



2021 NSSE Results – Table of Contents

Snapshot	2
Engagement Indicators	9
High-Impact Practices	28
Topical Module Report: First-Year Experiences and Senior Transitions.....	34
Topical Module Report: Academic Advising	46
Multi-Year Report	61
Pocket Guide	74
Student Comments	77

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

Pub4YrFT TranInclAdm

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2021 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

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

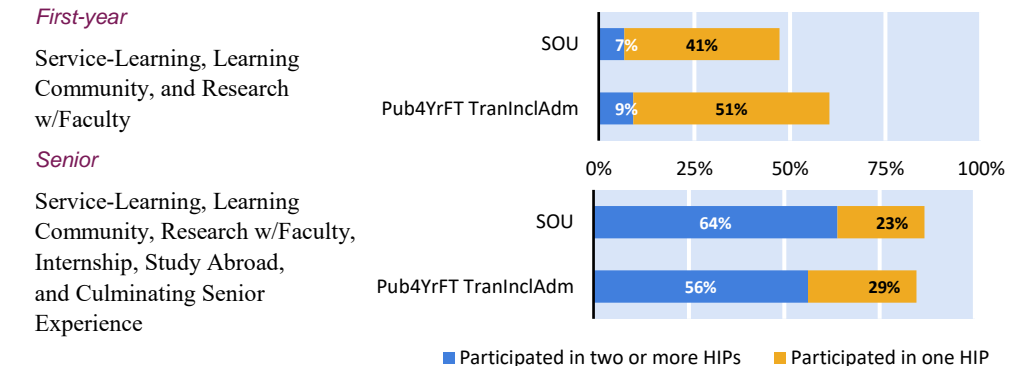
Theme	Engagement Indicator	Your students compared with Pub4YrFT TranInclAdm	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	▼
	Quantitative Reasoning	▽	▽
Learning with Peers	Collaborative Learning	▼	▽
	Discussions with Diverse Others	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽
	Effective Teaching Practices	--	▽
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	▼	▼

Key:

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

High-Impact Practices

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

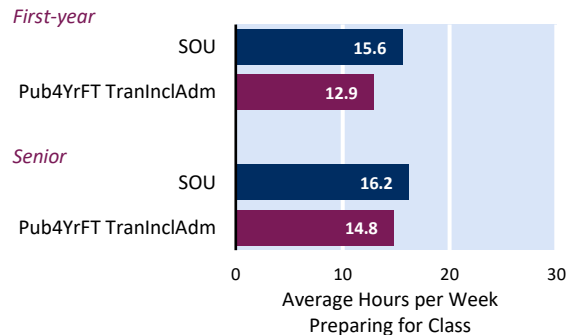


Academic Challenge: Additional Results

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.

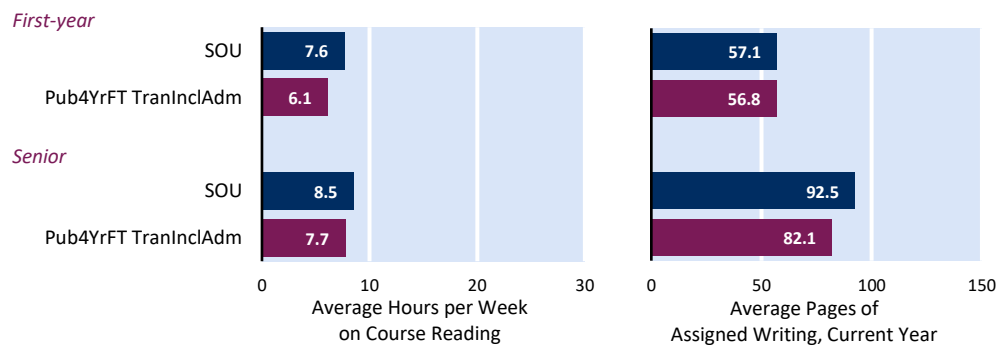
Time Spent Preparing for Class

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



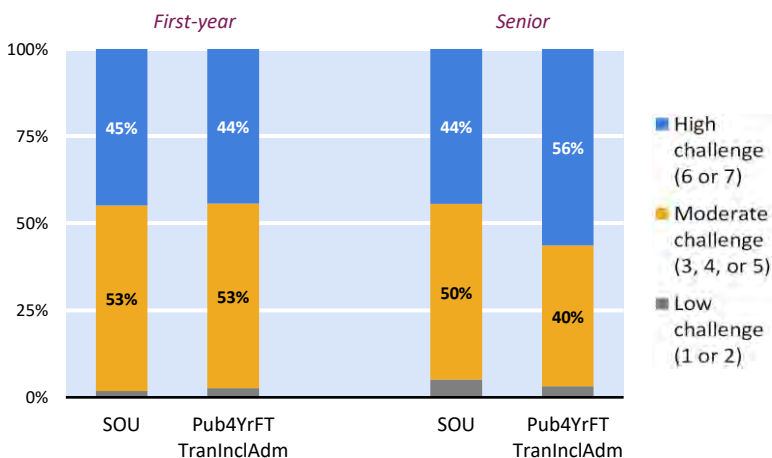
Reading and Writing

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.



