | 8                                    |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 156 | 41                   | 33,946 | 38                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 175 | 49                   | 44,569 | 53                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 369 | 100                  | 86,380 | 100                                  |                      |                          |       |
| b. Creative thinking and problem solving  | FYSsr06b      |                     | 1                | Very little                          | 3   | 1                    | 487    | 1                                    | <b>3.5</b>           | 3.5                      | -0.01 |
|   |               |                     | 2                | Some                                 | 23  | 6                    | 6,759  | 8                                    |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 148 | 40                   | 33,363 | 37                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 195 | 53                   | 45,761 | 54                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 369 | 100                  | 86,370 | 100                                  |                      |                          |       |
| c. Research skills  | FYSsr06c      |                     | 1                | Very little                          | 8   | 2                    | 1,735  | 2                                    | <b>3.2</b>           | 3.2                      | -0.06 |
|   |               |                     | 2                | Some                                 | 55  | 16                   | 14,738 | 16                                   |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 167 | 45                   | 34,917 | 40                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 138 | 37                   | 34,984 | 42                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 368 | 100                  | 86,374 | 100                                  |                      |                          |       |
| d. Clear writing  | FYSsr06d      |                     | 1                | Very little                          | 6   | 1                    | 1,197  | 1                                    | <b>3.3</b>           | 3.3                      | .04   |
|   |               |                     | 2                | Some                                 | 36  | 10                   | 11,801 | 14                                   |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 165 | 44                   | 35,292 | 40                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 162 | 44                   | 38,092 | 45                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 369 | 100                  | 86,382 | 100                                  |                      |                          |       |
| e. Persuasive speaking  | FYSsr06e      |                     | 1                | Very little                          | 14  | 4                    | 3,244  | 4                                    | <b>3.0</b>           | 3.0                      | -0.06 |
|   |               |                     | 2                | Some                                 | 88  | 23                   | 20,343 | 23                                   |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 155 | 42                   | 33,987 | 39                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 111 | 31                   | 28,803 | 35                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 368 | 100                  | 86,377 | 100                                  |                      |                          |       |
| f. Technological skills   | FYSsr06f      |                     | 1                | Very little                          | 21  | 6                    | 3,349  | 4                                    | <b>2.9</b>           | 3.0 **                   | -0.16 |
|   |               |                     | 2                | Some                                 | 92  | 25                   | 21,131 | 23                                   |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 161 | 44                   | 34,953 | 40                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 93  | 26                   | 26,923 | 33                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 367 | 100                  | 86,356 | 100                                  |                      |                          |       |
| g. Financial and business management skills   | FYSsr06g      |                     | 1                | Very little                          | 69  | 18                   | 15,119 | 16                                   | <b>2.4</b>           | 2.5 ***                  | -0.17 |
|   |               |                     | 2                | Some                                 | 157 | 42                   | 30,929 | 35                                   |                      |                          |       |
|   |               |                     | 3                | Quite a bit                          | 90  | 25                   | 24,345 | 29                                   |                      |                          |       |
|   |               |                     | 4                | Very much                            | 52  | 15                   | 15,944 | 20                                   |                      |                          |       |
|   |               |                     |                  | Total                                | 368 | 100                  | 86,337 | 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 <sup>c</sup> | Response options | Frequency Distributions <sup>a</sup> |     |                    |     | Statistical Comparisons <sup>b</sup> |                    |                          |
|---|---------------|---------------------|------------------|--------------------------------------|-----|--------------------|-----|--------------------------------------|--------------------|--------------------------|
|   |               |                     |                  | SOU                                  |     | FY Exp / Sr Transn |     | SOU                                  | FY Exp / Sr Transn | Effect size <sup>d</sup> |
|   |               |                     |                  | Count                                | %   | Count              | %   | Mean                                 | Mean               |                          |
| h. Entrepreneurial skills   | FYSsr06h      | 1                   | Very little      | 89                                   | 23  | 20,955             | 23  | <b>2.2</b>                           | 2.3 *              | -12                      |
|   |               | 2                   | Some             | 161                                  | 43  | 32,263             | 37  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 77                                   | 22  | 20,394             | 25  |                                      |                    |                          |
