



Southern Oregon University

2019 NSSE Results – Table of Contents

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### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys 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  
**Public & Master's LG**  
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2019 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:

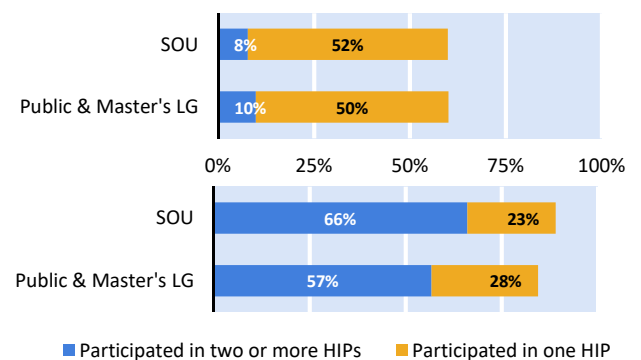
- Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- Your students' average was significantly lower ( $p < .05$ ) 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 Public & Master's LG	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning		--
	Learning Strategies	--	--
Learning with Peers	Quantitative Reasoning		--
	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

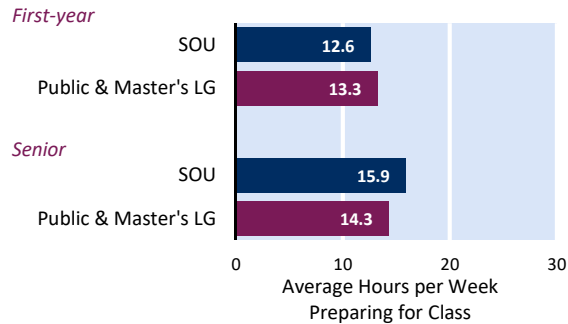


### Academic Challenge: Additional Results

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.

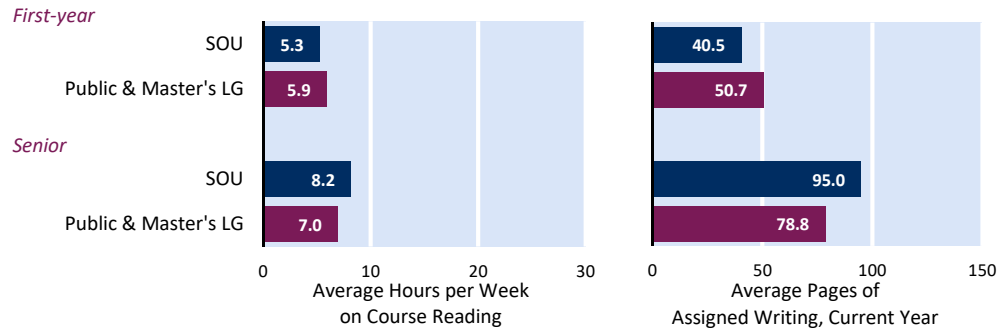
#### Time Spent Preparing for Class

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



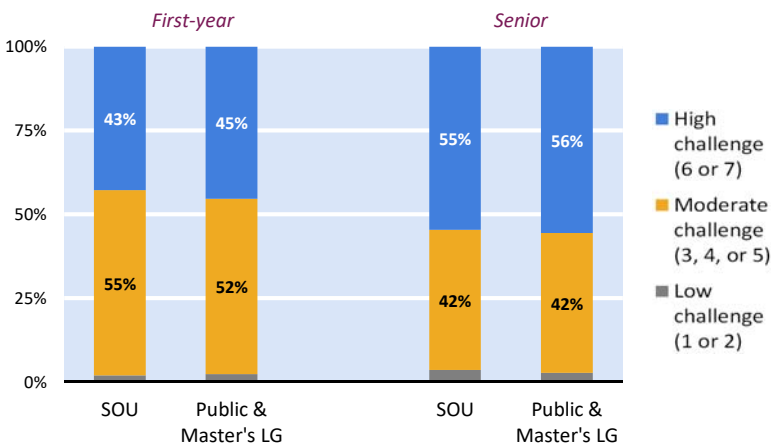
#### Reading and Writing

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.



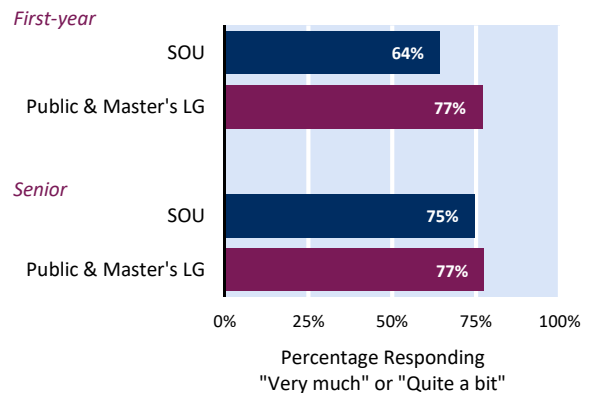
#### Challenging Students to Do Their Best Work

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 Public & Master's LG

Examined the strengths and weaknesses of your own views on a topic or issue<sup>b</sup> (RI)

Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)

Used numerical information to examine a real-world problem or issue (...) <sup>b</sup> (QR)

Quality of interactions with student services staff (...) <sup>f</sup> (QI)

Connected your learning to societal problems or issues<sup>b</sup> (RI)

##### Lowest Performing Relative to Public & Master's LG

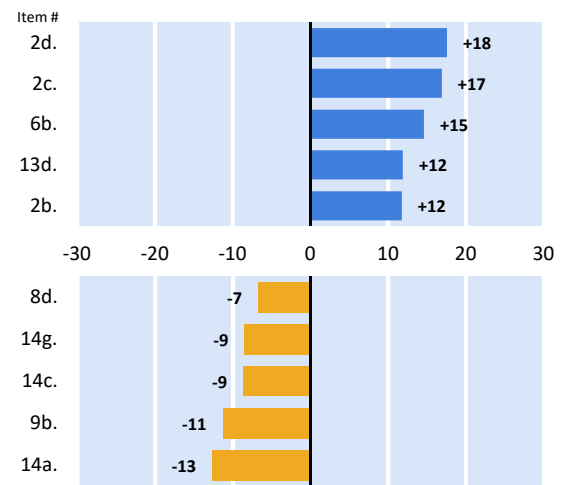
Discussions with... People with political views other than your own<sup>b</sup> (DD)

Institution emphasis on helping you manage your non-academic responsibilities (...) <sup>f</sup> (SE)

Institution emphasis on using learning support services (...) <sup>f</sup> (SE)

Reviewed your notes after class<sup>b</sup> (LS)

Institution emphasis on studying and academic work<sup>c</sup>



Percentage Point Difference with Public & Master's LG

#### Senior

##### Highest Performing Relative to Public & Master's LG

Completed a culminating senior experience (...) (HIP)

Assigned more than 50 pages of writing<sup>e</sup>

Connected your learning to societal problems or issues<sup>b</sup> (RI)

Spent more than 15 hours per week preparing for class

Quality of interactions with academic advisors<sup>d</sup> (QI)

##### Lowest Performing Relative to Public & Master's LG

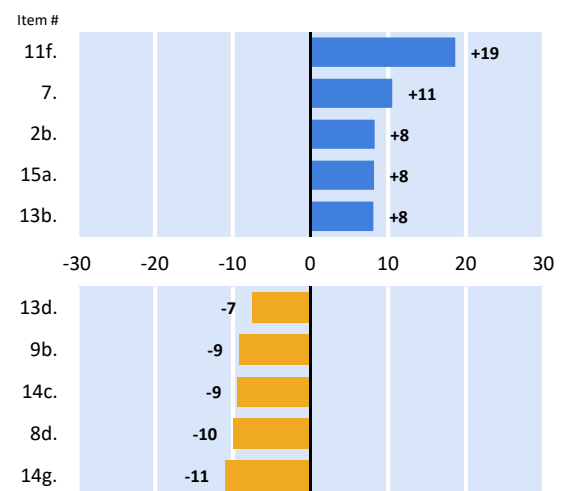
Quality of interactions with student services staff (...) <sup>f</sup> (QI)

Reviewed your notes after class<sup>b</sup> (LS)

Institution emphasis on using learning support services (...) <sup>f</sup> (SE)

Discussions with... People with political views other than your own<sup>b</sup> (DD)

Institution emphasis on helping you manage your non-academic responsibilities (...) <sup>f</sup> (SE)



Percentage Point Difference with Public & Master's LG

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

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

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

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

e. Percentage reporting at least "Some."

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

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

### How Students Assess Their Experience

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

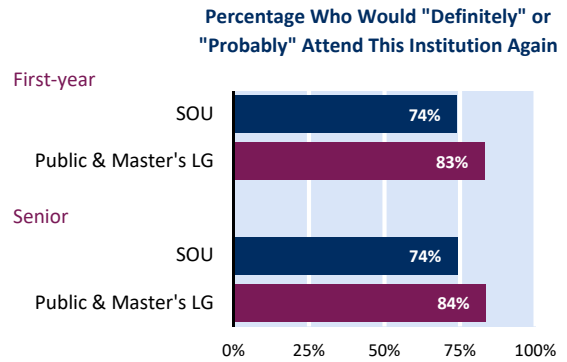
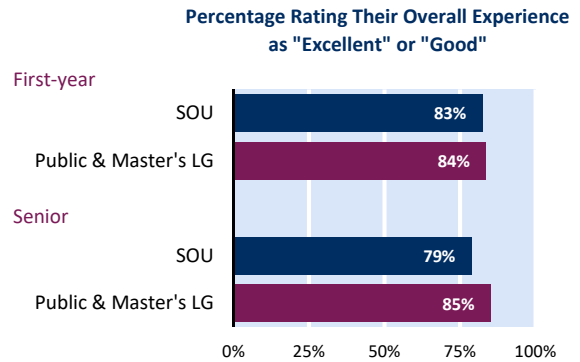
#### Perceived Gains Among Seniors

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

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	79%
Working effectively with others	69%
Writing clearly and effectively	69%
Speaking clearly and effectively	65%
Analyzing numerical and statistical information	62%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	61%
Being an informed and active citizen	59%
Acquiring job- or work-related knowledge and skills	59%
Developing or clarifying a personal code of values and ethics	59%
Solving complex real-world problems	55%

#### 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	117	30%	75%	94%
Senior	318	33%	68%	81%

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 2019

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your 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 2018 and 2019 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, 2018). 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

Theme	Engagement Indicator	Your first-year students compared with Public & Master's LG	Your first-year students compared with FT, Incl, Hi Transf	Your first-year students compared with Same Size Public ML
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	--	--	--

#### Seniors

Theme	Engagement Indicator	Your seniors compared with Public & Master's LG	Your seniors compared with FT, Incl, Hi Transf	Your seniors compared with Same Size Public ML
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			



### Academic Challenge: First-year students

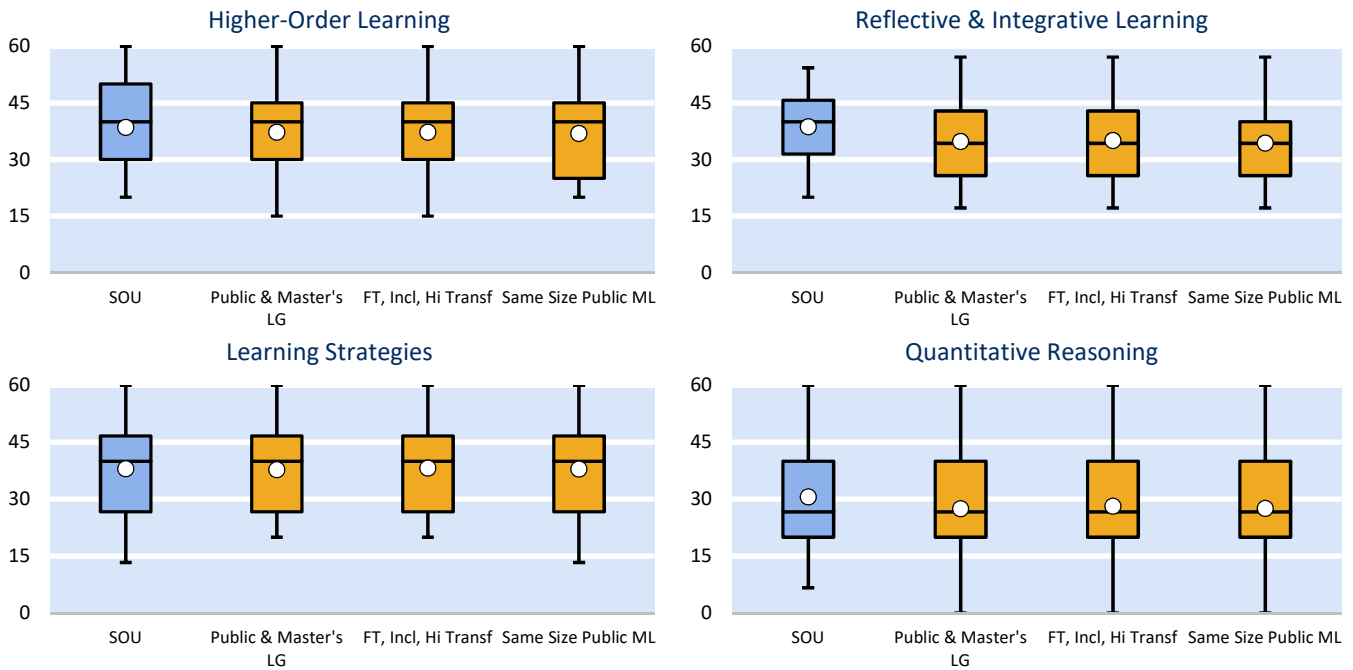
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Public & Master's LG Mean	Effect size	FT, Incl, Hi Transf Mean	Effect size	Same Size Public ML Mean	Effect size
Higher-Order Learning	38.5	37.3	.09	37.2	.09	36.9	.12
Reflective & Integrative Learning	38.7	34.8 ***	.32	35.1 **	.30	34.4 ***	.37
Learning Strategies	38.0	37.8	.02	38.2	-.01	38.0	.00
Quantitative Reasoning	30.6	27.5 *	.21	28.2	.16	27.6	.20

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		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<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	+2 	+3 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+5 	+6 	+6 
4d. Evaluating a point of view, decision, or information source	75	+6 	+7 	+9 
4e. Forming a new idea or understanding from various pieces of information	69	+2 	+2 	+3 
<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	62	+11 	+11 	+13 
2b. Connected your learning to societal problems or issues	62	+12 	+12 	+14 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+17 	+16 	+20 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	80	+18 	+17 	+19 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+11 	+11 	+12 
2f. Learned something that changed the way you understand an issue or concept	75	+9 	+9 	+9 
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+6 	+7 	+7 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-0 	-0 	+0 
9b. Reviewed your notes after class	55	-11 	-11 	-11 
9c. Summarized what you learned in class or from course materials	68	+5 	+4 	+4 
<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.)	55	+3 	+3 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+15 	+13 	+16 
6c. Evaluated what others have concluded from numerical information	46	+8 	+7 	+9 

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

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

### Academic Challenge: Seniors

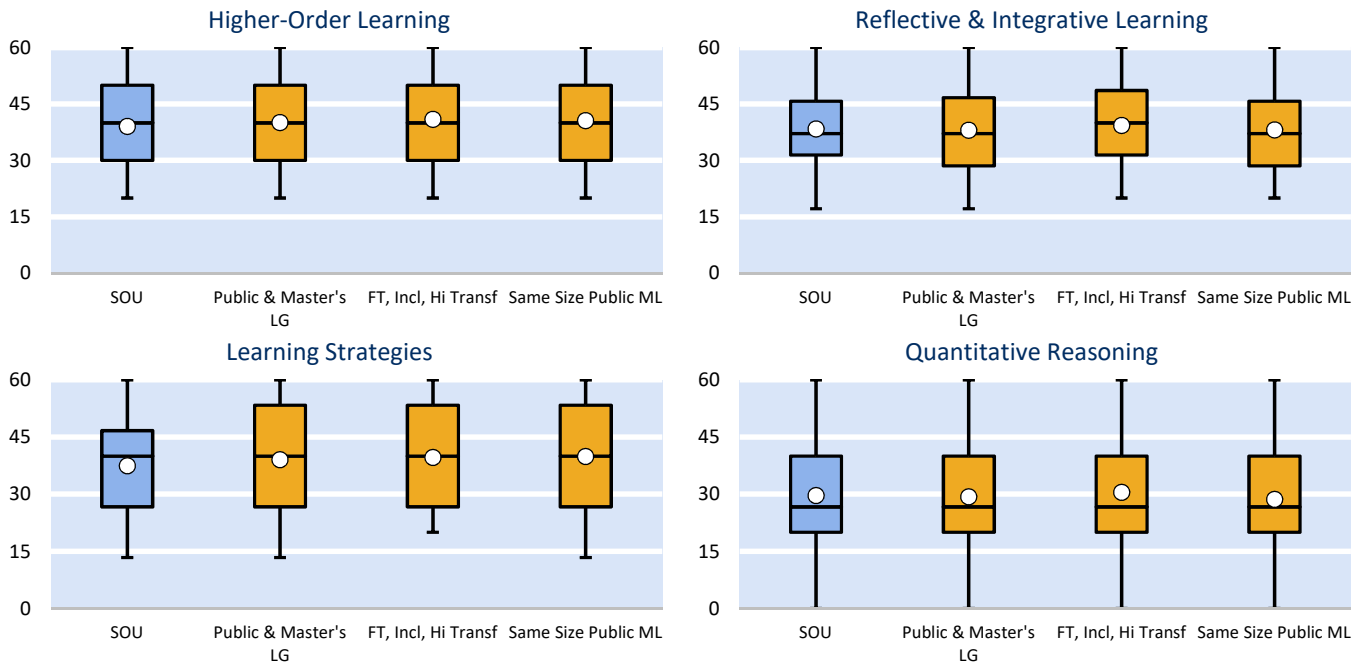
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	40.1	-.08	40.9 *	-.14	40.6	-.11
Reflective & Integrative Learning	38.4	38.1	.03	39.3	-.07	38.1	.02
Learning Strategies	37.4	39.0	-.11	39.7 *	-.15	39.9 **	-.16
Quantitative Reasoning	29.6	29.3	.02	30.5	-.05	28.6	.06

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		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<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	74	-3	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-4	-5	-5
4d. Evaluating a point of view, decision, or information source	69	-3	-6	-5
4e. Forming a new idea or understanding from various pieces of information	68	-4	-6	-7
<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	+2	-1	+4
2b. Connected your learning to societal problems or issues	70	+8	+6	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-0	-5	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+2	-1	+1
2f. Learned something that changed the way you understand an issue or concept	67	-4	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+0	+0	-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	75	-3	-4	-5
9b. Reviewed your notes after class	56	-9	-9	-10
9c. Summarized what you learned in class or from course materials	63	-2	-5	-4
<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.)	53	-1	-2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3	-6	-1
6c. Evaluated what others have concluded from numerical information	40	-4	-8	-2