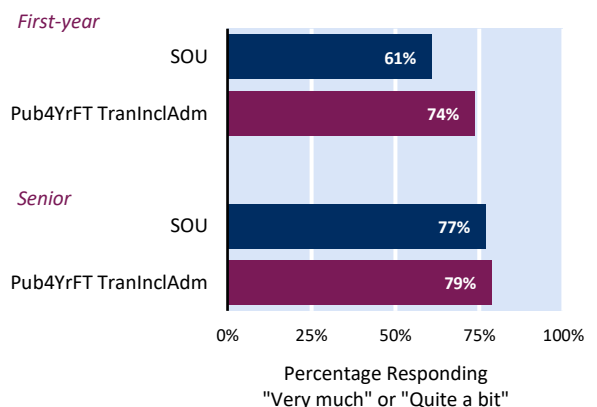
Challenging Students to Do Their Best Work

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."



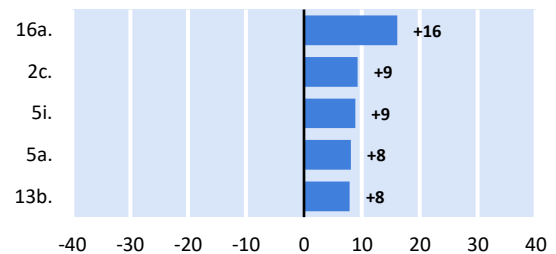
Item Comparisons

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^a 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

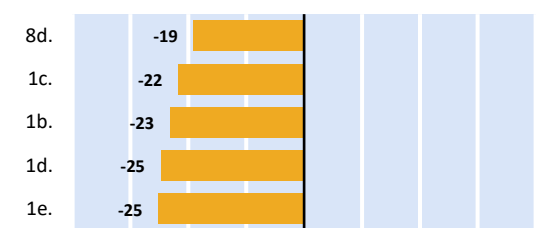
Highest Performing Relative to Pub4YrFT TranInclAdm

- Spent more than 15 hours per week preparing for class
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Instructors enabled you to demonstrate your learning through quizzes, assignments (...)^c
- Instructors clearly explained course goals and requirements^c (ET)
- Quality of interactions with academic advisors^d (QI)



Lowest Performing Relative to Pub4YrFT TranInclAdm

- Discussions with... People with political views other than your own^b (DD)
- Explained course material to one or more students^b (CL)
- Asked another student to help you understand course material^b (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Worked with other students on course projects or assignments^b (CL)

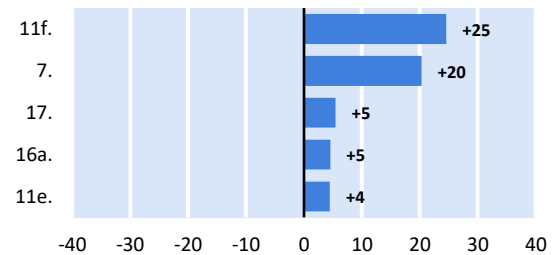


Percentage Point Difference with Pub4YrFT TranInclAdm

Senior

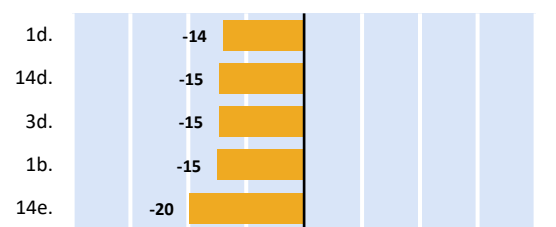
Highest Performing Relative to Pub4YrFT TranInclAdm

- Completed a culminating senior experience (...) (HIP)
- Assigned more than 50 pages of writing^g
- Spent more than 10 hours per week on assigned reading^f
- Spent more than 15 hours per week preparing for class
- Worked with a faculty member on a research project (HIP)



Lowest Performing Relative to Pub4YrFT TranInclAdm

- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Discussed your academic performance with a faculty member^b (SF)
- Asked another student to help you understand course material^b (CL)
- Institution emphasis on providing opportunities to be involved socially^c (SE)



Percentage Point Difference with Pub4YrFT TranInclAdm

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). 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.