|   |               | 4                   | Very much        | 41                                   | 12  | 12,676             | 16  |                                      |                    |                          |
|   |               | Total               |                  | 368                                  | 100 | 86,288             | 100 |                                      |                    |                          |
| i. Leadership skills  | FYSsr06i      | 1                   | Very little      | 17                                   | 5   | 2,690              | 3   | <b>3.1</b>                           | 3.2 *              | -12                      |
|   |               | 2                   | Some             | 65                                   | 18  | 14,924             | 17  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 141                                  | 38  | 31,214             | 36  |                                      |                    |                          |
|   |               | 4                   | Very much        | 144                                  | 39  | 37,471             | 45  |                                      |                    |                          |
|   |               | Total               |                  | 367                                  | 100 | 86,299             | 100 |                                      |                    |                          |
| j. Networking and relationship building   | FYSsr06j      | 1                   | Very little      | 22                                   | 6   | 4,630              | 5   | <b>2.9</b>                           | 3.0                | -.09                     |
|   |               | 2                   | Some             | 90                                   | 24  | 20,356             | 23  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 146                                  | 40  | 32,233             | 37  |                                      |                    |                          |
|   |               | 4                   | Very much        | 111                                  | 30  | 29,103             | 35  |                                      |                    |                          |
|   |               | Total               |                  | 369                                  | 100 | 86,322             | 100 |                                      |                    |                          |
| <b>7. To what extent has your coursework in your major(s) emphasized the following?</b> |               |                     |                  |                                      |     |                    |     |                                      |                    |                          |
| a. Generating new ideas or brainstorming  | FYSsr07a      | 1                   | Very little      | 14                                   | 4   | 3,365              | 4   | <b>3.0</b>                           | 3.1                | -.06                     |
|   |               | 2                   | Some             | 85                                   | 23  | 18,011             | 21  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 150                                  | 40  | 35,205             | 40  |                                      |                    |                          |
|   |               | 4                   | Very much        | 120                                  | 33  | 29,586             | 35  |                                      |                    |                          |
|   |               | Total               |                  | 369                                  | 100 | 86,167             | 100 |                                      |                    |                          |
| b. Taking risks in your coursework without fear of penalty                              | FYSsr07b      | 1                   | Very little      | 76                                   | 21  | 18,821             | 22  | <b>2.5</b>                           | 2.5                | .06                      |
|   |               | 2                   | Some             | 99                                   | 27  | 25,890             | 30  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 109                                  | 30  | 23,925             | 28  |                                      |                    |                          |
|   |               | 4                   | Very much        | 82                                   | 23  | 17,476             | 21  |                                      |                    |                          |
|   |               | Total               |                  | 366                                  | 100 | 86,112             | 100 |                                      |                    |                          |
| c. Evaluating multiple approaches to a problem  | FYSsr07c      | 1                   | Very little      | 17                                   | 5   | 3,909              | 5   | <b>3.0</b>                           | 3.0                | .00                      |
|   |               | 2                   | Some             | 80                                   | 22  | 18,532             | 21  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 148                                  | 39  | 35,202             | 41  |                                      |                    |                          |
|   |               | 4                   | Very much        | 123                                  | 34  | 28,293             | 34  |                                      |                    |                          |
|   |               | Total               |                  | 368                                  | 100 | 85,936             | 100 |                                      |                    |                          |
| d. Inventing new methods to arrive at unconventional solutions                          | FYSsr07d      | 1                   | Very little      | 43                                   | 12  | 10,509             | 12  | <b>2.7</b>                           | 2.7                | -.01                     |
|   |               | 2                   | Some             | 121                                  | 32  | 26,930             | 31  |                                      |                    |                          |
|   |               | 3                   | Quite a bit      | 121                                  | 32  | 28,258             | 33  |                                      |                    |                          |
|   |               | 4                   | Very much        | 83                                   | 24  | 19,994             | 24  |                                      |                    |                          |
|   |               | Total               |                  | 368                                  | 100 | 85,691             | 100 |                                      |                    |                          |