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

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

### Learning with Peers: First-year students

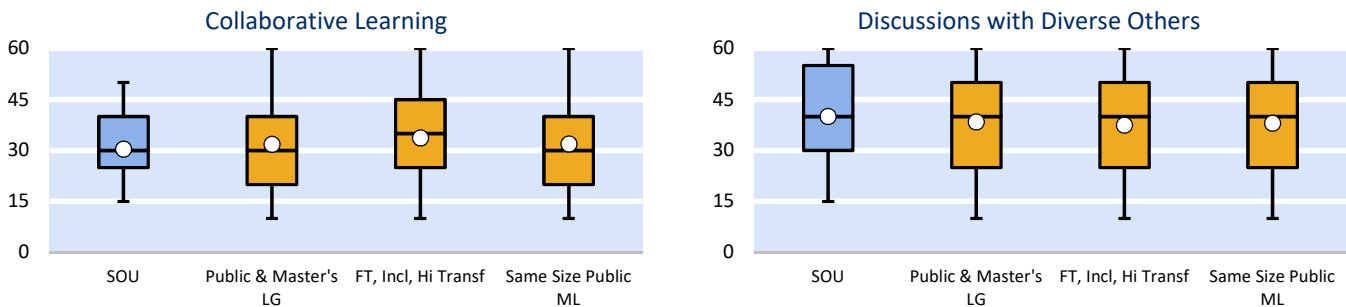
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	31.8	-.10	33.7 **	-.24	31.9	-.11
Discussions with Diverse Others	40.0	38.4	.10	37.5	.16	38.0	.12

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 FY students and		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<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	52	-0	-3	+0
1f. Explained course material to one or more students	54	-2	-6	-2
1g. Prepared for exams by discussing or working through course material with other students	45	-2	-8	-2
1h. Worked with other students on course projects or assignments	47	-6	-10	-4
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	+3	+7	+4
8b. People from an economic background other than your own	78	+9	+11	+11
8c. People with religious beliefs other than your own	67	+3	+7	+5
8d. People with political views other than your own	57	-7	-4	-6

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

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### Learning with Peers: Seniors

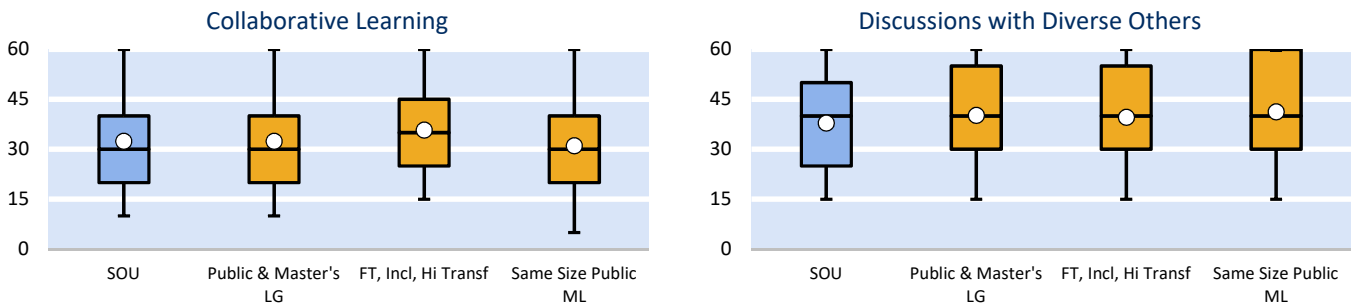
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.4	32.4	.00	35.8 ***	-.24	31.1	.08
Discussions with Diverse Others	37.9	40.2 *	-.14	39.6	-.11	41.2 ***	-.20

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		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<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	43	-0	-6	+3
1f. Explained course material to one or more students	62	+3	-7	+5
1g. Prepared for exams by discussing or working through course material with other students	44	-3	-12	+1
1h. Worked with other students on course projects or assignments	61	-2	-7	+2
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	-2	+2	-5
8b. People from an economic background other than your own	73	+1	+1	-1
8c. People with religious beliefs other than your own	66	-2	+2	-3
8d. People with political views other than your own	56	-10	-10	-13

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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### Experiences with Faculty: First-year students

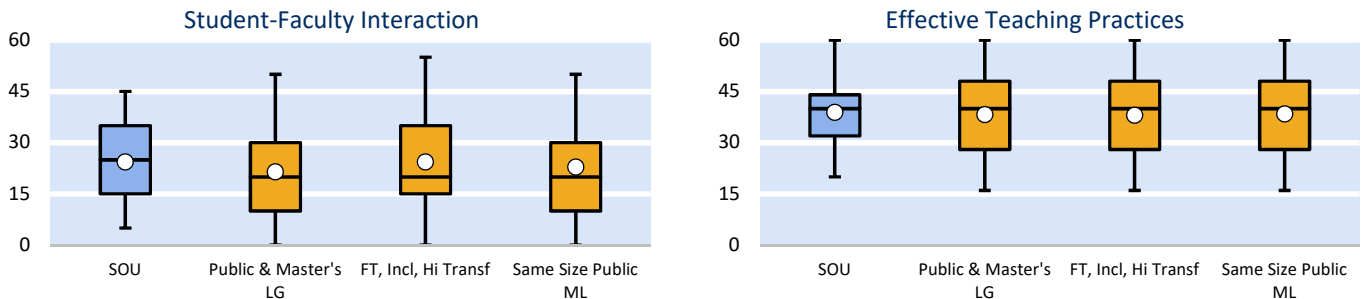
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	21.5 *	.20	24.4	.00	22.9	.10
Effective Teaching Practices	38.8	38.2	.05	38.0	.06	38.4	.03

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	Percentage point difference <sup>a</sup> between your FY students and		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+3	-2	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+3	-3	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+4	-2	+2
3d. Discussed your academic performance with a faculty member	40	+9	+1	+6
<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	84	+8	+10	+8
5b. Taught course sessions in an organized way	73	+1	+5	+2
5c. Used examples or illustrations to explain difficult points	78	+5	+8	+6
5d. Provided feedback on a draft or work in progress	75	+11	+9	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+3	+2	+2

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

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

### Experiences with Faculty: Seniors

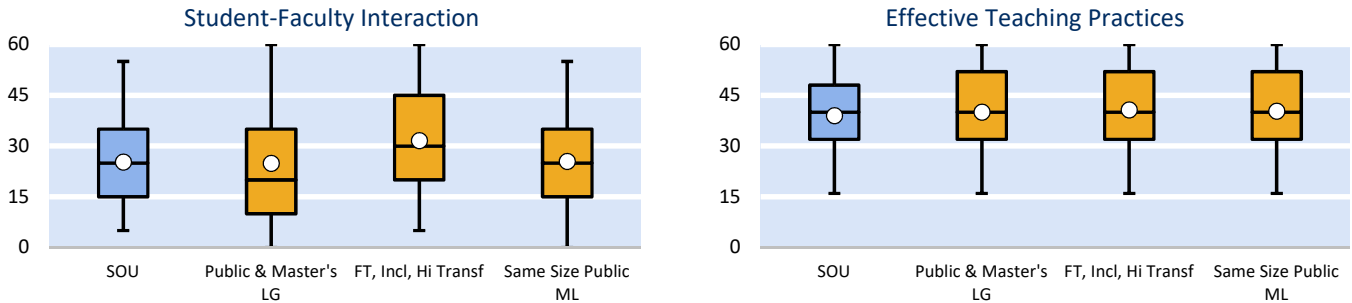
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.2	24.9	.02	31.6 ***	-.39	25.4	-.02
Effective Teaching Practices	39.0	40.0	-.07	40.6 *	-.12	40.3	-.09

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

#### Score Distributions



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#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. 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		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+4	-10	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-4	-18	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-0	-13	-1
3d. Discussed your academic performance with a faculty member	35	-1	-15	-4
<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	80	-1	-0	-1
5b. Taught course sessions in an organized way	79	+2	+3	+3
5c. Used examples or illustrations to explain difficult points	75	-3	-3	-2
5d. Provided feedback on a draft or work in progress	59	-4	-6	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-5	-8	-7

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

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### Campus Environment: First-year students

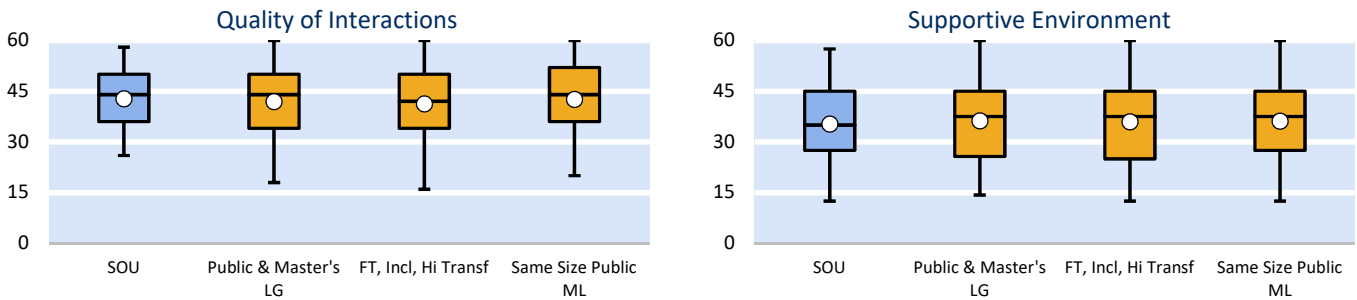
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	41.9	.06	41.3	.11	42.6	.01
Supportive Environment	35.3	36.2	-.07	36.0	-.05	36.2	-.06

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

#### Score Distributions



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#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. 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		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	46	-2	-1	-3
13b. Academic advisors	56	+6	+6	+5
13c. Faculty	54	+5	+5	+2
13d. Student services staff (career services, student activities, housing, etc.)	57	+12	+15	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+1	+3	-3
<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	72	-3	-1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	68	-9	-7	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-5	-0	-2
14e. Providing opportunities to be involved socially	66	-4	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+2	+6	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-9	-7	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+3	+0	+3
14i. Attending events that address important social, economic, or political issues	52	+3	+1	+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.

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### Campus Environment: Seniors

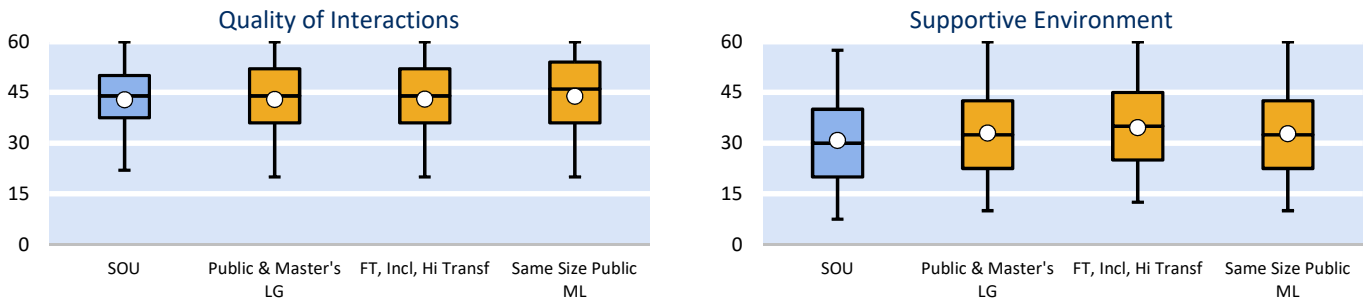
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.9	-.01	43.1	-.02	43.9	-.09
Supportive Environment	30.8	33.0 *	-.15	34.6 ***	-.27	32.9 *	-.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).

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Quality of Interactions	SOU %	Percentage point difference <sup>a</sup> between your seniors and		
		Public & Master's LG	FT, Incl, Hi Transf	Same Size Public ML
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-4	-3	-4
13b. Academic advisors	60	+8	+3	+2
13c. Faculty	62	+5	+3	+3
13d. Student services staff (career services, student activities, housing, etc.)	37	-7	-6	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-6	-4	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-4	-7	-4
14c. Using learning support services (tutoring services, writing center, etc.)	57	-9	-13	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-5	-3	-5
14e. Providing opportunities to be involved socially	64	-1	-5	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-4	-7	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-11	-15	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-1	-10	-1
14i. Attending events that address important social, economic, or political issues	45	+1	-3	+1

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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/links/PNP](https://nsse.indiana.edu/links/PNP)), 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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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

Theme	Engagement Indicator	SOU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.5	39.3	-.07	✓	41.0	-.19	
Academic	Reflective and Integrative Learning	38.7	36.8	.16	✓	38.8	-.01	✓
Challenge	Learning Strategies	38.0	39.9	-.13		42.5 **	-.32	
	Quantitative Reasoning	30.6	29.3	.09	✓	30.8	-.01	✓
Learning with Peers	Collaborative Learning	30.4	35.4 ***	-.37		37.7 ***	-.53	
	Discussions with Diverse Others	40.0	41.3	-.09	✓	43.2 *	-.23	
Experiences with Faculty	Student-Faculty Interaction	24.4	24.9	-.04	✓	28.0 **	-.23	
	Effective Teaching Practices	38.8	40.6	-.14		42.7 **	-.28	
Campus Environment	Quality of Interactions	42.7	44.9	-.19		47.1 ***	-.37	
	Supportive Environment	35.3	38.1 *	-.21		40.1 ***	-.36	

#### Seniors

Theme	Engagement Indicator	SOU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.0	41.8 ***	-.20		43.0 ***	-.30	
Academic	Reflective and Integrative Learning	38.4	39.9 *	-.12		41.6 ***	-.26	
Challenge	Learning Strategies	37.4	40.8 ***	-.23		42.6 ***	-.36	
	Quantitative Reasoning	29.6	31.3	-.11		32.7 ***	-.20	
Learning with Peers	Collaborative Learning	32.4	36.1 ***	-.27		38.6 ***	-.46	
	Discussions with Diverse Others	37.9	42.0 ***	-.26		43.5 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	25.2	29.9 ***	-.29		33.9 ***	-.55	
	Effective Teaching Practices	39.0	41.8 ***	-.20		43.5 ***	-.34	
Campus Environment	Quality of Interactions	42.8	45.2 **	-.20		47.4 ***	-.38	
	Supportive Environment	30.8	34.8 ***	-.28		37.0 ***	-.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 2018 and 2019 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>	SE <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 = 99)	38.5	13.1	1.32	20	30	40	50	60				
Public & Master's LG	37.3	13.3	.06	15	30	40	45	60	41,756	1.2	.355	.093
FT, Incl, Hi Transf	37.2	13.6	.15	15	30	40	45	60	8,363	1.3	.357	.093
Same Size Public ML	36.9	13.2	.21	20	25	40	45	60	3,935	1.6	.248	.117
Top 50%	39.3	13.0	.04	20	30	40	50	60	131,430	-.9	.514	-.066
Top 10%	41.0	13.0	.07	20	35	40	50	60	34,005	-2.5	.053	-.194
<b>Reflective &amp; Integrative Learning</b>												
SOU (N = 109)	38.7	10.9	1.04	20	31	40	46	54				
Public & Master's LG	34.8	11.9	.06	17	26	34	43	57	44,908	3.9	.001	.323
FT, Incl, Hi Transf	35.1	12.1	.13	17	26	34	43	57	9,127	3.6	.002	.301
Same Size Public ML	34.4	11.6	.18	17	26	34	40	57	4,208	4.3	.000	.370
Top 50%	36.8	11.8	.03	17	29	37	46	57	132,352	1.9	.091	.162
Top 10%	38.8	11.8	.07	20	31	40	46	60	27,406	-.1	.958	-.005
<b>Learning Strategies</b>												
SOU (N = 96)	38.0	14.3	1.46	13	27	40	47	60				
Public & Master's LG	37.8	13.7	.07	20	27	40	47	60	39,514	.2	.867	.017
FT, Incl, Hi Transf	38.2	14.1	.16	20	27	40	47	60	7,949	-.1	.920	-.010
Same Size Public ML	38.0	13.8	.23	13	27	40	47	60	3,722	.1	.963	.005
Top 50%	39.9	13.7	.04	20	33	40	53	60	113,706	-1.8	.190	-.134
Top 10%	42.5	14.0	.09	20	33	40	53	60	26,463	-4.4	.002	-.315
<b>Quantitative Reasoning</b>												
SOU (N = 96)	30.6	15.1	1.55	7	20	27	40	60				
Public & Master's LG	27.5	15.3	.08	0	20	27	40	60	40,193	3.1	.045	.205
FT, Incl, Hi Transf	28.2	15.7	.18	0	20	27	40	60	8,080	2.4	.130	.156
Same Size Public ML	27.6	15.0	.25	0	20	27	40	60	3,784	3.0	.053	.201
Top 50%	29.3	15.2	.04	7	20	27	40	60	137,782	1.3	.391	.088
Top 10%	30.8	15.2	.08	7	20	33	40	60	36,984	-.2	.914	-.011
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SOU (N = 112)	30.4	12.0	1.14	15	25	30	40	50				
Public & Master's LG	31.8	14.1	.06	10	20	30	40	60	111	-1.4	.212	-.102
FT, Incl, Hi Transf	33.7	14.0	.14	10	25	35	45	60	114	-3.3	.004	-.238
Same Size Public ML	31.9	14.0	.21	10	20	30	40	60	119	-1.5	.201	-.106
Top 50%	35.4	13.7	.04	15	25	35	45	60	111	-5.0	.000	-.367
Top 10%	37.7	13.6	.08	15	30	40	50	60	112	-7.3	.000	-.535
<b>Discussions with Diverse Others</b>												
SOU (N = 98)	40.0	14.5	1.47	15	30	40	55	60				
Public & Master's LG	38.4	15.8	.08	10	25	40	50	60	39,830	1.5	.334	.098
FT, Incl, Hi Transf	37.5	16.1	.18	10	25	40	50	60	8,008	2.5	.127	.156
Same Size Public ML	38.0	16.2	.27	10	25	40	50	60	3,750	1.9	.252	.118
Top 50%	41.3	14.9	.04	20	30	40	55	60	136,386	-1.4	.364	-.092
Top 10%	43.2	14.4	.08	20	35	40	60	60	30,691	-3.3	.025	-.228