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.

h. Combination of students responding "strongly agree" or "agree."

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
Pub4YrFT TranInclAdm
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2021 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

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

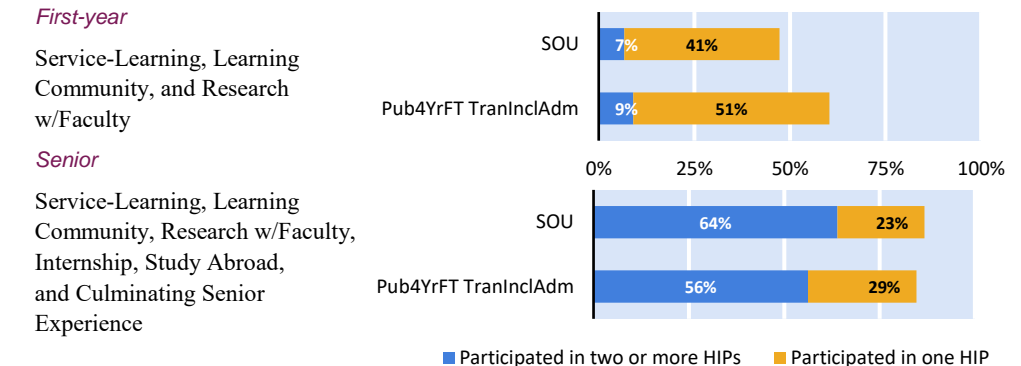
Theme	Engagement Indicator	Your students compared with Pub4YrFT TranInclAdm	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	▼
	Quantitative Reasoning	▽	▽
Learning with Peers	Collaborative Learning	▼	▽
	Discussions with Diverse Others	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽
	Effective Teaching Practices	--	▽
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	▼	▼

Key:

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

High-Impact Practices

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

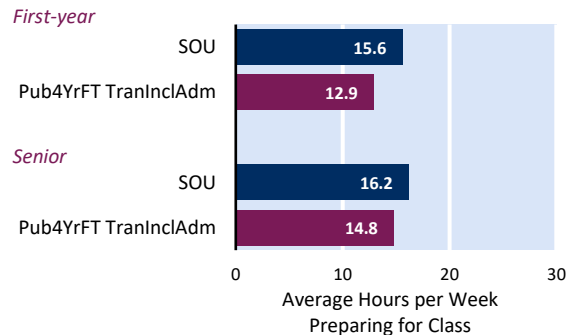


Academic Challenge: Additional Results

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.