### 8. Is there anything your institution could have done better to prepare you for your career or further education? Please describe.

This final question asked students to respond in an open text box. Comments were recorded for 128 seniors. Responses are provided in your "NSSE18 Student Comments" report and in a separate SPSS data file.

*These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.*

## Seniors

| Variable name         | N   | Mean |                      | Standard error <sup>f</sup> |                      | Standard deviation <sup>g</sup> |                      | DF <sup>h</sup> | Sig. <sup>i</sup> | Effect size <sup>d</sup> |
|-----------------------|-----|------|----------------------|-----------------------------|----------------------|---------------------------------|----------------------|-----------------|-------------------|--------------------------|
|                       |     | SOU  | FY Exp / Sr Transiti | SOU                         | FY Exp / Sr Transiti | SOU                             | FY Exp / Sr Transiti |                 |                   |                          |
| FYSsr01b <sup>k</sup> | 121 | .467 | .494                 | .0456                       | .0024                | --                              | --                   | --              | .549              | -.05                     |
| FYSsr02               | 211 | 2.93 | 2.95                 | .07                         | .00                  | 0.97                            | 0.92                 | 70,080          | .666              | -.03                     |
| FYSsr03 <sup>k</sup>  | 363 | .872 | .847                 | .0176                       | .0011                | --                              | --                   | --              | .192              | .07                      |
| FYSsr04 <sup>k</sup>  | 363 | .223 | .226                 | .0219                       | .0013                | --                              | --                   | --              | .890              | -.01                     |
| FYSsr05 <sup>k</sup>  | 364 | .200 | .252                 | .0210                       | .0014                | --                              | --                   | --              | .023              | -.12                     |
| FYSsr06a              | 363 | 3.37 | 3.44                 | .04                         | .00                  | 0.70                            | 0.67                 | 101,096         | .061              | -.10                     |
| FYSsr06b              | 363 | 3.45 | 3.46                 | .03                         | .00                  | 0.65                            | 0.66                 | 101,088         | .871              | -.01                     |
| FYSsr06c              | 362 | 3.17 | 3.22                 | .04                         | .00                  | 0.76                            | 0.78                 | 101,093         | .295              | -.06                     |
| FYSsr06d              | 363 | 3.32 | 3.28                 | .04                         | .00                  | 0.71                            | 0.75                 | 101,110         | .435              | .04                      |
| FYSsr06e              | 362 | 2.99 | 3.05                 | .04                         | .00                  | 0.84                            | 0.85                 | 101,091         | .256              | -.06                     |
| FYSsr06f              | 361 | 2.90 | 3.03                 | .04                         | .00                  | 0.85                            | 0.84                 | 101,062         | .002              | -.16                     |
| FYSsr06g              | 362 | 2.37 | 2.53                 | .05                         | .00                  | 0.94                            | 0.99                 | 364             | .001              | -.17                     |
| FYSsr06h              | 362 | 2.22 | 2.34                 | .05                         | .00                  | 0.93                            | 1.00                 | 364             | .013              | -.12                     |
| FYSsr06i              | 361 | 3.12 | 3.22                 | .05                         | .00                  | 0.86                            | 0.83                 | 100,999         | .018              | -.12                     |
| FYSsr06j              | 363 | 2.93 | 3.01                 | .05                         | .00                  | 0.89                            | 0.89                 | 101,018         | .085              | -.09                     |
| FYSsr07a              | 363 | 3.01 | 3.06                 | .04                         | .00                  | 0.85                            | 0.84                 | 100,840         | .288              | -.06                     |
| FYSsr07b              | 360 | 2.54 | 2.48                 | .06                         | .00                  | 1.06                            | 1.05                 | 100,746         | .264              | .06                      |
| FYSsr07c              | 362 | 3.03 | 3.03                 | .05                         | .00                  | 0.87                            | 0.86                 | 100,529         | .999              | .00                      |
| FYSsr07d              | 362 | 2.68 | 2.69                 | .05                         | .00                  | 0.96                            | 0.97                 | 100,228         | .828              | -.01                     |





See the endnotes on the last page of this report.

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## Endnotes

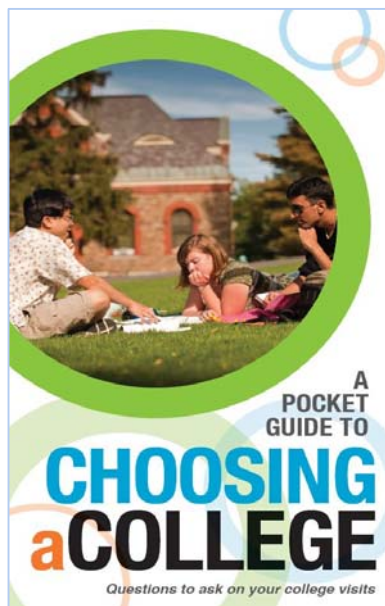
- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported 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."

### 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.

# A Pocket Guide to Choosing a College: NSSE 2018 Answers from Students Using the Report



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 report entitled *A Pocket Guide to Choosing a College: NSSE 2018 Answers from Students*, part of your NSSE *Institutional Report 2018*.

## Who can use this report?

*A Pocket Guide to Choosing a College: NSSE 2018 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 2018 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 2018* 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.