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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 = 105)	24.4	12.6	1.23	5	15	25	35	45				
Public & Master's LG	21.5	14.8	.07	0	10	20	30	50	104	2.9	.021	.196
FT, Incl, Hi Transf	24.4	15.3	.16	0	15	20	35	55	107	.0	.985	.002
Same Size Public ML	22.9	14.7	.23	0	10	20	30	50	4,048	1.5	.297	.103
Top 50%	24.9	14.8	.05	5	15	20	35	55	104	-.5	.661	-.037
Top 10%	28.0	15.5	.13	5	15	25	40	60	106	-3.6	.005	-.231
<b>Effective Teaching Practices</b>												
SOU (N = 101)	38.8	12.4	1.23	20	32	40	44	60				
Public & Master's LG	38.2	13.4	.07	16	28	40	48	60	100	.6	.620	.046
FT, Incl, Hi Transf	38.0	13.9	.15	16	28	40	48	60	103	.8	.532	.056
Same Size Public ML	38.4	13.4	.22	16	28	40	48	60	106	.4	.726	.033
Top 50%	40.6	13.2	.04	20	32	40	52	60	100	-1.8	.148	-.136
Top 10%	42.7	14.0	.09	20	32	44	56	60	101	-3.9	.002	-.276
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SOU (N = 94)	42.7	11.5	1.18	26	36	44	50	58				
Public & Master's LG	41.9	12.5	.07	18	34	44	50	60	36,874	.8	.531	.065
FT, Incl, Hi Transf	41.3	12.9	.15	16	34	42	50	60	7,597	1.4	.280	.112
Same Size Public ML	42.6	12.4	.21	20	36	44	52	60	3,584	.1	.922	.010
Top 50%	44.9	11.4	.04	24	38	46	54	60	91,780	-2.1	.071	-.186
Top 10%	47.1	11.8	.08	24	40	50	58	60	23,062	-4.3	.000	-.369
<b>Supportive Environment</b>												
SOU (N = 93)	35.3	13.1	1.36	13	28	35	45	58				
Public & Master's LG	36.2	13.7	.07	14	26	38	45	60	38,191	-.9	.518	-.067
FT, Incl, Hi Transf	36.0	13.9	.16	13	25	38	45	60	7,701	-.7	.627	-.051
Same Size Public ML	36.2	13.8	.23	13	28	38	45	60	3,626	-.9	.544	-.064
Top 50%	38.1	13.2	.04	18	30	40	48	60	109,470	-2.8	.038	-.215
Top 10%	40.1	13.2	.09	18	30	40	50	60	22,712	-4.8	.000	-.363

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 SE) 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>	SE <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 = 294)	39.0	13.4	.78	20	30	40	50	60				
Public & Master's LG	40.1	13.8	.06	20	30	40	50	60	59,867	-1.1	.189	-.077
FT, Incl, Hi Transf	40.9	13.6	.18	20	30	40	50	60	5,996	-1.9	.022	-.137
Same Size Public ML	40.6	13.7	.18	20	30	40	50	60	5,793	-1.5	.059	-.113
Top 50%	41.8	13.5	.04	20	35	40	55	60	143,272	-2.8	.000	-.205
Top 10%	43.0	13.5	.07	20	35	40	55	60	39,266	-4.0	.000	-.297
<b>Reflective &amp; Integrative Learning</b>												
SOU (N = 305)	38.4	12.5	.71	17	31	37	46	60				
Public & Master's LG	38.1	12.5	.05	17	29	37	47	60	63,198	.3	.649	.026
FT, Incl, Hi Transf	39.3	12.5	.16	20	31	40	49	60	6,338	-.9	.211	-.073
Same Size Public ML	38.1	12.4	.16	20	29	37	46	60	6,086	.3	.726	.021
Top 50%	39.9	12.2	.03	20	31	40	49	60	136,856	-1.5	.032	-.123
Top 10%	41.6	12.2	.07	20	34	40	51	60	26,973	-3.2	.000	-.261
<b>Learning Strategies</b>												
SOU (N = 289)	37.4	15.4	.90	13	27	40	47	60				
Public & Master's LG	39.0	14.4	.06	13	27	40	53	60	291	-1.6	.077	-.111
FT, Incl, Hi Transf	39.7	14.5	.20	20	27	40	53	60	316	-2.2	.017	-.153
Same Size Public ML	39.9	14.7	.20	13	27	40	53	60	5,626	-2.4	.006	-.165
Top 50%	40.8	14.4	.04	20	33	40	53	60	289	-3.4	.000	-.234
Top 10%	42.6	14.3	.07	20	33	40	60	60	47,958	-5.2	.000	-.360
<b>Quantitative Reasoning</b>												
SOU (N = 286)	29.6	15.8	.93	0	20	27	40	60				
Public & Master's LG	29.3	16.2	.07	0	20	27	40	60	58,297	.3	.752	.019
FT, Incl, Hi Transf	30.5	16.2	.22	0	20	27	40	60	5,862	-.9	.372	-.054
Same Size Public ML	28.6	16.0	.22	0	20	27	40	60	5,650	1.0	.321	.060
Top 50%	31.3	16.0	.04	7	20	33	40	60	183,902	-1.7	.075	-.105
Top 10%	32.7	15.8	.07	7	20	33	40	60	51,278	-3.1	.001	-.199
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SOU (N = 313)	32.4	14.5	.82	10	20	30	40	60				
Public & Master's LG	32.4	14.8	.06	10	20	30	40	60	65,417	-.1	.947	-.004
FT, Incl, Hi Transf	35.8	14.1	.18	15	25	35	45	60	6,561	-3.4	.000	-.245
Same Size Public ML	31.1	15.1	.20	5	20	30	40	60	6,255	1.3	.144	.085
Top 50%	36.1	14.0	.04	15	25	35	45	60	160,128	-3.7	.000	-.267
Top 10%	38.6	13.5	.08	15	30	40	50	60	25,706	-6.2	.000	-.461
<b>Discussions with Diverse Others</b>												
SOU (N = 289)	37.9	14.9	.88	15	25	40	50	60				
Public & Master's LG	40.2	16.2	.07	15	30	40	55	60	57,838	-2.3	.017	-.140
FT, Incl, Hi Transf	39.6	15.6	.21	15	30	40	55	60	5,807	-1.7	.069	-.110
Same Size Public ML	41.2	16.2	.22	15	30	40	60	60	5,640	-3.3	.001	-.205
Top 50%	42.0	15.6	.04	15	30	40	60	60	182,678	-4.1	.000	-.263
Top 10%	43.5	15.4	.07	20	35	45	60	60	48,841	-5.6	.000	-.364

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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 = 298)	25.2	15.1	.88	5	15	25	35	55				
Public & Master's LG	24.9	16.4	.07	0	10	20	35	60	300	.3	.706	.020
FT, Incl, Hi Transf	31.6	16.4	.21	5	20	30	45	60	333	-6.4	.000	-.392
Same Size Public ML	25.4	16.2	.22	0	15	25	35	55	334	-.2	.787	-.015
Top 50%	29.9	15.9	.06	5	20	30	40	60	299	-4.7	.000	-.294
Top 10%	33.9	15.8	.15	10	20	35	45	60	314	-8.7	.000	-.554
<b>Effective Teaching Practices</b>												
SOU (N = 297)	39.0	13.6	.79	16	32	40	48	60				
Public & Master's LG	40.0	13.9	.06	16	32	40	52	60	59,959	-1.0	.200	-.075
FT, Incl, Hi Transf	40.6	14.0	.18	16	32	40	52	60	6,035	-1.6	.050	-.117
Same Size Public ML	40.3	14.1	.19	16	32	40	52	60	5,836	-1.3	.115	-.094
Top 50%	41.8	13.6	.04	20	32	40	52	60	119,692	-2.8	.000	-.204
Top 10%	43.5	13.5	.07	20	36	44	56	60	32,881	-4.5	.000	-.336
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SOU (N = 270)	42.8	11.6	.70	22	38	44	50	60				
Public & Master's LG	42.9	12.3	.05	20	36	44	52	60	272	-.1	.884	-.008
FT, Incl, Hi Transf	43.1	12.1	.16	20	36	44	52	60	5,644	-.2	.765	-.019
Same Size Public ML	43.9	12.2	.17	20	36	46	54	60	303	-1.1	.146	-.086
Top 50%	45.2	11.8	.03	23	38	48	54	60	133,036	-2.3	.001	-.197
Top 10%	47.4	12.0	.06	24	40	50	58	60	43,611	-4.5	.000	-.379
<b>Supportive Environment</b>												
SOU (N = 287)	30.8	13.8	.82	8	20	30	40	58				
Public & Master's LG	33.0	14.4	.06	10	23	33	43	60	56,401	-2.1	.012	-.150
FT, Incl, Hi Transf	34.6	14.1	.19	13	25	35	45	60	5,697	-3.8	.000	-.271
Same Size Public ML	32.9	14.4	.20	10	23	33	43	60	5,551	-2.0	.020	-.141
Top 50%	34.8	13.9	.04	13	25	35	45	60	129,113	-3.9	.000	-.282
Top 10%	37.0	14.0	.09	13	28	38	48	60	24,687	-6.1	.000	-.438

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 SE) 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 2019**  
**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

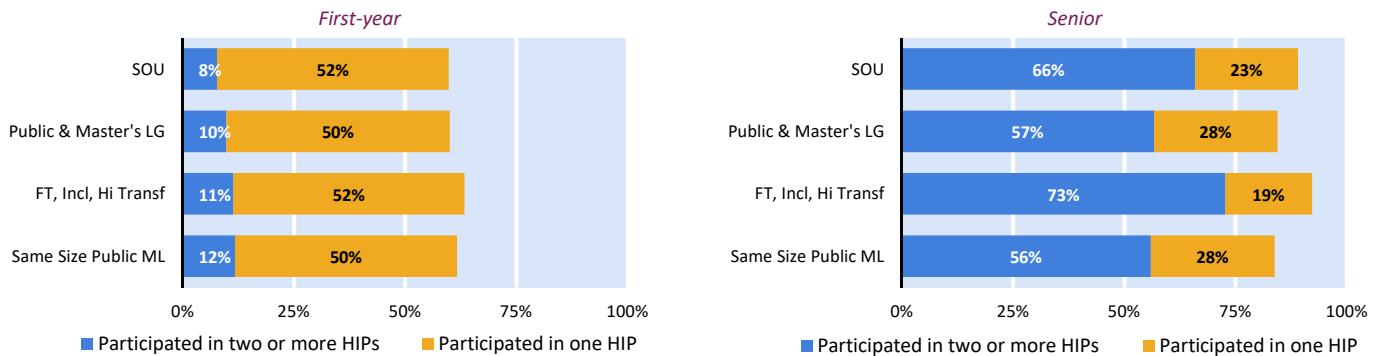
*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand 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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

## 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	Public & Master's LG		FT, Incl, Hi Transf		Same Size Public ML	
	%	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>	54	-2	-.05	-5	-.11	-4	-.08
<b>Learning Community</b>	12	+1	.03	-1	-.02	-1	-.03
<b>Research with Faculty</b>	5	+1	.03	-1	-.03	+0	.01
<b>Participated in at least one</b>	60	-0	.00	-4	-.07	-2	-.04
<b>Participated in two or more</b>	8	-2	-.07	-4	-.12	-4	-.14
<i>Senior</i>							
<b>Service-Learning</b>	63	-1	-.02	-6	* -.12	-1	-.02
<b>Learning Community</b>	21	+0	.00	-11	*** -.24	-1	-.03
<b>Research with Faculty</b>	24	+4	.10	-5	* -.12	+4	.10
<b>Internship or Field Exp.</b>	48	+3	.06	-11	*** -.21	+6	* .12
<b>Study Abroad</b>	10	+1	.04	-5	* -.14	+2	.06
<b>Culminating Senior Exp.</b>	61	+19	*** .37	+3	.06	+17	*** .34
<b>Participated in at least one</b>	89	+5	* .14	-3	-.11	+5	* .15
<b>Participated in two or more</b>	66	+9	** .19	-7	* -.15	+10	*** .21

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, 2018).

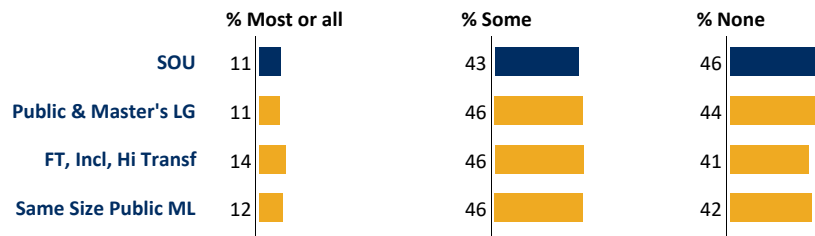
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

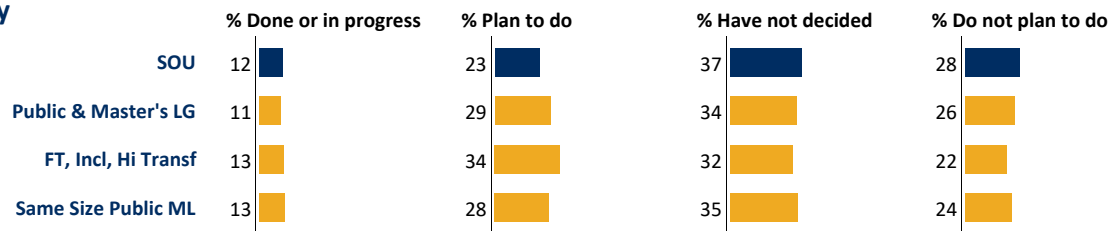
### Service-Learning

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



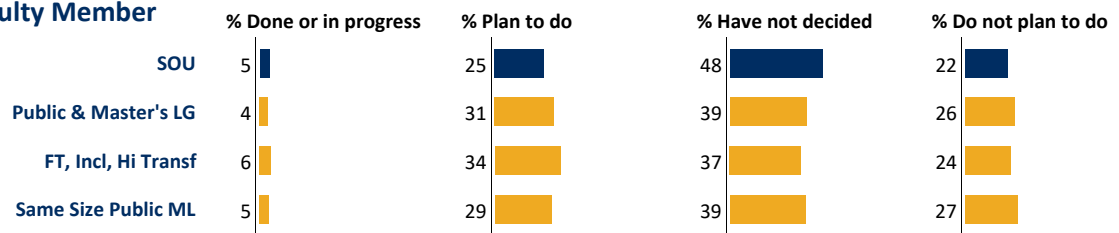
### Learning Community

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

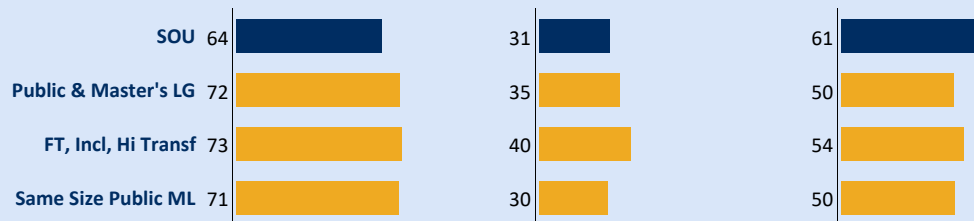
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

#### 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.).

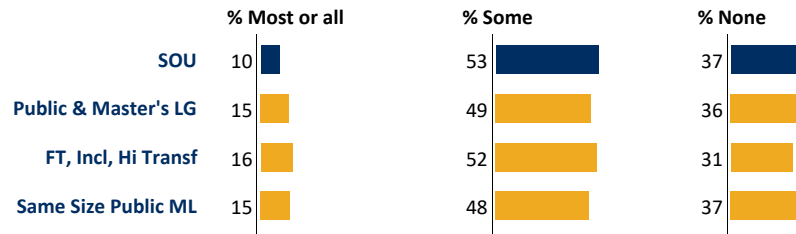


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

## Seniors

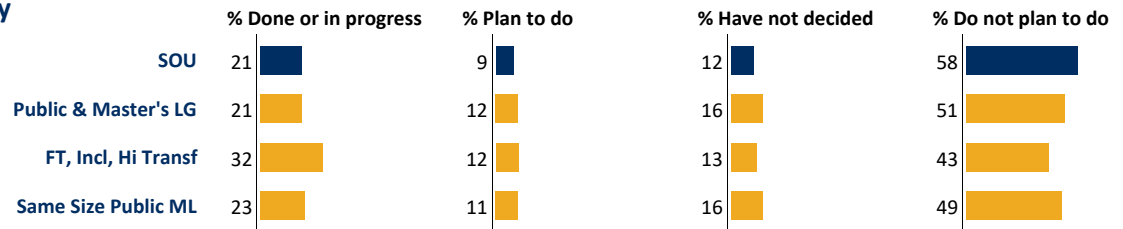
### Service-Learning

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



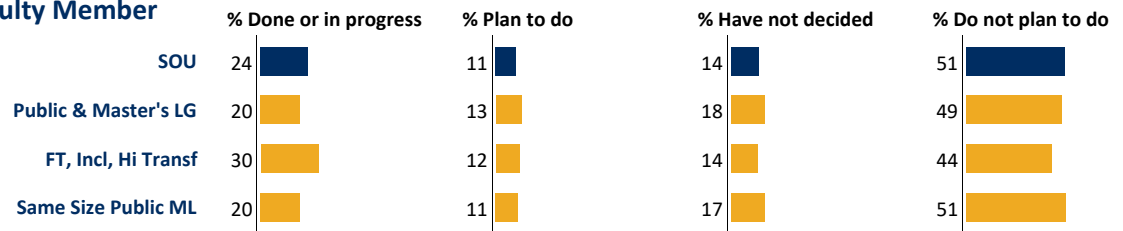
### Learning Community

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



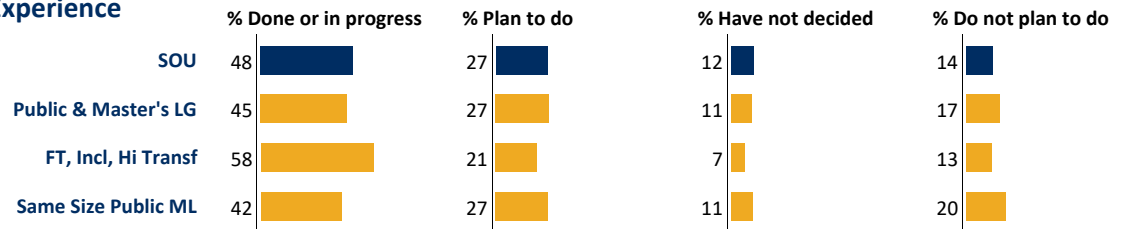
### Research with a Faculty Member

Work with a faculty member on a research project.