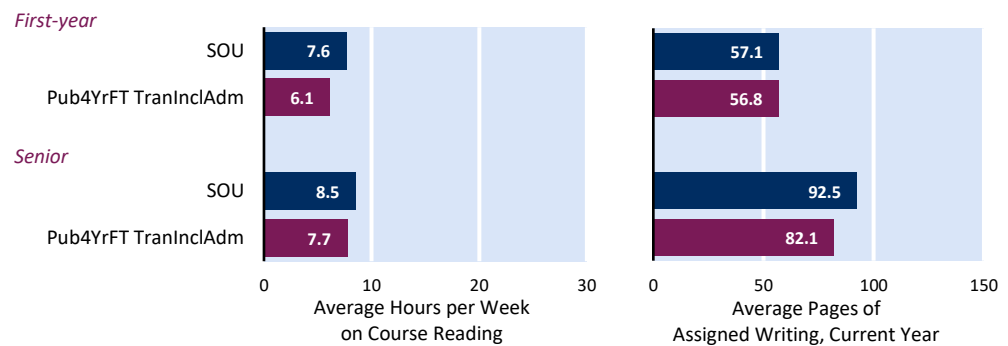
Time Spent Preparing for Class

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



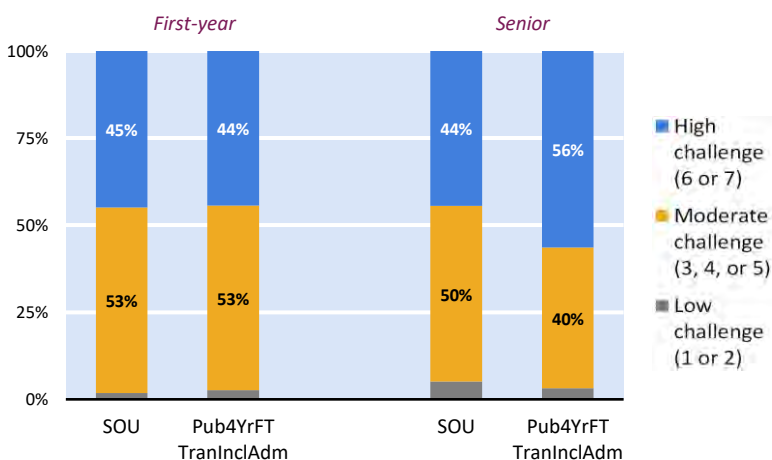
Reading and Writing

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.



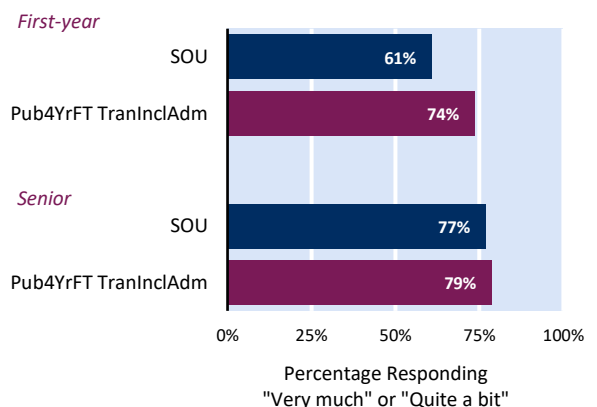
Challenging Students to Do Their Best Work

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."



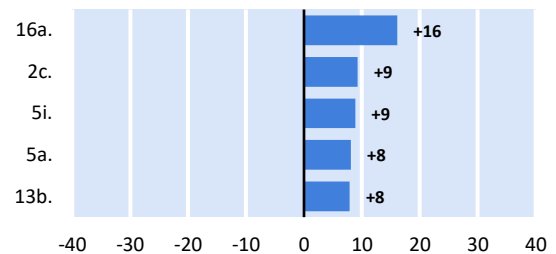
Item Comparisons

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^a 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

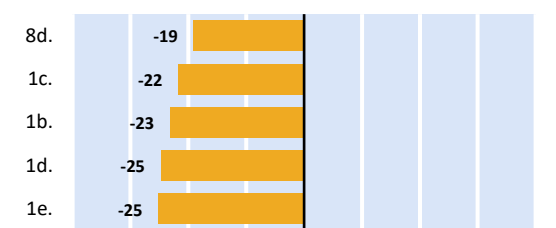
Highest Performing Relative to Pub4YrFT TranInclAdm

- Spent more than 15 hours per week preparing for class
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Instructors enabled you to demonstrate your learning through quizzes, assignments (...)^c
- Instructors clearly explained course goals and requirements^c (ET)
- Quality of interactions with academic advisors^d (QI)



Lowest Performing Relative to Pub4YrFT TranInclAdm

- Discussions with... People with political views other than your own^b (DD)
- Explained course material to one or more students^b (CL)
- Asked another student to help you understand course material^b (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Worked with other students on course projects or assignments^b (CL)

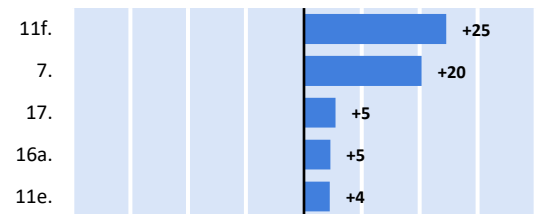


Percentage Point Difference with Pub4YrFT TranInclAdm

Senior

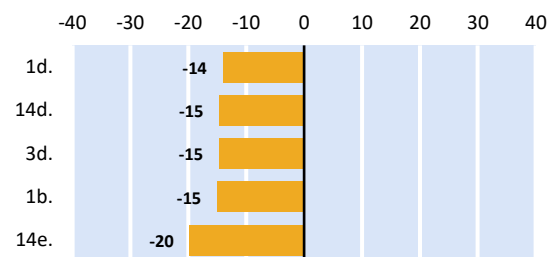
Highest Performing Relative to Pub4YrFT TranInclAdm

- Completed a culminating senior experience (...) (HIP)
- Assigned more than 50 pages of writing^g
- Spent more than 10 hours per week on assigned reading^f
- Spent more than 15 hours per week preparing for class
- Worked with a faculty member on a research project (HIP)



Lowest Performing Relative to Pub4YrFT TranInclAdm

- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Discussed your academic performance with a faculty member^b (SF)
- Asked another student to help you understand course material^b (CL)
- Institution emphasis on providing opportunities to be involved socially^c (SE)



Percentage Point Difference with Pub4YrFT TranInclAdm

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). 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.