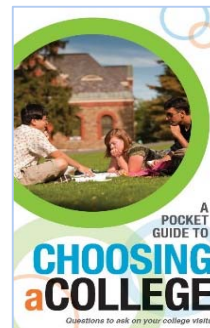
[nsse.indiana.edu/html/pocket\\_guide.cfm](https://nsse.indiana.edu/html/pocket_guide.cfm)

If you have questions about these resources, contact the NSSE Institute at [nsse@indiana.edu](mailto: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](http://nsse.indiana.edu/html/pocket_guide.cfm)

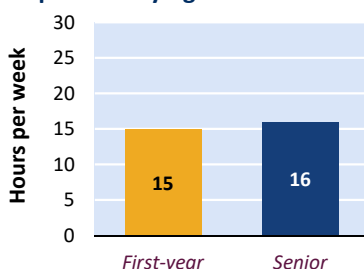


The following responses were provided by 625 SOU students on the 2018 survey.

## Academics

### How much time do students spend studying each week?

First-year (FY) students spent an average of 15 hours per week preparing for class while seniors spent an average of 16 hours per week.



### Do courses challenge students to do their best?<sup>a</sup>

37% 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 61 pages of writing and seniors estimated an average of 77 pages.

### How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

### How often do students make course presentations?<sup>b</sup>

48% of FY students and 58% of seniors "frequently" gave course presentations.

### Do class discussions and assignments include the perspectives of diverse groups of people?<sup>b</sup>

56% of FY students "frequently" included diverse perspectives in course discussions or assignments.

### Are students expected to use numbers or statistics throughout their coursework?<sup>b</sup>

36% of FY students "frequently" used numerical information to examine a real-world problem or issue; 46% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

## Experiences with Faculty

### How do students rate their interactions with faculty?<sup>c</sup>

62% 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?<sup>b</sup>

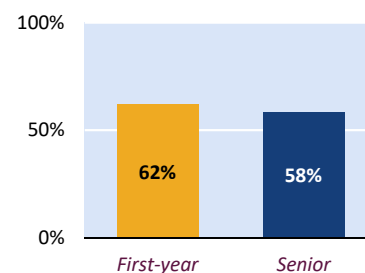
45% of FY and 45% of seniors "frequently" discussed career plans with faculty.

### Do faculty members clearly explain course goals and requirements?

76% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

### Do students receive prompt and detailed feedback?<sup>d</sup>

62% of FY students and 58% 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?<sup>b</sup>

28% 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?

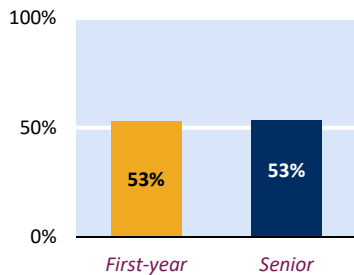
7% of FY students and 20% of seniors worked on a research project with a faculty member.



## Learning with Peers

### How often do students work together on class projects and assignments?<sup>b</sup>

53% of FY students and 53% of seniors "frequently" worked with their peers on course projects and assignments.



### Do students help each other learn?<sup>b</sup>

57% of seniors "frequently" explained course material to one or more students.

### How often do students work together to prepare for exams?<sup>b</sup>

43% 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?<sup>b</sup>

Among FY students, 58% "frequently" had discussions with people with different political views, 76% "frequently" had discussions with people from a different economic background, and 73% "frequently" had discussions with people from a different race or ethnicity.

## Campus Environment

### Are students encouraged to use learning support services (tutors, writing center)?<sup>d</sup>

73% of FY students said the institution "substantially" emphasized the use of learning support services.

### How do students rate their interactions with academic advisors?<sup>c</sup>

63% of FY students and 57% of seniors gave the quality of their interactions with academic advisors a "high" rating.

### How well do students get along with each other?<sup>c</sup>

47% of FY students gave the quality of their interactions with their peers a "high" rating.

### How satisfied are students with their educational experience?

81% of FY and 81% 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, 7% of students participated in a learning community. By spring of their senior year, 47% of students had done (or were doing) a culminating senior experience.

### How many students study in other countries?

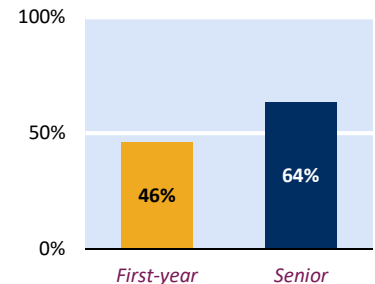
By their senior year, 7% of students had studied abroad.

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

By spring of their senior year, 42% 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?<sup>e</sup>

46% of FY students and 64% 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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