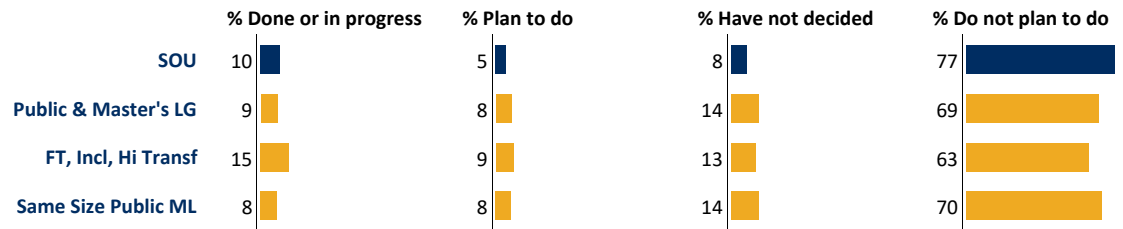
### Internship or Field Experience

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



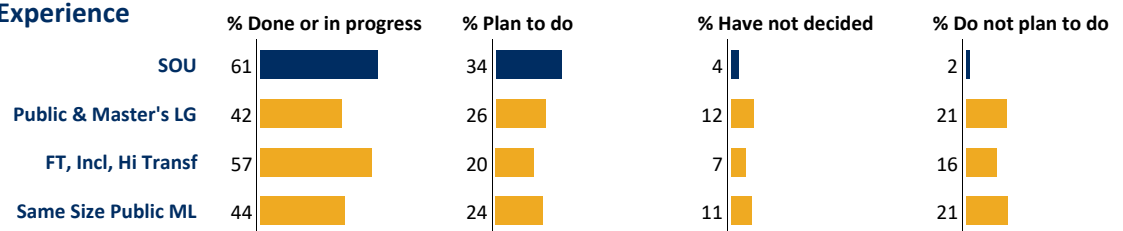
### Study Abroad

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	58	18	8	61	21	20	51	14	62
Male	45	0	0	65	22	33	43	6	61
<b>Race/ethnicity or international<sup>a</sup></b>									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	53	7	0	72	22	17	47	6	67
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	52	16	8	61	24	25	54	11	61
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	50	7	27	40	27	63
<b>Age</b>									
Traditional (FY < 21, Seniors < 25)	51	13	6	68	21	27	56	16	70
Nontraditional (FY 21+, Seniors 25+)	—	—	—	53	22	21	39	4	50
<b>First-generation<sup>b</sup></b>									
Not first-generation	46	12	6	63	20	28	50	17	66
First-generation	60	14	6	61	23	21	48	6	57
<b>Enrollment status<sup>a</sup></b>									
Not full-time	—	—	—	66	18	18	43	5	50
Full-time	55	13	7	61	23	25	50	13	64
<b>Residence</b>									
Not on campus	63	11	5	62	21	26	48	12	62
On campus	49	14	6	61	23	10	54	5	56
<b>Major category<sup>c</sup></b>									
Arts & humanities	31	13	19	48	16	12	30	18	64
Biological sciences, agriculture, natural res.	—	—	—	50	26	29	54	25	74
Physical sciences, math, computer science	—	—	—	55	35	45	35	5	70
Social sciences	36	21	7	64	21	42	39	8	64
Business	—	—	—	47	12	20	49	10	41
Communications, media, public relations	—	—	—	59	24	18	65	18	82
Education	—	—	—	100	30	22	74	0	61
Engineering	—	—	—	—	—	—	—	—	—
Health professions	64	0	0	64	45	0	73	9	64
Social service professions	—	—	—	85	5	10	60	10	60
Undecided/undeclared	—	—	—	—	—	—	—	—	—
<b>Overall</b>	54	12	5	63	21	24	48	10	61

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. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

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 2019

## 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 *Recommendations for Using Multiple Years of NSSE Data*: [nsse.indiana.edu/links/webinar](https://nsse.indiana.edu/links/webinar)

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 <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that 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	30%	+/- 7.6%	117	85	32	33%	+/- 4.5%	318	282	36
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	Email	Census	Yes	Learning with Tech, FY Experiences / Sr Transitions	No	No	No
2020							

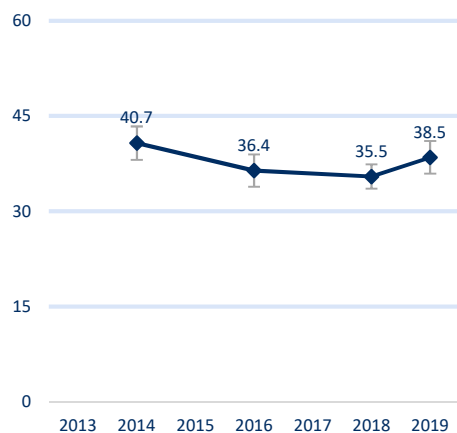
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- c. 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.
- d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

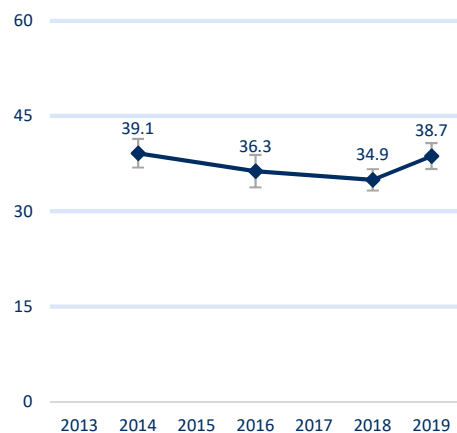
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: First-year students

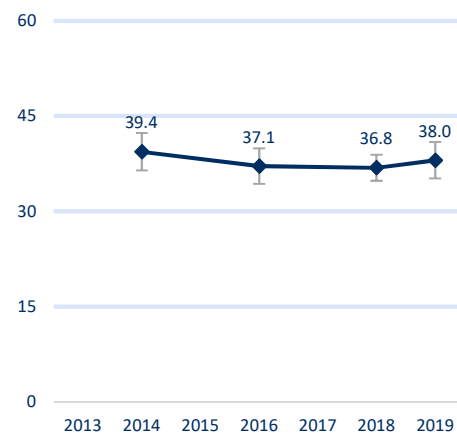
##### Higher-Order Learning



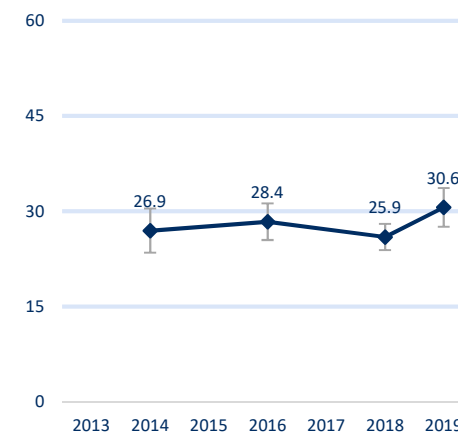
##### Reflective & Integrative Learning



##### Learning Strategies

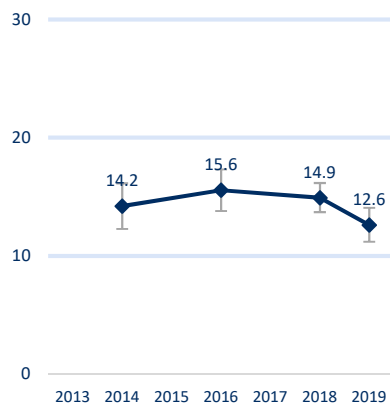


##### Quantitative Reasoning

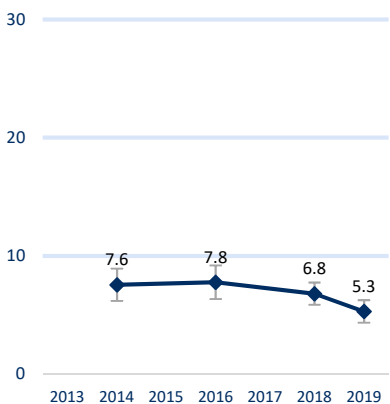


#### Academic Challenge (additional items): First-year students

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



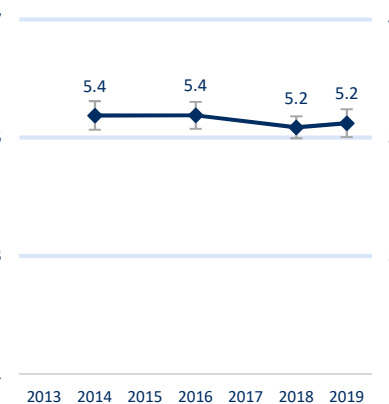
##### Course Reading (hrs/wk)<sup>a</sup>



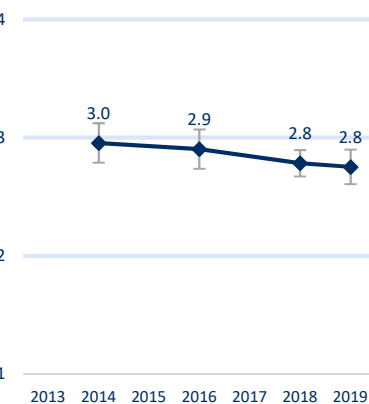
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

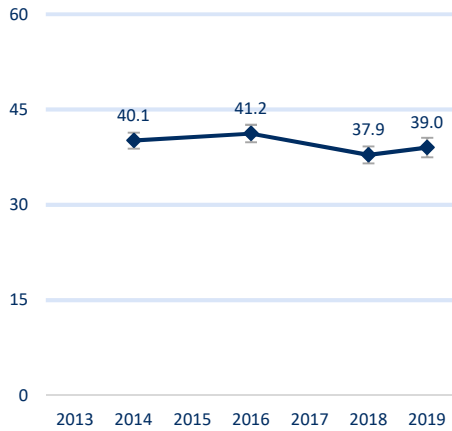
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

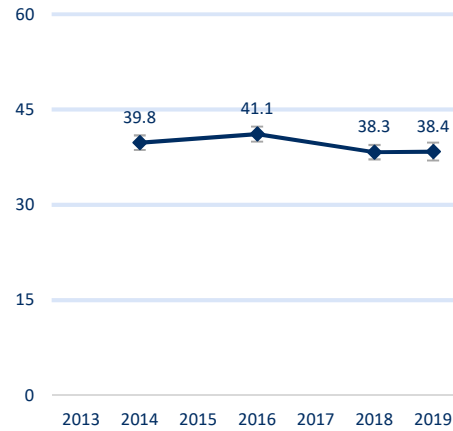
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#### Academic Challenge: Seniors

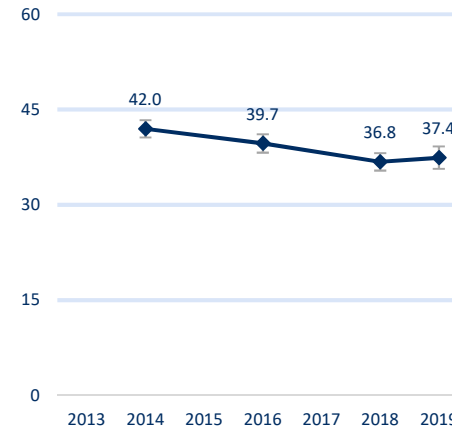
##### Higher-Order Learning



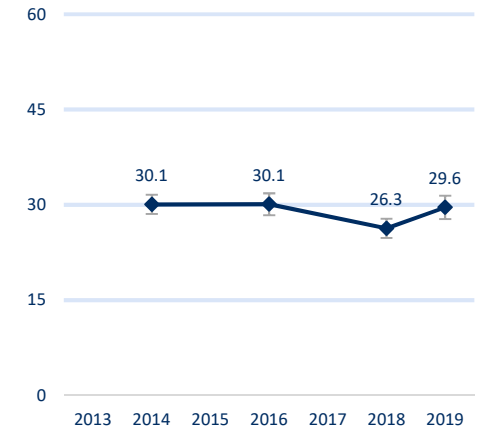
##### Reflective & Integrative Learning



##### Learning Strategies

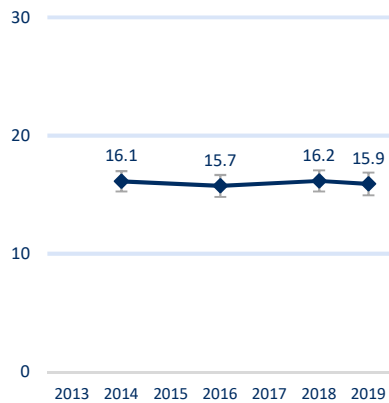


##### Quantitative Reasoning

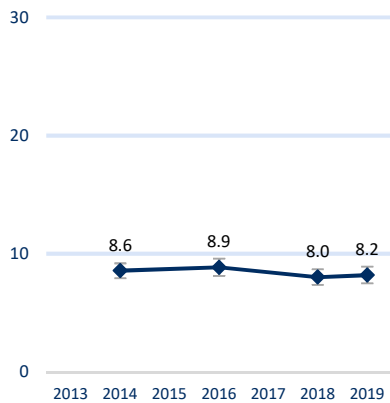


#### Academic Challenge (additional items): Seniors

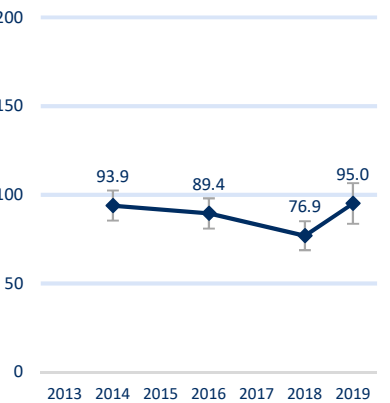
##### Preparing for Class (hrs/wk)



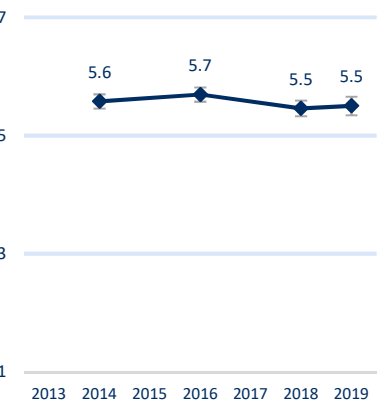
##### Course Reading (hrs/wk)<sup>a</sup>



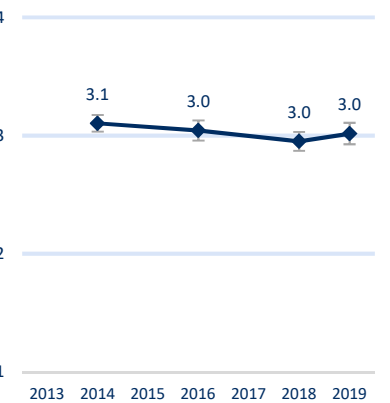
##### Assigned Writing (pages)<sup>a</sup>



##### 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.

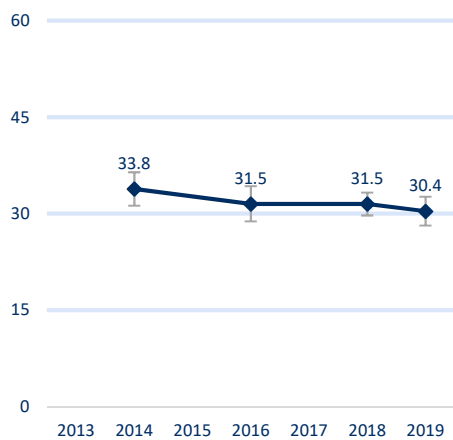
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

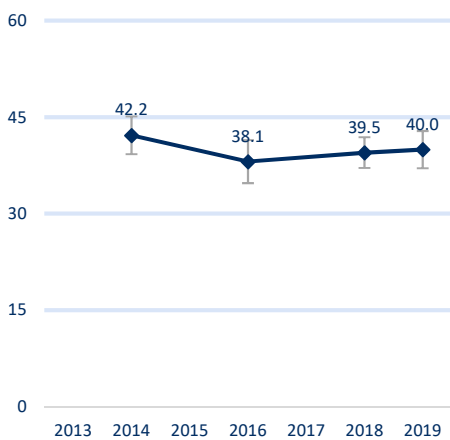
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

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

##### Collaborative Learning

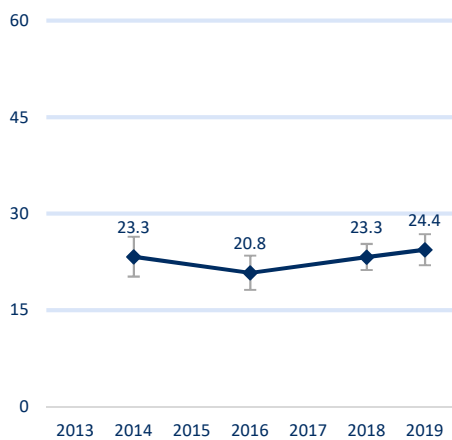


##### Discussions with Diverse Others

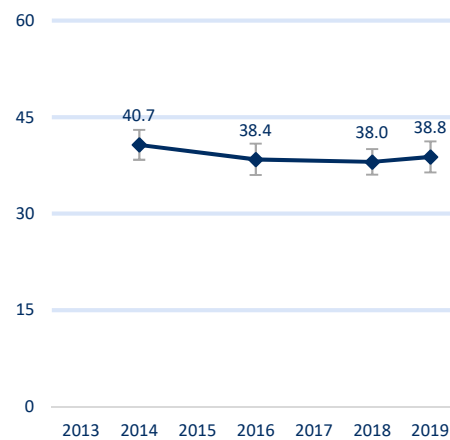


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

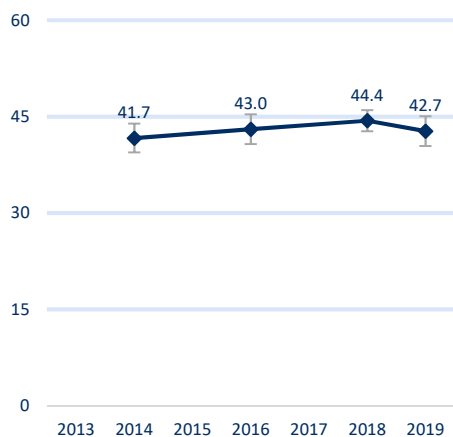


##### Effective Teaching Practices

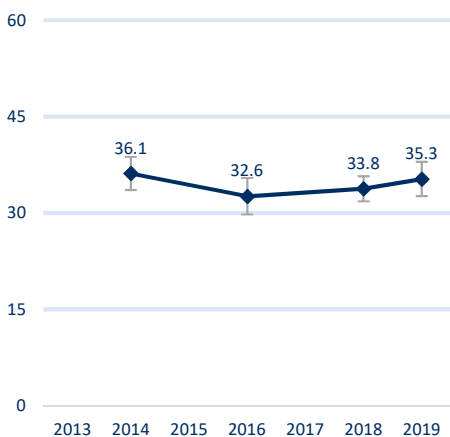


#### Campus Environment: First-year students

##### Quality of Interactions



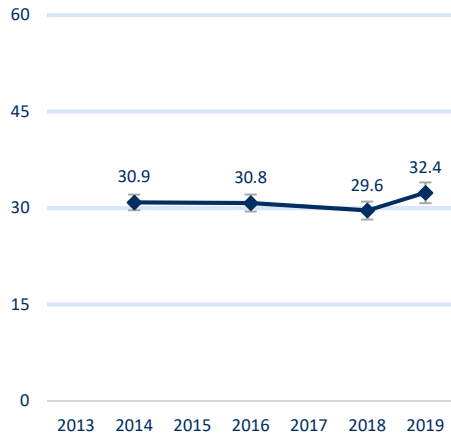
##### Supportive Environment



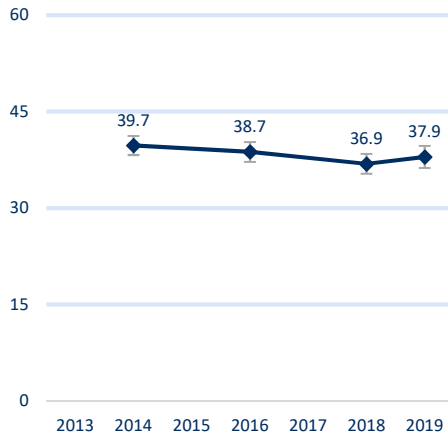
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#### Learning with Peers: Seniors