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.

h. Combination of students responding "strongly agree" or "agree."

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.

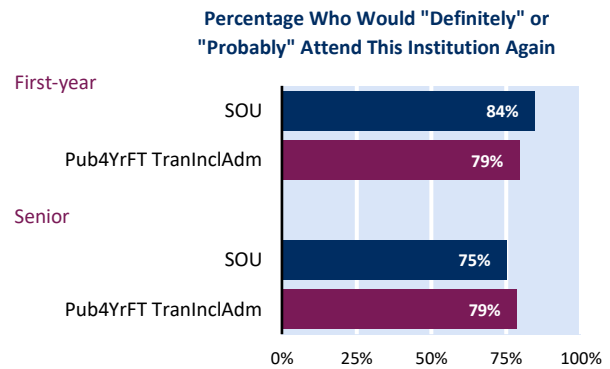
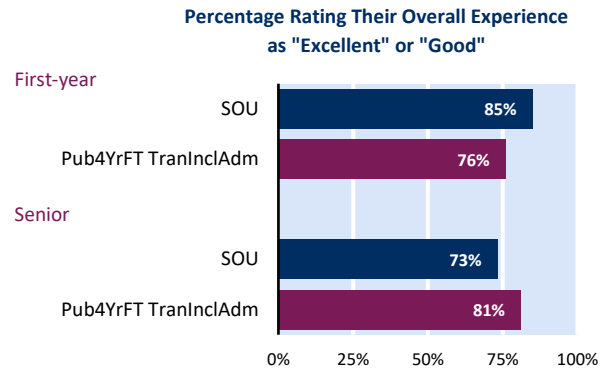
Perceived Gains Among Seniors

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	82%
Writing clearly and effectively	72%
Working effectively with others	70%
Speaking clearly and effectively	62%
Analyzing numerical and statistical information	61%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	61%
Acquiring job- or work-related knowledge and skills	61%
Developing or clarifying a personal code of values and ethics	55%
Being an informed and active citizen	53%
Solving complex real-world problems	48%

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	119	20%	67%	74%
Senior	176	22%	110%	86%

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

Additional Questions

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

Academic Advising

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



NSSE 2021

Engagement Indicators

Southern Oregon University

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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 2020 and 2021 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. Your NSSE Tableau dashboards and Report Builder (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

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.

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 Pub4YrFT TranInclAdm	Your first-year students compared with PubBal A&S wSomeGrad	Your first-year students compared with Pub4YrPrim UG<10000
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 Pub4YrFT TranInclAdm	Your seniors compared with PubBal A&S wSomeGrad	Your seniors compared with Pub4YrPrim UG<10000
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