##### Collaborative Learning

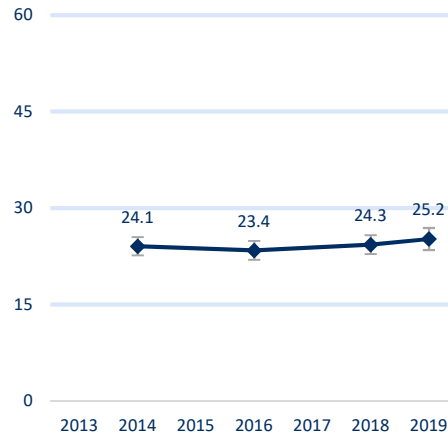


##### Discussions with Diverse Others

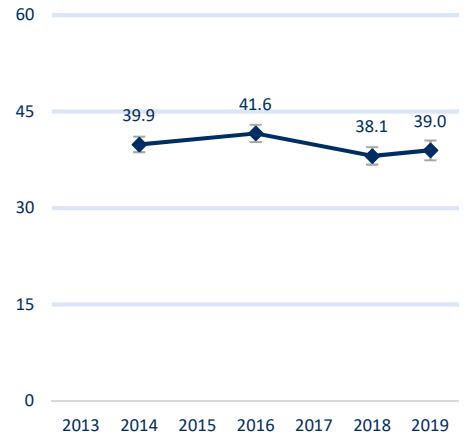


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

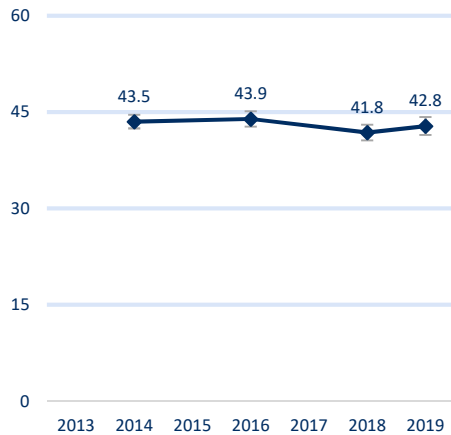


##### Effective Teaching Practices

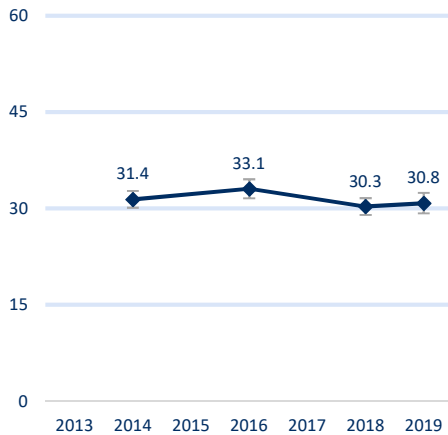


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

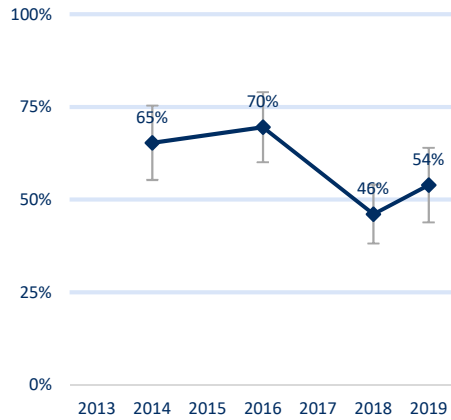


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

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

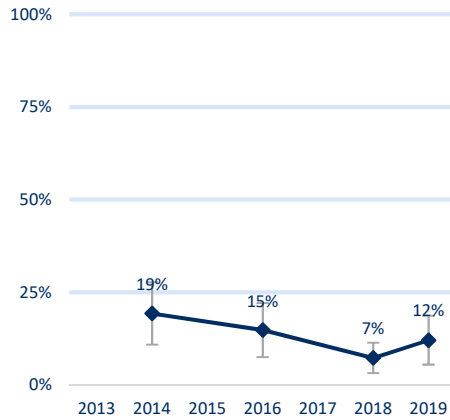
#### Service-Learning

(Some, most, or all courses)



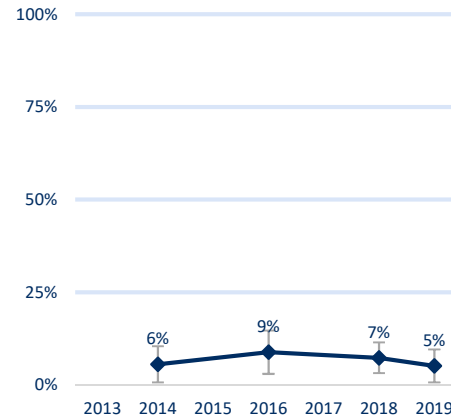
#### Learning Community

(Done or in progress)



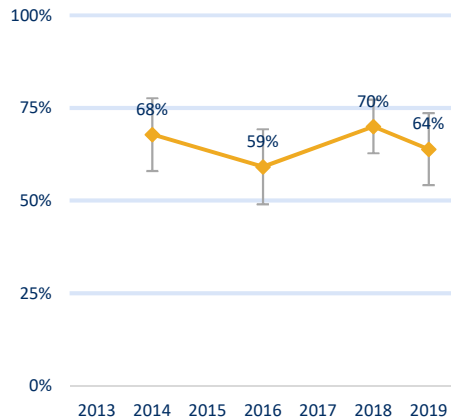
#### Research with Faculty

(Done or in progress)



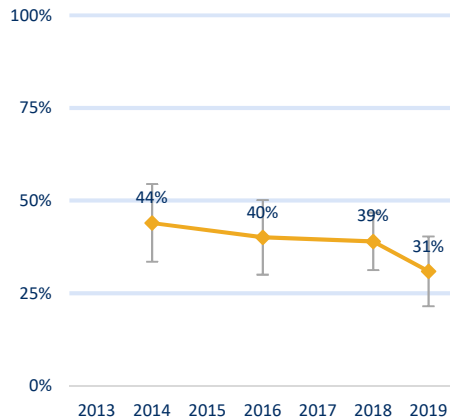
#### Internship/Field Experience

(Plan to do)



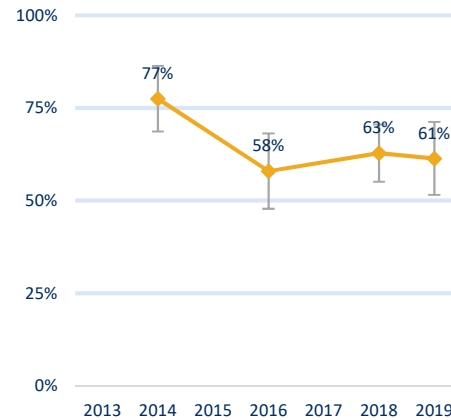
#### Study Abroad

(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 at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



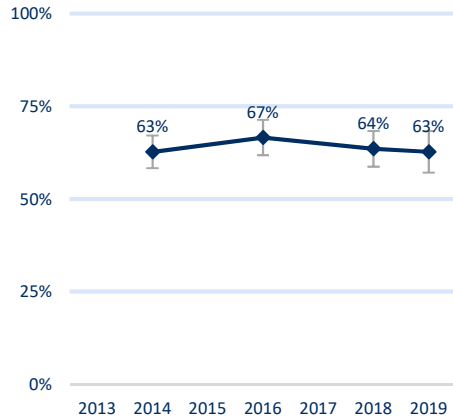
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

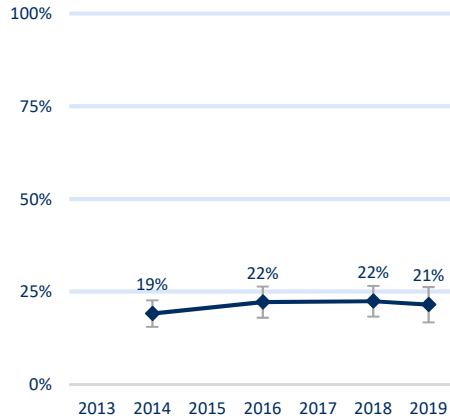
#### Service-Learning

(Some, most, or all courses)



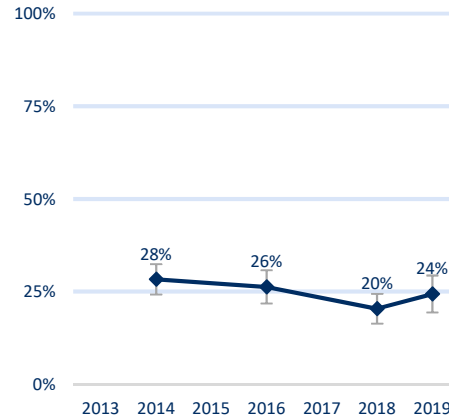
#### Learning Community

(Done or in progress)



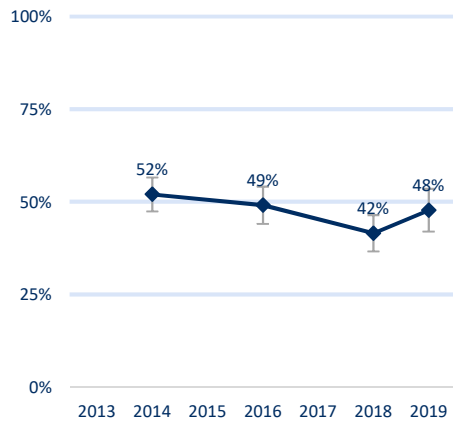
#### Research with Faculty

(Done or in progress)



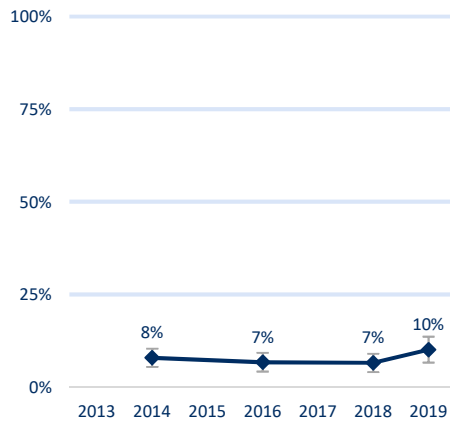
#### Internship/Field Experience

(Done or in progress)



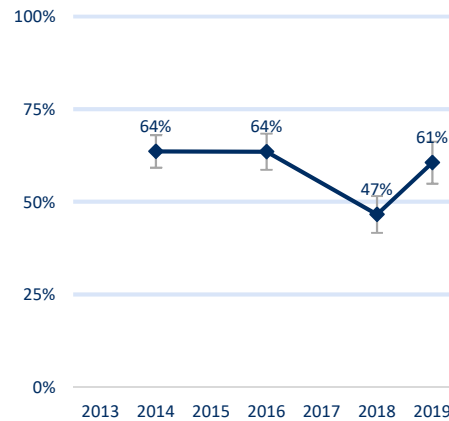
#### Study Abroad

(Done or in progress)



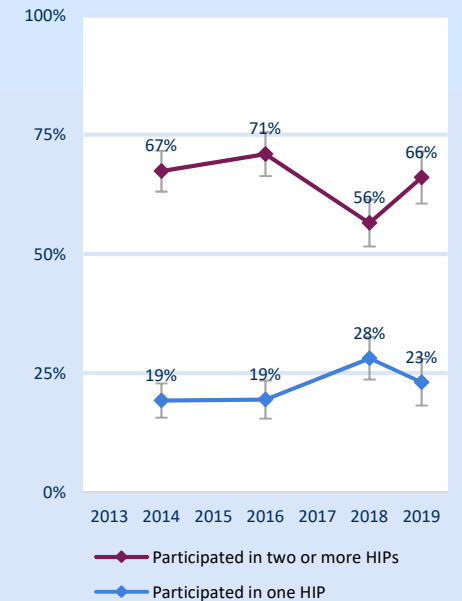
#### Culminating Senior Experience

(Done or in progress)



### Overall senior HIP participation

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



NSSE founding director George Kuh recommends that institutions 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 2019 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>	<i>Mean</i>		<b>40.7</b>		<b>36.4</b>		<b>35.5</b>		<b>38.5</b>		<b>40.1</b>		<b>41.2</b>		<b>37.9</b>		<b>39.0</b>
	<i>n</i>		94		96		167		99		490		383		407		294
	<i>SD</i>		13.0		12.7		12.6		13.1		14.2		13.8		13.7		13.4
	<i>SE</i>		1.34		1.30		.98		1.32		.64		.70		.68		.78
	<i>CI upper bound</i>		43.4		38.9		37.4		41.1		41.4		42.6		39.2		40.5
	<i>CI lower bound</i>		38.1		33.9		33.5		35.9		38.9		39.8		36.5		37.5
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>		<b>39.1</b>		<b>36.3</b>		<b>34.9</b>		<b>38.7</b>		<b>39.8</b>		<b>41.1</b>		<b>38.3</b>		<b>38.4</b>
	<i>n</i>		97		97		175		109		502		401		423		305
	<i>SD</i>		11.4		12.9		11.5		10.9		13.1		12.1		11.8		12.5
	<i>SE</i>		1.15		1.31		.87		1.04		.58		.60		.58		.71
	<i>CI upper bound</i>		41.4		38.9		36.6		40.7		40.9		42.3		39.4		39.8
	<i>CI lower bound</i>		36.9		33.7		33.2		36.6		38.6		40.0		37.2		37.0
<b>Learning Strategies</b>	<i>Mean</i>		<b>39.4</b>		<b>37.1</b>		<b>36.8</b>		<b>38.0</b>		<b>42.0</b>		<b>39.7</b>		<b>36.8</b>		<b>37.4</b>
	<i>n</i>		84		93		152		96		452		366		384		289
	<i>SD</i>		13.8		13.7		12.9		14.3		14.6		14.2		13.8		15.4
	<i>SE</i>		1.50		1.43		1.05		1.46		.69		.74		.70		.90
	<i>CI upper bound</i>		42.3		39.9		38.9		40.9		43.3		41.1		38.2		39.2
	<i>CI lower bound</i>		36.4		34.3		34.8		35.2		40.6		38.2		35.4		35.7
<b>Quantitative Reasoning</b>	<i>Mean</i>		<b>26.9</b>		<b>28.4</b>		<b>25.9</b>		<b>30.6</b>		<b>30.1</b>		<b>30.1</b>		<b>26.3</b>		<b>29.6</b>
	<i>n</i>		95		97		159		96		499		393		393		286
	<i>SD</i>		17.4		14.5		13.3		15.1		17.1		17.3		15.2		15.8
	<i>SE</i>		1.78		1.47		1.06		1.55		.77		.88		.77		.93
	<i>CI upper bound</i>		30.4		31.2		28.0		33.6		31.6		31.8		27.8		31.4
	<i>CI lower bound</i>		23.5		25.5		23.9		27.6		28.6		28.4		24.8		27.8
<i>Academic Challenge (additional items)</i>																	
<b>Preparing for Class</b> (hours/week)	<i>Mean</i>		<b>14.2</b>		<b>15.6</b>		<b>14.9</b>		<b>12.6</b>		<b>16.1</b>		<b>15.7</b>		<b>16.2</b>		<b>15.9</b>
	<i>n</i>		78		84		150		91		429		367		379		286
	<i>SD</i>		8.7		8.2		7.7		7.0		9.1		9.1		8.9		8.4
	<i>SE</i>		.98		.90		.63		.73		.44		.47		.46		.49
	<i>CI upper bound</i>		16.1		17.3		16.2		14.1		17.0		16.7		17.1		16.9
	<i>CI lower bound</i>		12.3		13.8		13.7		11.2		15.3		14.8		15.3		14.9
<b>Course Reading</b> Estimated hours per week calculated from two survey questions.	<i>Mean</i>		<b>7.6</b>		<b>7.8</b>		<b>6.8</b>		<b>5.3</b>		<b>8.6</b>		<b>8.9</b>		<b>8.0</b>		<b>8.2</b>
	<i>n</i>		78		84		149		90		426		365		374		285
	<i>SD</i>		6.1		6.6		5.8		4.6		6.7		7.1		6.5		6.1
	<i>SE</i>		.70		.73		.48		.49		.32		.37		.34		.36
	<i>CI upper bound</i>		8.9		9.2		7.7		6.3		9.2		9.6		8.7		8.9
	<i>CI lower bound</i>		6.2		6.3		5.9		4.4		7.9		8.1		7.4		7.5