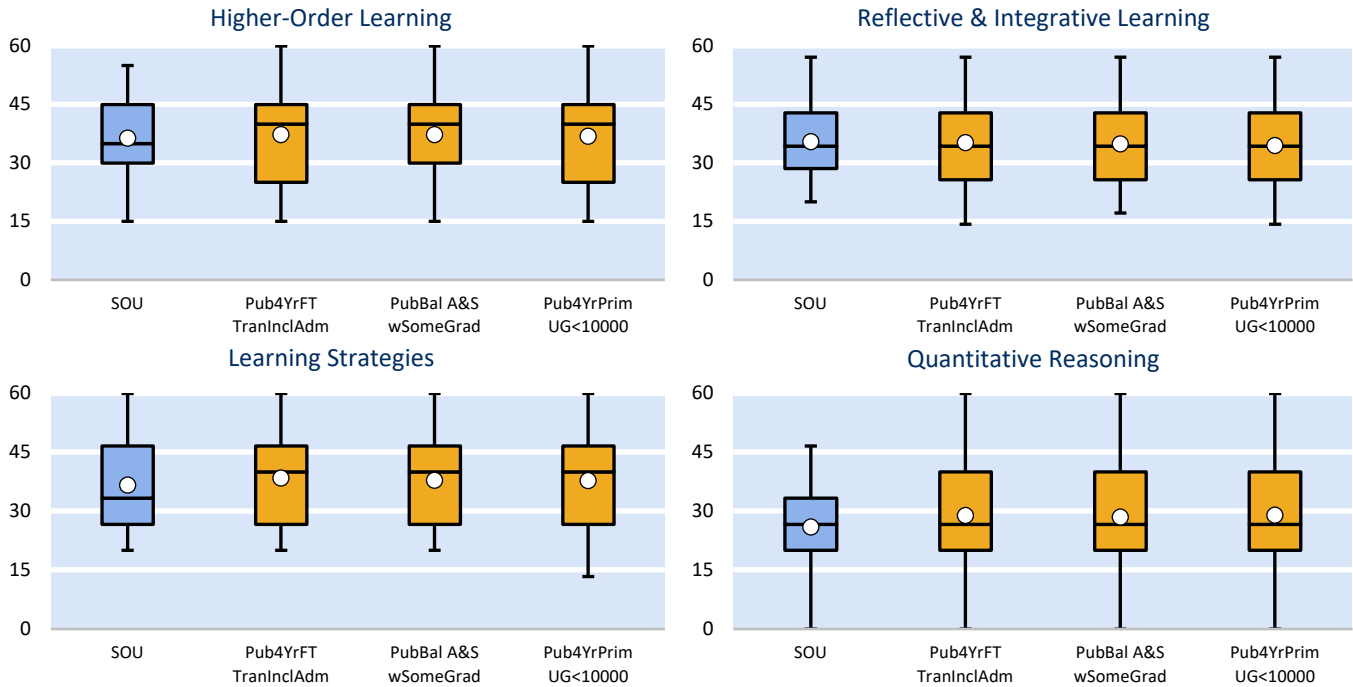
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	37.3	-.06	37.3	-.07	36.9	-.04
Reflective & Integrative Learning	35.5	35.2	.02	35.0	.05	34.5	.08
Learning Strategies	36.6	38.4	-.13	37.9	-.09	37.8	-.08
Quantitative Reasoning	25.9	28.9 *	-.19	28.5	-.17	29.0 *	-.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 ^a between your FY students and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	62	-3	-5	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+5	+4	+4
4d. Evaluating a point of view, decision, or information source	66	-5	-4	-4
4e. Forming a new idea or understanding from various pieces of information	65	-4	-4	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	+1	-2	+0
2b. Connected your learning to societal problems or issues	59	+8	+7	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+9	+12	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-4	-4	-4
2f. Learned something that changed the way you understand an issue or concept	65	-2	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+3	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+1	+1	+2
9b. Reviewed your notes after class	50	-17	-16	-16
9c. Summarized what you learned in class or from course materials	61	-4	-3	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	42	-10	-10	-12
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-6	-4	-6
6c. Evaluated what others have concluded from numerical information	34	-8	-7	-8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

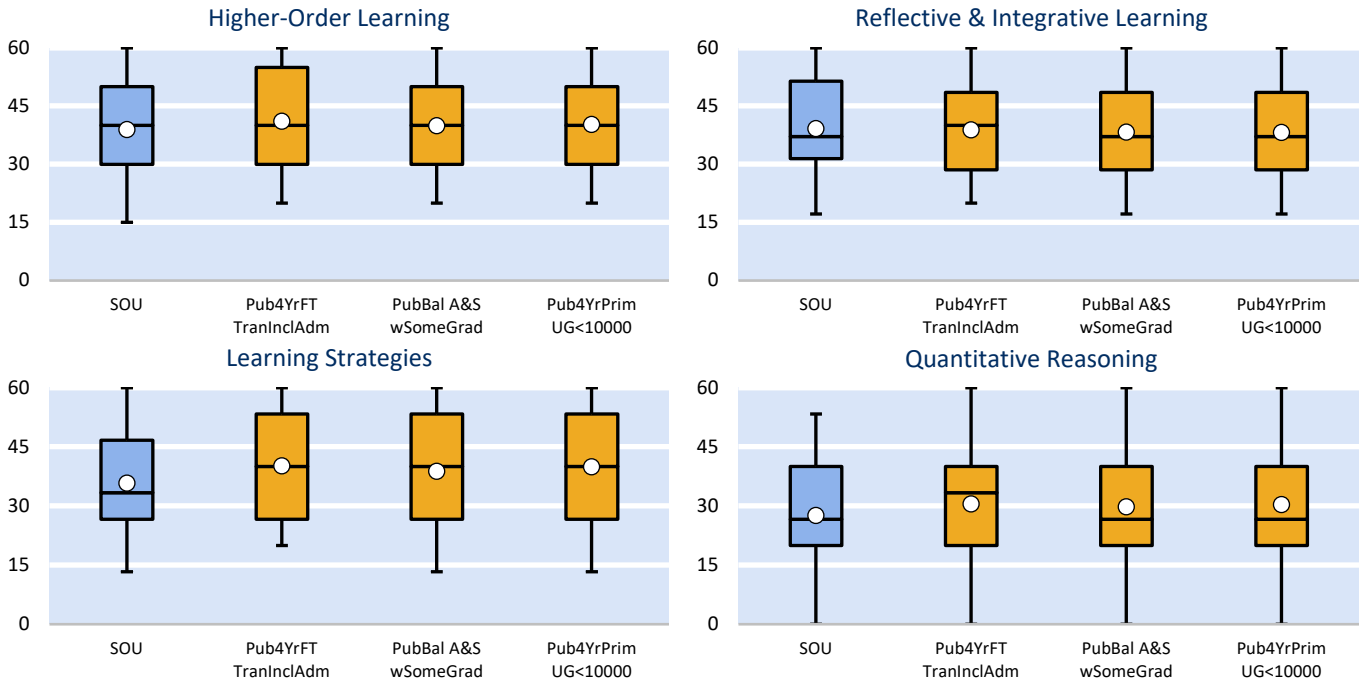
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	41.0	-.15	39.9	-.07	40.3	-.10
Reflective & Integrative Learning	39.2	38.9	.02	38.2	.07	38.2	.08
Learning Strategies	35.7	40.1 ***	-.30	38.8 *	-.21	39.9 ***	-.29
Quantitative Reasoning	27.5	30.5 *	-.18	29.8	-.14	30.4 *	-.17