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 2019 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>40.5</b>			<b>93.9</b>		<b>89.4</b>		<b>76.9</b>	<b>95.0</b>	
	<i>n</i>		79		91		156	98			417		357		390	288	
	Estimated number of pages calculated from three survey questions.	<i>SD</i>		68.6		81.3		91.5	42.0			88.6		82.1		81.9	99.1
		<i>SE</i>		7.71		8.53		7.33	4.24			4.34		4.34		4.15	5.84
		<i>CI upper bound</i>		79.5		91.3		75.2	48.8			102.4		98.0		85.0	106.5
		<i>CI lower bound</i>		49.3		57.8		46.4	32.2			85.4		80.9		68.7	83.6
<b>Course Challenge</b>	<i>Mean</i>		<b>5.4</b>		<b>5.4</b>		<b>5.2</b>	<b>5.2</b>			<b>5.6</b>		<b>5.7</b>		<b>5.5</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	97			460		375		387	287
		<i>SD</i>		1.2		1.1		1.2	1.2			1.3		1.2		1.3	1.3
		<i>SE</i>		.12		.12		.09	.12			.06		.06		.07	.08
		<i>CI upper bound</i>		5.6		5.6		5.4	5.5			5.7		5.8		5.6	5.7
		<i>CI lower bound</i>		5.1		5.1		5.0	5.0			5.5		5.6		5.3	5.3
<b>Academic Emphasis</b>	<i>Mean</i>		<b>3.0</b>		<b>2.9</b>		<b>2.8</b>	<b>2.8</b>			<b>3.1</b>		<b>3.0</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	93			431		373		386	287
		<i>SD</i>		0.8		0.8		0.7	0.7			0.8		0.8		0.8	0.8
		<i>SE</i>		.09		.09		.06	.07			.04		.04		.04	.05
		<i>CI upper bound</i>		3.1		3.1		2.9	2.9			3.2		3.1		3.0	3.1
		<i>CI lower bound</i>		2.8		2.7		2.7	2.6			3.0		3.0		2.9	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>30.4</b>			<b>30.9</b>		<b>30.8</b>		<b>29.6</b>	<b>32.4</b>	
	<i>n</i>		101		99		181	112			501		397		430	313	
		<i>SD</i>		13.4		13.9		12.3	12.0			13.8		13.5		14.7	14.5
		<i>SE</i>		1.33		1.40		.91	1.14			.62		.68		.71	.82
		<i>CI upper bound</i>		36.4		34.3		33.3	32.6			32.1		32.1		31.0	34.0
		<i>CI lower bound</i>		31.2		28.8		29.7	28.2			29.7		29.5		28.2	30.8
<b>Discussions with Diverse Others</b>	<i>Mean</i>		<b>42.2</b>		<b>38.1</b>		<b>39.5</b>	<b>40.0</b>			<b>39.7</b>		<b>38.7</b>		<b>36.9</b>	<b>37.9</b>	
	<i>n</i>		89		94		155	98			456		376		391	289	
		<i>SD</i>		14.2		16.6		15.2	14.5			16.1		15.2		15.7	14.9
		<i>SE</i>		1.50		1.71		1.22	1.47			.75		.78		.79	.88
		<i>CI upper bound</i>		45.1		41.4		41.9	42.8			41.2		40.3		38.4	39.7
		<i>CI lower bound</i>		39.2		34.7		37.1	37.1			38.3		37.2		35.3	36.2

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

# NSSE 2019 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>24.4</b>		<b>24.1</b>		<b>23.4</b>		<b>24.3</b>		<b>25.2</b>
	<i>n</i>		95		96		169		105		492		391		415		298
	<i>SD</i>		15.4		13.3		13.5		12.6		15.9		14.7		15.3		15.1
	<i>SE</i>		1.58		1.36		1.03		1.23		.72		.74		.75		.88
	<i>CI upper bound</i>		26.4		23.4		25.3		26.8		25.5		24.9		25.8		26.9
	<i>CI lower bound</i>		20.2		18.1		21.2		22.0		22.7		21.9		22.8		23.5
<b>Effective Teaching Practices</b>	<i>Mean</i>		<b>40.7</b>		<b>38.4</b>		<b>38.0</b>		<b>38.8</b>		<b>39.9</b>		<b>41.6</b>		<b>38.1</b>		<b>39.0</b>
	<i>n</i>		97		97		165		101		501		395		404		297
	<i>SD</i>		11.6		12.2		13.1		12.4		13.7		13.5		13.9		13.6
	<i>SE</i>		1.18		1.24		1.02		1.23		.61		.68		.69		.79
	<i>CI upper bound</i>		43.0		40.9		40.0		41.2		41.1		42.9		39.5		40.5
	<i>CI lower bound</i>		38.4		36.0		36.0		36.4		38.7		40.3		36.7		37.4
<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>42.7</b>		<b>43.5</b>		<b>43.9</b>		<b>41.8</b>		<b>42.8</b>
	<i>n</i>		83		89		151		94		433		363		361		270
	<i>SD</i>		10.4		11.1		10.3		11.5		11.3		11.5		11.8		11.6
	<i>SE</i>		1.14		1.18		.84		1.18		.54		.61		.62		.70
	<i>CI upper bound</i>		43.9		45.3		46.0		45.0		44.6		45.1		43.0		44.2
	<i>CI lower bound</i>		39.4		40.7		42.7		40.4		42.5		42.7		40.6		41.5
<b>Supportive Environment</b>	<i>Mean</i>		<b>36.1</b>		<b>32.6</b>		<b>33.8</b>		<b>35.3</b>		<b>31.4</b>		<b>33.1</b>		<b>30.3</b>		<b>30.8</b>
	<i>n</i>		80		83		150		93		428		370		382		287
	<i>SD</i>		11.7		13.2		12.2		13.1		13.8		14.5		13.0		13.8
	<i>SE</i>		1.31		1.45		1.00		1.36		.67		.75		.66		.82
	<i>CI upper bound</i>		38.7		35.4		35.7		38.0		32.7		34.5		31.6		32.4
	<i>CI lower bound</i>		33.6		29.7		31.8		32.6		30.1		31.6		29.0		29.2

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

		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>54</b>			<b>63</b>		<b>67</b>		<b>64</b>	<b>63</b>	
	<i>n</i>		88		92		152	95			458		376		384	287	
	SE		5.1		4.8		4.1	5.1			2.3		2.4		2.5	2.9	
	CI upper bound (%)		75		79		54	64			67		71		68	68	
	CI lower bound (%)		55		60		38	44			58		62		59	57	
<b>Learning Community<sup>a</sup></b>	%		<b>19</b>		<b>15</b>		<b>7</b>	<b>12</b>			<b>19</b>		<b>22</b>		<b>22</b>	<b>21</b>	
	<i>n</i>		85		92		154	95			458		378		390	285	
	SE		4.3		3.7		2.1	3.4			1.8		2.1		2.1	2.4	
	CI upper bound (%)		28		22		11	19			23		26		27	26	
	CI lower bound (%)		11		7		3	5			15		18		18	17	
<b>Research with Faculty<sup>a</sup></b>	%		<b>6</b>		<b>9</b>		<b>7</b>	<b>5</b>			<b>28</b>		<b>26</b>		<b>20</b>	<b>24</b>	
	<i>n</i>		85		91		153	95			458		374		390	287	
	SE		2.5		3.0		2.1	2.3			2.1		2.3		2.0	2.5	
	CI upper bound (%)		10		15		11	10			32		31		24	29	
	CI lower bound (%)		1		3		3	1			24		22		16	19	
<b>Internship or Field Experience<sup>b</sup></b>	%		<b>68</b>		<b>59</b>		<b>70</b>	<b>64</b>			<b>52</b>		<b>49</b>		<b>42</b>	<b>48</b>	
	<i>n</i>		88		92		155	95			459		379		388	289	
	SE		5.0		5.2		3.7	5.0			2.3		2.6		2.5	2.9	
	(First-year results: Plan to do) CI upper bound (%)		78		69		77	74			57		54		46	53	
	CI lower bound (%)		58		49		63	54			47		44		37	42	
<b>Study Abroad<sup>b</sup></b>	%		<b>44</b>		<b>40</b>		<b>39</b>	<b>31</b>			<b>8</b>		<b>7</b>		<b>7</b>	<b>10</b>	
	<i>n</i>		87		92		154	94			459		378		390	286	
	SE		5.4		5.1		3.9	4.8			1.3		1.3		1.3	1.8	
	CI upper bound (%)		54		50		47	40			10		9		9	14	
	CI lower bound (%)		33		30		31	22			5		4		4	7	
<b>Culminating Senior Experience<sup>b</sup></b>	%		<b>77</b>		<b>58</b>		<b>63</b>	<b>61</b>			<b>64</b>		<b>64</b>		<b>47</b>	<b>61</b>	
	<i>n</i>		87		92		151	95			460		378		387	286	
	SE		4.5		5.2		3.9	5.0			2.2		2.5		2.5	2.9	
	(First-year results: Plan to do) CI upper bound (%)		86		68		71	71			68		68		52	66	
	CI lower bound (%)		69		48		55	52			59		59		42	55	
<b>Overall HIP Participation<sup>c</sup></b>																	
<b>Participated in one HIP</b>	%		<b>48</b>		<b>53</b>		<b>42</b>	<b>52</b>			<b>19</b>		<b>19</b>		<b>28</b>	<b>23</b>	
	<i>n</i>		88		92		154	95			463		379		391	289	
	SE		5.4		5.2		4.0	5.1			1.8		2.0		2.3	2.5	
	CI upper bound (%)		59		63		50	62			23		23		33	28	
	CI lower bound (%)		38		43		34	42			16		15		24	18	
<b>Participated in two or more HIPs</b>	%		<b>19</b>		<b>18</b>		<b>9</b>	<b>8</b>			<b>67</b>		<b>71</b>		<b>56</b>	<b>66</b>	
	<i>n</i>		88		92		154	95			463		379		391	289	
	SE		4.2		4.1		2.3	2.8			2.2		2.3		2.5	2.8	
	CI upper bound (%)		27		26		13	13			72		76		61	71	
	CI lower bound (%)		11		10		4	2			63		66		52	61	

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 2019 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 'Master's Large' column of this report.

Group label	Master's Large
Date submitted	5/15/19
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows:  Basic Classification (All); Sector (Pub)
Group description	This comparison group contains all public institutions who also administered the Learning with Technology module Any further filtering results in very small number of institutions for comparison.

## Master's Large (N=12)

Arkansas Tech University (Russellville, AR)  
Auburn University (Auburn, AL)  
Colorado State University-Pueblo (Pueblo, CO)\*  
New Jersey Institute of Technology (Newark, NJ)  
South Dakota State University (Brookings, SD)\*  
St. Cloud State University (Saint Cloud, MN)  
University of Illinois at Urbana-Champaign (Champaign, IL)  
University of North Carolina Wilmington (Wilmington, NC)  
University of South Carolina Upstate (Spartanburg, SC)\*  
University of the District of Columbia (Washington, DC)\*  
University of Wisconsin-Green Bay (Green Bay, WI)  
Valley City State University (Valley City, ND)

## 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		Master's Large		SOU	Master's Large	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<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	3	68	2	<b>3.2</b>	3.3	-.09
		2	Some	16	18	448	13			
		3	Quite a bit	27	34	1,297	39			
		4	Very much	40	44	1,409	45			
		Total		85	100	3,222	100			
b. Demonstrating your understanding of course content	TEC01b	1	Very little	3	4	73	3	<b>3.1</b>	3.2	-.12
		2	Some	17	19	535	16			
		3	Quite a bit	33	41	1,407	42			
		4	Very much	31	36	1,177	39			
		Total		84	100	3,192	100			
c. Learning, studying, or completing coursework <i>on your own</i>	TEC01c	1	Very little	1	2	35	1	<b>3.4</b>	3.5	-.07
		2	Some	8	9	273	9			
		3	Quite a bit	28	35	1,112	33			
		4	Very much	47	54	1,794	58			
		Total		84	100	3,214	100			
d. Learning, studying, or completing coursework <i>with other students</i>	TEC01d	1	Very little	4	5	275	9	<b>3.0</b>	2.9	.10
		2	Some	22	27	766	23			
		3	Quite a bit	25	31	1,143	35			
		4	Very much	32	37	1,033	33			
		Total		83	100	3,217	100			
e. Distracting you from completing your coursework	TEC01e	1	Very little	10	13	407	11	<b>2.6</b>	2.6	-.03
		2	Some	30	35	1,233	38			
		3	Quite a bit	29	35	993	32			
		4	Very much	15	17	580	19			
		Total		84	100	3,213	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	14	17	437	15	<b>2.3</b>	2.5	-.20
		2	Some	39	46	1,165	36			
		3	Quite a bit	20	24	1,018	30			
		4	Very much	11	13	585	19			
		Total		84	100	3,205	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	13	14	382	10	<b>2.3</b>	2.8 ***	-.42
		2	Sometimes	43	51	1,045	32			
		3	Often	16	20	962	30			
		4	Very often	11	15	818	27			
		—	I don't know what this is	0	0	10	0			
Total		83	100	3,217	100					
b. Online portfolios or e-portfolios	TEC03b	1	Never	27	31	1,109	32	<b>2.0</b>	2.0	.09
		2	Sometimes	20	25	876	29			
		3	Often	16	22	410	13			
		4	Very often	6	7	231	8			
		—	I don't know what this is	13	16	584	18			
Total		82	100	3,210	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		Master's Large		SOU	Master's Large	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
c. Blogs	TEC03c	1	Never	57	68	2,142	68	<b>1.4</b>	1.4	-.05
		2	Sometimes	21	25	716	22			
		3	Often	3	5	183	6			
		4	Very often	1	2	111	3			
		—	I don't know what this is	1	1	57	2			
		Total		83	100	3,209	100			
d. Collaborative editing software (Wikis, Google Docs, etc.)	TEC03d	1	Never	8	9	469	13	<b>3.0</b>	2.7 ***	.38
		2	Sometimes	15	18	1,027	32			
		3	Often	25	31	921	29			
		4	Very often	35	41	778	25			
		—	I don't know what this is	0	0	17	1			
		Total		83	100	3,212	100			
e. Multimedia software (drawing, audio or video production, editing, etc.)	TEC03e	1	Never	49	58	1,657	51	<b>1.7</b>	1.8	-.08
		2	Sometimes	16	19	864	28			
		3	Often	12	15	396	13			
		4	Very often	4	6	246	8			
		—	I don't know what this is	2	2	43	1			
		Total		83	100	3,206	100			
f. Social networking (Facebook, Twitter, etc.)	TEC03f	1	Never	44	53	1,455	48	<b>1.7</b>	1.9	-.19
		2	Sometimes	22	29	868	26			
		3	Often	10	12	443	13			
		4	Very often	6	6	430	13			
		—	I don't know what this is	0	0	14	0			
		Total		82	100	3,210	100			
g. Mobile computing (handheld devices such as smartphones, tablets, etc.)	TEC03g	1	Never	9	11	348	13	<b>2.7</b>	2.7	.06
		2	Sometimes	25	30	1,115	34			
		3	Often	26	31	861	25			
		4	Very often	23	27	875	28			
		—	I don't know what this is	0	0	10	0			
		Total		83	100	3,209	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	2	3	66	2	<b>3.3</b>	3.4	-.12
		2	Sometimes	11	14	415	13			
		3	Often	22	28	810	24			
		4	Very often	48	55	1,915	61			
		Total		83	100	3,206	100			
		b. Academic advisors	TEC04b	1	Never	5	6			
2	Sometimes			32	39	1,155	38			
3	Often			25	32	1,045	31			
4	Very often			21	24	782	22			
Total				83	100	3,207	100			
c. Faculty	TEC04c			1	Never	4	5	222	7	<b>2.8</b>
		2	Sometimes	29	34	1,138	39			
		3	Often	27	34	1,056	31			
		4	Very often	23	26	795	23			
		Total		83	100	3,211	100			