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 ^a between your seniors and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	-7	-6	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-9	-9	-9
4d. Evaluating a point of view, decision, or information source	69	-6	-3	-4
4e. Forming a new idea or understanding from various pieces of information	76	+2	+4	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	+1	-0	+2
2b. Connected your learning to societal problems or issues	66	+2	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-0	+2	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-2	+0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	72	-2	+0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+4	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+0	+1	-1
9b. Reviewed your notes after class	60	-8	-4	-8
9c. Summarized what you learned in class or from course materials	58	-11	-7	-11
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-10	-9	-11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-9	-7	-8
6c. Evaluated what others have concluded from numerical information	38	-8	-6	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

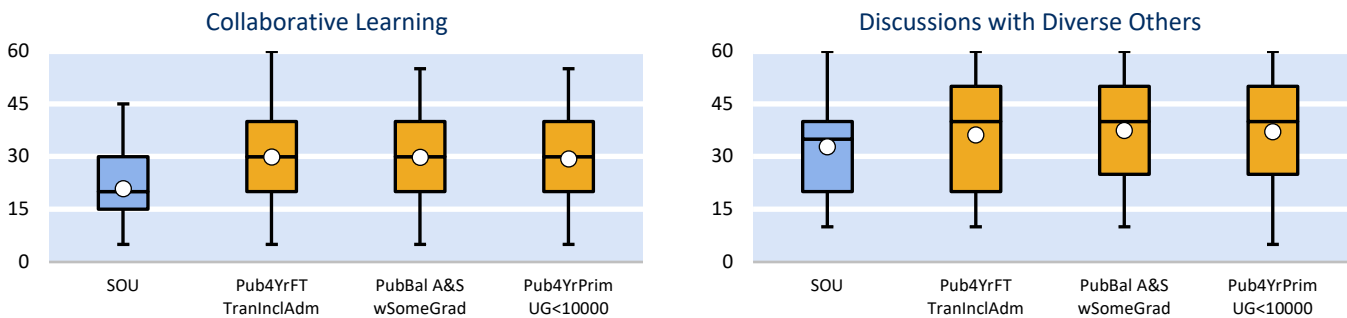
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	20.9	29.9 ***	-.59	29.8 ***	-.61	29.4 ***	-.57
Discussions with Diverse Others	32.9	36.2 *	-.20	37.5 **	-.29	37.2 *	-.26

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 ^a between your FY students and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	22	-23	-24	-23
1c. Explained course material to one or more students	28	-22	-22	-21
1d. Prepared for exams by discussing or working through course material with other students	19	-25	-24	-23
1e. Worked with other students on course projects or assignments	25	-25	-25	-24
Discussions with Diverse Others				
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	52	-11	-12	-13
8b. People from an economic background other than your own	64	+1	-3	-2
8c. People with religious beliefs other than your own	52	-5	-10	-9
8d. People with political views other than your own	36	-19	-25	-23