## First-Year Students

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				SOU		Master's Large		SOU	Master's Large	
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
d. Student services staff (career services, student activities, housing, etc.)	TEC04d	1	Never	14	17	795	27	<b>2.5</b>	2.2 *	.24 
		2	Sometimes	31	39	1,246	39			
		3	Often	21	25	663	19			
		4	Very often	17	19	501	15			
		Total		83	100	3,205	100			
e. Other administrative staff and offices (registrar, financial aid, etc.)	TEC04e	1	Never	21	23	807	27	<b>2.3</b>	2.2	.12
		2	Sometimes	33	43	1,336	42			
		3	Often	15	18	614	17			
		4	Very often	14	16	446	13			
		Total		83	100	3,203	100			
<b>5. How much does your institution emphasize the following?</b>										
a. Teaching with new, cutting-edge technologies	TEC05a	1	Very little	18	23	422	12	<b>2.1</b>	2.5 ***	-.40 
		2	Some	41	45	1,286	39			
		3	Quite a bit	21	27	1,107	35			
		4	Very much	3	5	386	14			
		Total		83	100	3,201	100			
b. Providing technology to help you learn, study, or complete coursework	TEC05b	1	Very little	10	15	275	9	<b>2.5</b>	2.7 **	-.30 
		2	Some	30	35	928	29			
		3	Quite a bit	32	39	1,310	40			
		4	Very much	10	12	681	22			
		Total		82	100	3,194	100			
c. Teaching you how to use available technologies to learn, study, or complete coursework	TEC05c	1	Very little	6	7	314	11	<b>2.6</b>	2.7	-.03
		2	Some	30	34	1,046	33			
		3	Quite a bit	38	47	1,212	37			
		4	Very much	9	12	621	19			
		Total		83	100	3,193	100			
d. Providing support services to assist you with your use of technology	TEC05d	1	Very little	12	14	299	10	<b>2.4</b>	2.7 **	-.34 
		2	Some	36	44	1,029	33			
		3	Quite a bit	27	34	1,201	37			
		4	Very much	6	8	667	20			
		Total		81	100	3,196	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		Master's Large		SOU	Master's Large	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<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	5	2	91	2	<b>3.3</b>	3.4	-.10
		2	Some	38	14	480	11			
		3	Quite a bit	102	36	1,393	33			
		4	Very much	136	48	2,187	54			
		Total		281	100	4,151	100			
b. Demonstrating your understanding of course content	TEC01b	1	Very little	9	3	94	2	<b>3.2</b>	3.3	-.09
		2	Some	46	16	566	14			
		3	Quite a bit	101	37	1,571	38			
		4	Very much	125	43	1,902	46			
		Total		281	100	4,133	100			
c. Learning, studying, or completing coursework <i>on your own</i>	TEC01c	1	Very little	3	1	54	1	<b>3.5</b>	3.5	-.02
		2	Some	21	8	295	7			
		3	Quite a bit	84	30	1,212	29			
		4	Very much	171	61	2,586	63			
		Total		279	100	4,147	100			
d. Learning, studying, or completing coursework <i>with other students</i>	TEC01d	1	Very little	18	6	260	6	<b>3.0</b>	3.1 *	-.15
		2	Some	66	25	780	19			
		3	Quite a bit	94	34	1,370	34			
		4	Very much	102	35	1,736	42			
		Total		280	100	4,146	100			
e. Distracting you from completing your coursework	TEC01e	1	Very little	37	13	710	15	<b>2.5</b>	2.5	.00
		2	Some	115	40	1,566	38			
		3	Quite a bit	73	27	1,130	27			
		4	Very much	56	20	743	20			
		Total		281	100	4,149	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	41	14	510	13	<b>2.5</b>	2.7 *	-.14
		2	Some	101	35	1,360	32			
		3	Quite a bit	91	33	1,309	32			
		4	Very much	48	17	951	24			
		Total		281	100	4,130	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	59	21	873	17	<b>2.4</b>	2.6 **	-.17
		2	Sometimes	111	41	1,454	35			
		3	Often	50	18	909	23			
		4	Very often	57	21	900	25			
		—	I don't know what this is	0	0	9	0			
		Total		277	100	4,145	100			
b. Online portfolios or e-portfolios	TEC03b	1	Never	102	37	1,600	37	<b>1.9</b>	1.9	-.03
		2	Sometimes	84	32	1,102	26			
		3	Often	37	13	538	12			
		4	Very often	24	9	402	10			
		—	I don't know what this is	32	10	498	14			
		Total		279	100	4,140	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		Master's Large		SOU	Master's Large	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
c. Blogs	TEC03c	1	Never	176	62	2,564	60	<b>1.5</b>	1.6	-.08
		2	Sometimes	77	29	1,064	28			
		3	Often	13	5	283	7			
		4	Very often	10	3	185	5			
		—	I don't know what this is	3	1	38	1			
		Total		279	100	4,134	100			
d. Collaborative editing software (Wikis, Google Docs, etc.)	TEC03d	1	Never	20	7	492	10	<b>2.8</b>	2.9	-.10
		2	Sometimes	95	35	1,129	25			
		3	Often	81	29	1,236	31			
		4	Very often	83	29	1,258	34			
		—	I don't know what this is	0	0	20	0			
		Total		279	100	4,135	100			
e. Multimedia software (drawing, audio or video production, editing, etc.)	TEC03e	1	Never	136	48	1,890	44	<b>1.8</b>	1.9 *	-.13
		2	Sometimes	86	31	1,213	30			
		3	Often	32	12	541	13			
		4	Very often	24	8	473	12			
		—	I don't know what this is	1	0	22	0			
		Total		279	100	4,139	100			
f. Social networking (Facebook, Twitter, etc.)	TEC03f	1	Never	135	49	1,711	43	<b>1.8</b>	2.0 **	-.18
		2	Sometimes	91	33	1,301	30			
		3	Often	29	10	584	14			
		4	Very often	25	8	522	13			
		—	I don't know what this is	0	0	15	0			
		Total		280	100	4,133	100			
g. Mobile computing (handheld devices such as smartphones, tablets, etc.)	TEC03g	1	Never	42	16	494	13	<b>2.6</b>	2.7 *	-.14
		2	Sometimes	100	36	1,366	33			
		3	Often	66	24	1,084	25			
		4	Very often	71	24	1,180	28			
		—	I don't know what this is	0	0	8	0			
		Total		279	100	4,132	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	2	73	1	<b>3.3</b>	3.6 ***	-.33
		2	Sometimes	40	16	424	9			
		3	Often	78	28	879	20			
		4	Very often	157	54	2,755	70			
		Total		280	100	4,131	100			
		b. Academic advisors	TEC04b	1	Never	18	6			
2	Sometimes			79	29	1,267	34			
3	Often			89	32	1,212	27			
4	Very often			94	33	1,339	30			
Total				280	100	4,139	100			
c. Faculty	TEC04c			1	Never	12	4	161	4	<b>3.0</b>
		2	Sometimes	67	25	1,099	29			
		3	Often	96	36	1,393	33			
		4	Very often	102	35	1,476	34			
		Total		277	100	4,129	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		Master's Large		SOU	Master's Large	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
d. Student services staff (career services, student activities, housing, etc.)	TEC04d	1	Never	92	33	1,540	37	<b>2.2</b>	2.1	.12
		2	Sometimes	89	32	1,343	33			
		3	Often	53	19	614	15			
		4	Very often	47	17	633	15			
		Total		281	100	4,130	100			
e. Other administrative staff and offices (registrar, financial aid, etc.)	TEC04e	1	Never	57	20	1,069	27	<b>2.3</b>	2.2 *	.13
		2	Sometimes	125	45	1,755	42			
		3	Often	54	19	693	16			
		4	Very often	42	15	611	14			
		Total		278	100	4,128	100			
<b>5. How much does your institution emphasize the following?</b>										
a. Teaching with new, cutting-edge technologies	TEC05a	1	Very little	74	26	606	14	<b>2.1</b>	2.5 ***	-.43
		2	Some	123	43	1,596	37			
		3	Quite a bit	61	23	1,321	33			
		4	Very much	22	8	593	16			
		Total		280	100	4,116	100			
b. Providing technology to help you learn, study, or complete coursework	TEC05b	1	Very little	38	14	415	10	<b>2.5</b>	2.7 ***	-.27
		2	Some	105	37	1,250	30			
		3	Quite a bit	100	36	1,565	38			
		4	Very much	36	13	891	23			
		Total		279	100	4,121	100			
c. Teaching you how to use available technologies to learn, study, or complete coursework	TEC05c	1	Very little	40	14	462	12	<b>2.5</b>	2.7 **	-.17
		2	Some	104	36	1,343	32			
		3	Quite a bit	96	36	1,471	36			
		4	Very much	41	14	832	21			
		Total		281	100	4,108	100			
d. Providing support services to assist you with your use of technology	TEC05d	1	Very little	42	15	486	12	<b>2.4</b>	2.6 ***	-.21
		2	Some	121	43	1,490	36			
		3	Quite a bit	84	31	1,383	34			
		4	Very much	34	12	751	19			
		Total		281	100	4,110	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	Master's Large	SOU	Master's Large	SOU	Master's Large			
TEC01a	84	3.20	3.27	.093	.010	0.85	0.78	5,938	.389	-.09
TEC01b	83	3.08	3.17	.094	.010	0.85	0.79	5,885	.289	-.12
TEC01c	83	3.41	3.46	.081	.009	0.74	0.71	5,930	.517	-.07
TEC01d	81	3.01	2.91	.102	.013	0.92	0.96	5,930	.363	.10
TEC01e	83	2.56	2.59	.102	.012	0.93	0.92	5,923	.775	-.03
TEC02	83	2.34	2.53	.100	.013	0.91	0.96	5,910	.070	-.20
TEC03a	82	2.34	2.75	.100	.013	0.90	0.97	5,910	.000	-.42
TEC03b	69	2.05	1.97	.118	.014	0.98	0.97	4,870	.480	.09
TEC03c	81	1.40	1.44	.074	.010	0.67	0.75	5,819	.650	-.05
TEC03d	82	3.04	2.66	.109	.013	0.99	1.00	5,888	.001	.38
TEC03e	81	1.69	1.76	.107	.012	0.96	0.95	5,830	.489	-.08
TEC03f	81	1.70	1.91	.100	.014	0.90	1.06	5,886	.087	-.19
TEC03g	82	2.74	2.68	.108	.013	0.98	1.02	5,890	.562	.06
TEC04a	82	3.35	3.44	.092	.010	0.84	0.79	5,909	.298	-.12
TEC04b	82	2.73	2.68	.098	.012	0.89	0.91	5,910	.564	.06
TEC04c	82	2.81	2.70	.099	.012	0.90	0.91	5,916	.264	.12
TEC04d	82	2.45	2.21	.109	.013	0.99	1.00	5,888	.030	.24
TEC04e	82	2.27	2.16	.110	.013	1.00	0.97	5,893	.292	.12
TEC05a	82	2.14	2.50	.091	.012	0.83	0.88	84	.000	-.40
TEC05b	81	2.48	2.74	.099	.012	0.89	0.90	5,873	.008	-.30
TEC05c	82	2.62	2.65	.087	.012	0.79	0.91	84	.752	-.03
TEC05d	79	2.36	2.67	.093	.012	0.82	0.91	5,879	.002	-.34





## 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	Master's Large	SOU	Master's Large	SOU	Master's Large			
TEC01a	281	3.31	3.38	.046	.008	0.77	0.76	9,213	.102	-.10
TEC01b	282	3.21	3.28	.049	.008	0.83	0.79	9,183	.157	-.09
TEC01c	279	3.52	3.53	.041	.007	0.68	0.68	9,204	.691	-.02
TEC01d	281	2.98	3.12	.055	.010	0.92	0.90	9,199	.013	-.15
TEC01e	282	2.53	2.53	.057	.010	0.95	0.97	9,208	.952	.00
TEC02	282	2.53	2.67	.056	.010	0.94	0.97	9,172	.020	-.14
TEC03a	278	2.38	2.56	.062	.011	1.03	1.04	9,196	.006	-.17
TEC03b	251	1.92	1.95	.061	.012	0.96	1.02	7,905	.662	-.03
TEC03c	277	1.49	1.56	.044	.009	0.74	0.82	297	.145	-.08
TEC03d	280	2.80	2.90	.056	.011	0.94	0.99	9,141	.111	-.10
TEC03e	279	1.80	1.94	.057	.011	0.95	1.03	9,134	.031	-.13
TEC03f	281	1.78	1.97	.056	.011	0.94	1.04	302	.001	-.18
TEC03g	279	2.56	2.70	.062	.011	1.03	1.02	9,161	.025	-.14
TEC04a	281	3.34	3.58	.049	.008	0.81	0.72	293	.000	-.33
TEC04b	281	2.92	2.79	.055	.010	0.93	0.97	300	.031	.13
TEC04c	277	3.02	2.97	.053	.009	0.88	0.89	9,170	.360	.06
TEC04d	282	2.20	2.08	.064	.011	1.08	1.05	9,168	.054	.12
TEC04e	279	2.30	2.17	.058	.010	0.96	0.98	9,169	.030	.13
TEC05a	281	2.12	2.52	.053	.010	0.89	0.92	299	.000	-.43
TEC05b	280	2.48	2.73	.053	.010	0.88	0.92	9,149	.000	-.27
TEC05c	282	2.50	2.66	.054	.010	0.90	0.93	9,126	.004	-.17
TEC05d	282	2.40	2.59	.052	.010	0.88	0.93	301	.000	-.21

## 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 2019 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 'All public w/module' column of this report.

Group label	All public w/module
Date submitted	5/15/19
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows:  Basic Classification (All); Sector (Pub)
Group description	This comparison group contains all public institutions who also administered the First-year Experiences and Senior Transfers module. Any further filtering results in very small number of institutions for comparison.

## All public w/module (N=112)

Adams State University (Alamosa, CO)*	Indiana University Kokomo (Kokomo, IN)*
Angelo State University (San Angelo, TX)	Indiana University of Pennsylvania (Indiana, PA)
Auburn University at Montgomery (Montgomery, AL)*	Indiana University Southeast (New Albany, IN)*
Black Hills State University (Spearfish, SD)*	Jacksonville State University (Jacksonville, AL)
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	Kansas State University (Manhattan, KS)
California State University, Chico (Chico, CA)*	Kean University (Union, NJ)
California University of Pennsylvania (California, PA)	Kentucky State University (Frankfort, KY)
Castleton University (Castleton, VT)	Kutztown University of Pennsylvania (Kutztown, PA)
Cheyney University of Pennsylvania (Cheyney, PA)	Lander University (Greenwood, SC)
Clarion University of Pennsylvania (Clarion, PA)	Langston University (Langston, OK)*
Cleveland State University (Cleveland, OH)*	Lock Haven University (Lock Haven, PA)
College of Charleston (Charleston, SC)	Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)*
Colorado State University (Fort Collins, CO)	Louisiana State University at Alexandria (Alexandria, LA)*
Concord University (Athens, WV)	Mansfield University of Pennsylvania (Mansfield, PA)
Delta State University (Cleveland, MS)*	Massachusetts College of Liberal Arts (North Adams, MA)*
Dixie State University (Saint George, UT)	Miami University-Hamilton (Hamilton, OH)
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)	Miami University-Middletown (Middletown, OH)
East Tennessee State University (Johnson City, TN)	Millersville University of Pennsylvania (Millersville, PA)
Eastern New Mexico University (Portales, NM)*	Mississippi University for Women (Columbus, MS)
Edinboro University of Pennsylvania (Edinboro, PA)	Missouri State University (Springfield, MO)
Elizabeth City State University (Elizabeth City, NC)	Montana State University Billings (Billings, MT)
Fairmont State University (Fairmont, WV)	Morehead State University (Morehead, KY)*
Fayetteville State University (Fayetteville, NC)	New College of Florida (Sarasota, FL)
Ferris State University (Big Rapids, MI)*	New Jersey Institute of Technology (Newark, NJ)
Fitchburg State University (Fitchburg, MA)	Nicholls State University (Thibodaux, LA)*
Framingham State University (Framingham, MA)	Northern Illinois University (DeKalb, IL)*
Georgia Southwestern State University (Americus, GA)	Northern Kentucky University (Highland Heights, KY)*
Grambling State University (Grambling, LA)	Northern State University (Aberdeen, SD)*
Grand Valley State University (Allendale, MI)	Oglala Lakota College (Kyle, SD)
Humboldt State University (Arcata, CA)	Ohio State University at Newark, The (Newark, OH)

## All public w/module (N=112), continued

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Ohio State University-Lima Campus (Lima, OH)  
Ohio State University-Mansfield Campus (Mansfield, OH)  
Ohio State University-Marion Campus (Marion, OH)  
Ohio State University, The (Columbus, OH)  
Oregon State University (Corvallis, OR)  
Radford University (Radford, VA)  
Ramapo College of New Jersey (Mahwah, NJ)\*  
Rowan University (Glassboro, NJ)  
Rutgers University-Camden (Camden, NJ)\*  
Salem State University (Salem, MA)  
Shepherd University (Shepherdstown, WV)  
Shippensburg University of Pennsylvania (Shippensburg, PA)  
Slippery Rock University of Pennsylvania (Slippery Rock, PA)  
Southeastern Louisiana University (Hammond, LA)\*  
Southern Illinois University Edwardsville (Edwardsville, IL)  
Southern University at New Orleans (New Orleans, LA)  
Southwest Minnesota State University (Marshall, MN)  
St. Mary's College of Maryland (St. Mary's City, MD)  
Stephen F. Austin State University (Nacogdoches, TX)  
Texas Southern University (Houston, TX)\*  
University of Arkansas at Monticello (Monticello, AR)  
University of Colorado Colorado Springs (Colorado Springs, CO)\*  
University of Connecticut (Storrs, CT)\*  
University of Guam (Mangilao, GU)  
University of Hawai'i at Hilo (Hilo, HI)  
University of Kentucky (Lexington, KY)  
University of Montana (Missoula, MT)  
University of Montana-Western, The (Dillon, MT)\*  
University of New Hampshire (Durham, NH)  
University of New Orleans, The (New Orleans, LA)  
University of North Dakota (Grand Forks, ND)  
University of North Texas (Denton, TX)  
University of Rhode Island (Kingston, RI)  
University of South Carolina Columbia (Columbia, SC)  
University of Southern Mississippi (Hattiesburg, MS)  
University of Tennessee Martin, The (Martin, TN)  
University of Tennessee, Knoxville, The (Knoxville, TN)  
University of Texas at El Paso, The (El Paso, TX)  
University of Texas of the Permian Basin, The (Odessa, TX)  
University of Texas Rio Grande Valley, The (Edinburg, TX)\*  
University of Virginia's College at Wise, The (Wise, VA)\*  
University of Washington Tacoma (Tacoma, WA)  
University of West Georgia (Carrollton, GA)  
Washington State University (Pullman, WA)  
West Chester University of Pennsylvania (West Chester, PA)  
Western Illinois University (Macomb, IL)  
Western State Colorado University (Gunnison, CO)\*  
William Paterson University of New Jersey (Wayne, NJ)\*  
Winona State University (Winona, MN)  
Winthrop University (Rock Hill, SC)\*  
Worcester State University (Worcester, MA)\*  
Youngstown State University (Youngstown, OH)\*

\*2018 participant

## 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		All public w/module		SOU	All public w/module	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	2	3	1,247	4	<b>2.5</b>	2.8 **	-0.26
		2	Sometimes	43	50	11,312	37			
		3	Often	31	38	11,449	37			
		4	Very often	9	9	6,655	22			
		Total		85	100	30,663	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	4	5	705	3	<b>2.6</b>	2.9 ***	-0.36
		2	Sometimes	37	42	8,740	29			
		3	Often	34	42	14,245	46			
		4	Very often	11	12	6,916	23			
		Total		86	100	30,606	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	6	7	2,184	8	<b>2.7</b>	2.6	.04
		2	Sometimes	30	37	11,928	39			
		3	Often	35	38	11,345	37			
		4	Very often	15	18	5,159	17			
		Total		86	100	30,616	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	5	6	2,942	10	<b>2.7</b>	2.5 *	.23
		2	Sometimes	27	32	12,738	42			
		3	Often	37	45	10,001	32			
		4	Very often	16	17	4,905	16			
		Total		85	100	30,586	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	1	2	261	1	<b>3.1</b>	3.1	.01
		2	Sometimes	14	16	5,695	19			
		3	Often	45	52	15,187	49			
		4	Very often	25	30	9,442	31			
		Total		85	100	30,585	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	4	6	1,185	4	<b>2.8</b>	2.9	-0.10
		2	Sometimes	26	29	9,513	30			
		3	Often	38	45	12,633	41			
		4	Very often	17	20	7,257	24			
		Total		85	100	30,588	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	2	3	1,273	4	<b>3.4</b>	3.4	-0.06
		2	2	9	11	4,571	15			
		3	3	38	45	9,728	31			
		4	4	31	33	10,640	35			
		5	5	4	6	3,333	11			
		6	Very difficult	2	3	1,058	4			
		Total		86	100	30,603	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	3	4	1,668	6	<b>4.1</b>	3.8 *	.23
		2	2	9	10	4,004	13			
		3	3	13	17	7,329	23			
		4	4	27	29	8,587	28			
		5	5	20	22	5,662	19			
		6	Very difficult	14	18	3,335	11			
		Total		86	100	30,585	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		All public w/module		SOU	All public w/module	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
c. Getting help with school work	FYSfy02c	1	Not at all difficult	7	9	4,598	15	<b>3.1</b>	2.9	.20
		2	2	20	24	8,028	26			
		3	3	21	26	8,776	28			
		4	4	26	28	5,870	19			
		5	5	10	10	2,314	8			
		6	Very difficult	2	3	1,007	3			
		Total		86	100	30,593	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	14	17	5,925	20	<b>2.8</b>	2.8	-.01
		2	2	29	33	8,171	26			
		3	3	17	20	7,956	26			
		4	4	16	18	5,232	17			
		5	5	8	8	2,275	7			
		6	Very difficult	2	3	1,025	3			
		Total		86	100	30,584	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	17	19	5,155	17	<b>2.2</b>	2.2	-.04
		2	Sometimes	41	50	16,344	53			
		3	Often	24	27	6,862	22			
		4	Very often	3	4	2,205	7			
		Total		85	100	30,566	100			
b. Academic advisors	FYSfy03b_16	1	Never	25	31	12,827	43	<b>2.0</b>	1.8 *	.23
		2	Sometimes	37	44	12,004	39			
		3	Often	18	20	4,364	14			
		4	Very often	5	5	1,344	4			
		Total		85	100	30,539	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	35	40	11,923	39	<b>1.8</b>	1.9	-.12
		2	Sometimes	35	43	10,849	36			
		3	Often	8	10	5,152	17			
		4	Very often	6	7	2,590	8			
		Total		84	100	30,514	100			
d. Friends or other students	FYSfy03d_16	1	Never	8	11	1,406	5	<b>2.8</b>	2.9	-.14
		2	Sometimes	22	25	8,297	28			
		3	Often	34	41	12,163	39			
		4	Very often	21	24	8,674	28			
		Total		85	100	30,540	100			
e. Family members	FYSfy03e_16	1	Never	35	44	11,733	40	<b>1.9</b>	2.0	-.09
		2	Sometimes	29	31	10,052	32			
		3	Often	16	19	5,917	19			
		4	Very often	5	6	2,843	9			
		Total		85	100	30,545	100			
f. Other persons or offices	FYSfy03f_16	1	Never	58	66	17,776	59	<b>1.5</b>	1.6	-.06
		2	Sometimes	17	20	8,822	29			
		3	Often	6	9	2,847	9			
		4	Very often	4	5	1,074	3			
		Total		85	100	30,519	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		All public w/module		SOU	All public w/module	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		47	57	21,855	72	<b>43%</b>	28% **	.32
		Yes		38	43	8,693	28			
		Total		85	100	30,548	100			
<b>4b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)</b>										
	FYSfy04b_1_16	—	Academics are too difficult	2	5	1,546	19			
	FYSfy04b_2_16	—	Academics are too easy	2	5	420	5			
			Other academic issues (major not offered, course availability, advising, credit transfer, etc.)							
	FYSfy04b_3_16	—		10	29	1,300	15			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	17	48	3,271	38			
			To change your career options (transfer to another school or program, military service, etc.)							
	FYSfy04b_5_16	—		8	19	1,519	18			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	6	18	1,434	17			
	FYSfy04b_7_16	—	Too much emphasis on partying	0	0	595	7			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	6	14	1,437	16			
	FYSfy04b_9_16	—	Relations with faculty and staff	3	9	725	9			
	FYSfy04b_10_16	—	Relations with other students	10	25	1,731	19			
	FYSfy04b_11_16	—	Campus climate, location, or culture	6	14	2,290	26			
	FYSfy04b_12_16	—	Unsafe or hostile environment	2	5	498	6			
			Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)							
	FYSfy04b_13_16	—		18	50	3,858	43			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	6	14	1,168	14			
<b>5. How important is it to you that you graduate from <i>this institution</i>?</b>										
	FYSfy05	1	Not important	13	14	1,339	5	<b>4.2</b>	5.0 ***	-.56
		2	2	4	4	1,059	4			
		3	3	10	12	1,812	6			
		4	4	17	19	3,638	12			
		5	5	9	12	4,515	15			
		6	Very important	31	38	17,985	58			
		Total		84	100	30,348	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	All public w/module	SOU	All public w/module	SOU	All public w/module	Comparisons with: All public w/module		
FYSfy01a	85	2.54	2.76	.076	.004	0.70	0.84	84	.006	-.26
FYSfy01b	85	2.61	2.89	.082	.004	0.76	0.78	41,366	.001	-.36
FYSfy01c	85	2.66	2.63	.092	.004	0.85	0.85	41,388	.736	.04
FYSfy01d	85	2.74	2.53	.088	.004	0.81	0.88	84	.023	.23
FYSfy01e	85	3.11	3.10	.079	.004	0.73	0.73	41,348	.932	.01
FYSfy01f	85	2.78	2.86	.091	.004	0.84	0.83	41,355	.346	-.10
FYSfy02a	85	3.36	3.43	.102	.005	0.94	1.12	85	.480	-.06
FYSfy02b	85	4.07	3.75	.149	.007	1.38	1.36	41,349	.031	.23
FYSfy02c	85	3.14	2.88	.134	.006	1.24	1.29	41,363	.065	.20
FYSfy02d	85	2.75	2.76	.142	.007	1.32	1.33	41,353	.928	-.01
FYSfy03a_16	84	2.16	2.19	.084	.004	0.77	0.80	41,319	.728	-.04
FYSfy03b_16	84	2.00	1.80	.092	.004	0.84	0.84	41,267	.032	.23
FYSfy03b_16	83	1.83	1.94	.095	.005	0.87	0.94	41,243	.281	-.12
FYSfy03b_16	84	2.77	2.89	.102	.004	0.93	0.87	41,272	.213	-.14
FYSfy03e_16	84	1.87	1.96	.101	.005	0.92	0.97	41,289	.406	-.09
FYSfy03f_16	84	1.52	1.58	.093	.004	0.85	0.80	41,244	.554	-.06
FYSfy04a <sup>k</sup>	84	.428	.276	.0544	.0022	--	--	--	.002	.32
FYSfy05	82	4.25	5.05	.197	.007	1.79	1.42	82	.000	-.56

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				SOU		All public w/module		SOU	All public w/module	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. Do you expect to graduate this spring or summer?</b>										
	FYSsr01_16		No	114	41	13,954	37			
			Yes	168	59	26,184	63			
			Total	282	100	40,138	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	90	54	15,663	60			
			— Part-time employment	17	10	1,108	4			
			— Graduate or professional school	36	21	5,832	22			
			— Military service	0	0	212	1			
			— Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	2	1	199	1			
			— Internship (paid or unpaid)	4	2	1,189	4			
			— Travel or gap year	6	3	977	4			
			— No plans at this time	7	5	774	3			
			— Other, please specify:	8	5	509	2			
			Total	170	100	26,463	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	49	45	9,209	53	<b>55%</b>	47%	.17
	<i>(Means indicate the percentage who responded "Yes.")</i>		Yes, I will start a new job	16	15	3,804	24			
			Yes, I will continue in my current job	41	40	3,713	23			
			Total	106	100	16,726	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	15	10	1,554	6	<b>2.9</b>	3.0	-.09
			2 Some	38	22	5,745	23			
			3 Quite a bit	65	37	9,974	38			
			4 Very much	53	31	9,148	34			
			Total	171	100	26,421	100			
<b>3. Do you intend to work eventually in a field related to your major(s)?<sup>j</sup></b>										
	FYSsr03		Yes	236	83	35,162	87	<b>83%</b>	87%	-.09
	<i>(Means indicate the percentage who responded "Yes.")</i>		No	12	5	1,600	4			
			Unsure	34	12	3,470	9			
			Total	282	100	40,232	100			
<b>4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?<sup>j</sup></b>										
	FYSsr04		Yes	77	28	7,549	20	<b>28%</b>	20% ***	.19
	<i>(Means indicate the percentage who responded "Yes.")</i>		No	131	44	22,296	53			
			Unsure	77	28	10,418	27			
			Total	285	100	40,263	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		All public w/module		SOU	All public w/module		
				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	68	25	8,840	23	<b>25%</b>	23%	.03	
			No	135	46	20,075	48				
			Unsure	82	30	11,373	29				
			Total	285	100	40,288	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	1	1	265	1	<b>3.4</b>	3.4	-.02
			2	Some	25	9	3,309	8			
			3	Quite a bit	110	38	15,540	38			
			4	Very much	148	53	21,101	54			
				Total	284	100	40,215	100			
b. Creative thinking and problem solving	FYSsr06b		1	Very little	0	0	248	1	<b>3.5</b>	3.5	.02
			2	Some	21	7	2,929	7			
			3	Quite a bit	110	39	15,164	37			
			4	Very much	152	54	21,851	55			
				Total	283	100	40,192	100			
c. Research skills	FYSsr06c		1	Very little	5	2	782	2	<b>3.3</b>	3.2	.08
			2	Some	37	13	6,741	17			
			3	Quite a bit	116	41	16,261	40			
			4	Very much	126	44	16,417	41			
				Total	284	100	40,201	100			
d. Clear writing	FYSsr06d		1	Very little	3	1	547	1	<b>3.4</b>	3.3 *	.13
			2	Some	24	9	5,250	14			
			3	Quite a bit	116	41	16,290	40			
			4	Very much	142	49	18,103	45			
				Total	285	100	40,190	100			
e. Persuasive speaking	FYSsr06e		1	Very little	11	4	1,514	4	<b>3.1</b>	3.0	.05
			2	Some	63	22	9,721	24			
			3	Quite a bit	111	38	15,528	38			
			4	Very much	99	36	13,421	34			
				Total	284	100	40,184	100			
f. Technological skills	FYSsr06f		1	Very little	11	3	1,211	3	<b>3.0</b>	3.1	-.10
			2	Some	75	26	8,756	21			
			3	Quite a bit	108	37	16,465	40			
			4	Very much	91	33	13,755	36			
				Total	285	100	40,187	100			
g. Financial and business management skills	FYSsr06g		1	Very little	43	14	6,237	15	<b>2.5</b>	2.5	-.05
			2	Some	107	38	14,479	36			
			3	Quite a bit	86	31	11,940	30			
			4	Very much	47	16	7,520	20			
				Total	283	100	40,176	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		All public w/module		Mean	Mean	Effect size <sup>d</sup>
				Count	%	Count	%			
h. Entrepreneurial skills	FYSSr06h	1	Very little	68	23	9,299	23	<b>2.3</b>	2.3	-.03
		2	Some	112	40	15,247	38			
		3	Quite a bit	61	22	9,632	24			
		4	Very much	42	15	5,994	15			
		Total		283	100	40,172	100			
i. Leadership skills	FYSSr06i	1	Very little	6	2	1,073	3	<b>3.2</b>	3.2	.02
		2	Some	47	16	6,567	17			
		3	Quite a bit	101	36	14,392	36			
		4	Very much	130	45	18,168	45			
		Total		284	100	40,200	100			
j. Networking and relationship building	FYSSr06j	1	Very little	11	4	2,005	5	<b>3.0</b>	3.0	.00
		2	Some	72	25	8,959	23			
		3	Quite a bit	102	37	14,957	37			
		4	Very much	99	34	14,259	35			
		Total		284	100	40,180	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	9	3	1,338	4	<b>3.1</b>	3.1	.03
		2	Some	46	17	7,698	20			
		3	Quite a bit	131	45	16,257	40			
		4	Very much	98	34	14,825	36			
		Total		284	100	40,118	100			
b. Taking risks in your coursework without fear of penalty	FYSSr07b	1	Very little	51	18	8,238	22	<b>2.6</b>	2.5	.10
		2	Some	85	29	11,842	30			
		3	Quite a bit	79	29	11,274	28			
		4	Very much	68	24	8,740	21			
		Total		283	100	40,094	100			
c. Evaluating multiple approaches to a problem	FYSSr07c	1	Very little	11	4	1,668	5	<b>3.1</b>	3.1	.01
		2	Some	57	21	8,160	21			
		3	Quite a bit	118	41	15,897	39			
		4	Very much	98	35	14,276	35			
		Total		284	100	40,001	100			
d. Inventing new methods to arrive at unconventional solutions	FYSSr07d	1	Very little	35	13	4,404	12	<b>2.7</b>	2.7	-.02
		2	Some	88	30	12,078	30			
		3	Quite a bit	91	32	13,239	33			
		4	Very much	70	25	10,169	25			
		Total		284	100	39,890	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 94 seniors. Responses are provided in your "NSSE19 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	SOU	All public w/module	SOU	All public w/module	SOU	All public w/module			
FYSsr01b <sup>k</sup>	106	.551	.467	.0486	.0032	--	--	--	.085	.17
FYSsr02	168	2.90	2.98	.074	.005	0.95	0.90	38,950	.229	-.09
FYSsr03 <sup>k</sup>	282	.833	.867	.0222	.0014	--	--	--	.096	-.09
FYSsr04 <sup>k</sup>	285	.280	.200	.0266	.0016	--	--	--	.001	.19
FYSsr05 <sup>k</sup>	285	.246	.232	.0255	.0017	--	--	--	.588	.03
FYSsr06a	283	3.43	3.44	.040	.003	0.68	0.67	61,733	.720	-.02
FYSsr06b	283	3.47	3.46	.037	.003	0.62	0.66	61,691	.760	.02
FYSsr06c	284	3.27	3.20	.045	.003	0.76	0.78	61,715	.170	.08
FYSsr06d	285	3.38	3.28	.041	.003	0.69	0.75	61,685	.024	.13
FYSsr06e	284	3.06	3.02	.050	.003	0.85	0.86	61,689	.415	.05
FYSsr06f	285	3.01	3.09	.051	.003	0.85	0.82	61,696	.088	-.10
FYSsr06g	283	2.49	2.54	.055	.004	0.93	0.97	61,675	.378	-.05
FYSsr06h	283	2.30	2.32	.059	.004	0.99	0.99	61,676	.631	-.03
FYSsr06i	284	3.24	3.23	.048	.003	0.80	0.82	61,698	.733	.02
FYSsr06j	284	3.01	3.02	.051	.004	0.87	0.89	61,686	.949	.00
FYSsr07a	284	3.11	3.08	.047	.003	0.80	0.84	61,576	.603	.03
FYSsr07b	283	2.59	2.48	.062	.004	1.05	1.05	61,549	.088	.10
FYSsr07c	284	3.06	3.05	.050	.003	0.84	0.86	61,402	.826	.01
FYSsr07d	284	2.70	2.71	.058	.004	0.98	0.97	61,223	.775	-.02

See the endnotes on the last page of this report.

## Endnotes

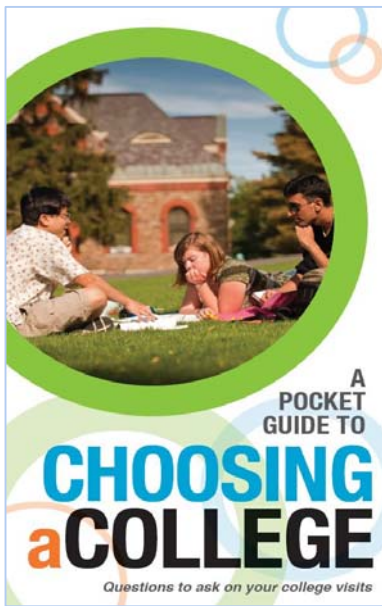
- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported 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 2019 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 2019 Answers from Students*, part of your NSSE *Institutional Report 2019*.

## Who can use this report?

*A Pocket Guide to Choosing a College: NSSE 2019 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?

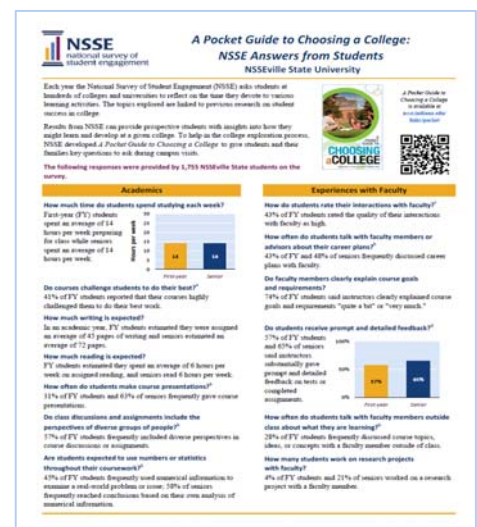
*A Pocket Guide to Choosing a College: NSSE 2019 Answers from Students* is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2019* 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.



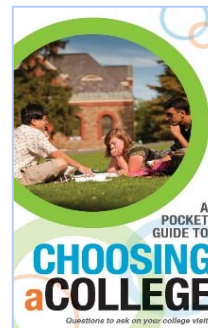
The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

[nsse.indiana.edu/links/pocket](https://nsse.indiana.edu/links/pocket)

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/links/pocket](https://nsse.indiana.edu/links/pocket)

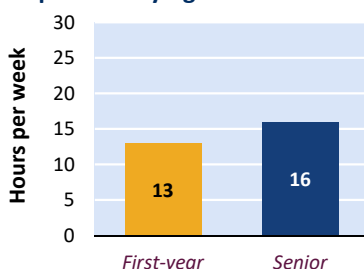


The following responses were provided by 435 SOU students on the 2019 survey.

## Academics

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

First-year (FY) students spent an average of 13 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>

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

### How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 41 pages of writing and seniors estimated an average of 95 pages.

### How much reading is expected?

FY students estimated they spent an average of 5 hours per week on assigned reading, and seniors read 8 hours per week.

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

60% of FY students and 67% of seniors frequently gave course presentations.

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

67% 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>

54% of FY students frequently used numerical information to examine a real-world problem or issue; 53% 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>

54% 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>

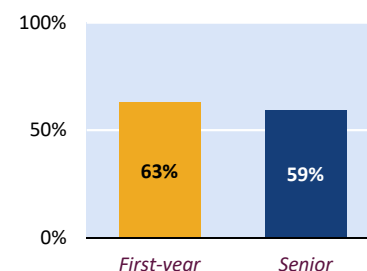
42% of FY and 50% of seniors frequently discussed career plans with faculty.

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

84% 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>

63% of FY students and 59% 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>

30% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

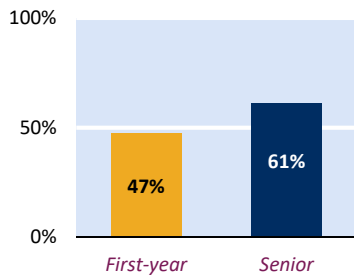
### How many students work on research projects with faculty?

5% of FY students and 24% of seniors worked on a research project with a faculty member.

## Learning with Peers

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

47% of FY students and 61% of seniors frequently worked with their peers on course projects and assignments.



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

62% of seniors frequently explained course material to one or more students.

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

45% 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, 57% frequently had discussions with people with different political views, 78% frequently had discussions with people from a different economic background, and 71% 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>

68% 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>

56% of FY students and 60% 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>

46% of FY students gave the quality of their interactions with their peers a high rating.

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

83% of FY and 79% 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, 12% of students participated in a learning community. By spring of their senior year, 61% of students had done (or were doing) a culminating senior experience.

### How many students study in other countries?

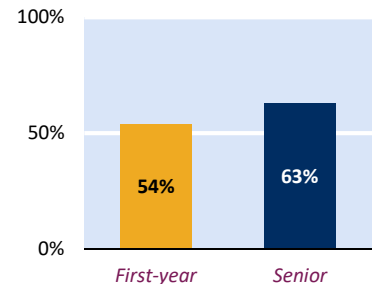
By their senior year, 10% of students had studied abroad.

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

By spring of their senior year, 48% 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>

54% of FY students and 63% 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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