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

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

Learning with Peers: Seniors

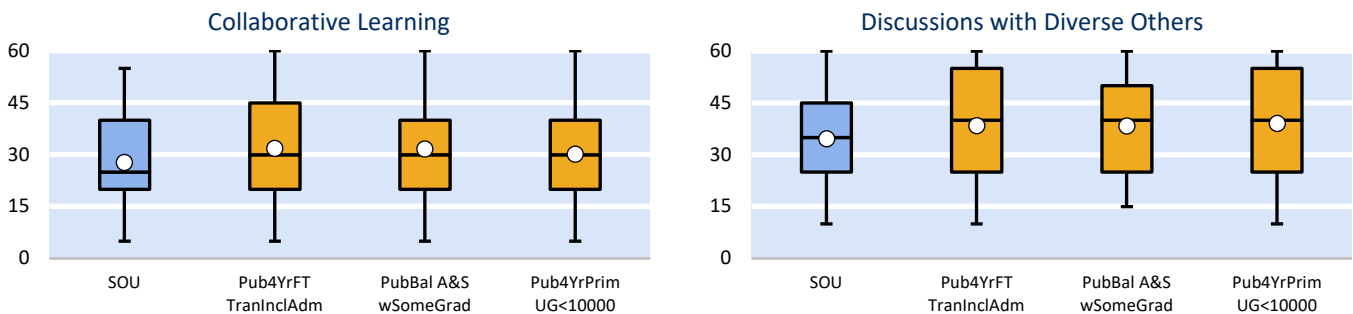
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Pub4YrFT Mean	TranInclAdm Effect size	PubBal A&S Mean	wSomeGrad Effect size	Pub4YrPrim Mean	UG<10000 Effect size
Collaborative Learning	27.8	31.9 ***	-.26	31.7 ***	-.26	30.2 *	-.15
Discussions with Diverse Others	34.7	38.5 **	-.23	38.4 **	-.23	39.2 ***	-.27

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 ^a between your seniors and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	29	-15	-13	-10
1c. Explained course material to one or more students	50	-7	-6	-2
1d. Prepared for exams by discussing or working through course material with other students	31	-14	-14	-11
1e. Worked with other students on course projects or assignments	52	-7	-10	-7
Discussions with Diverse Others				
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	58	-11	-9	-13
8b. People from an economic background other than your own	64	-6	-6	-7
8c. People with religious beliefs other than your own	56	-9	-9	-10
8d. People with political views other than your own	47	-13	-14	-16

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

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

Experiences with Faculty: First-year students

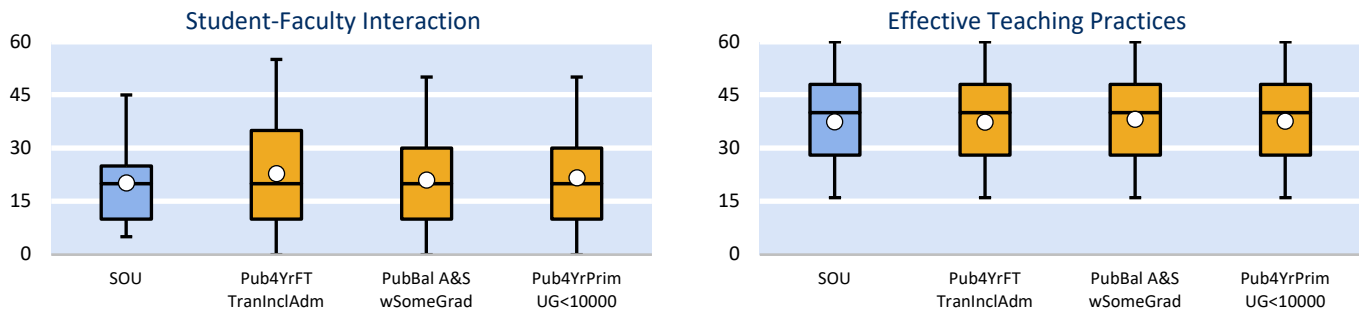
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.2	22.9 *	-.17	21.1	-.06	21.7	-.09
Effective Teaching Practices	37.5	37.4	.00	38.2	-.06	37.6	-.01

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

Score Distributions



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

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 ^a between your FY students and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	-1	+3	+1
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	16	-9	-5	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	-12	-8	-9
3d. Discussed your academic performance with a faculty member	23	-13	-7	-9
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+8	+5	+6
5b. Taught course sessions in an organized way	67	+1	-4	-2
5c. Used examples or illustrations to explain difficult points	66	-2	-6	-3
5d. Provided feedback on a draft or work in progress	63	-2	-2	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-3	-5	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

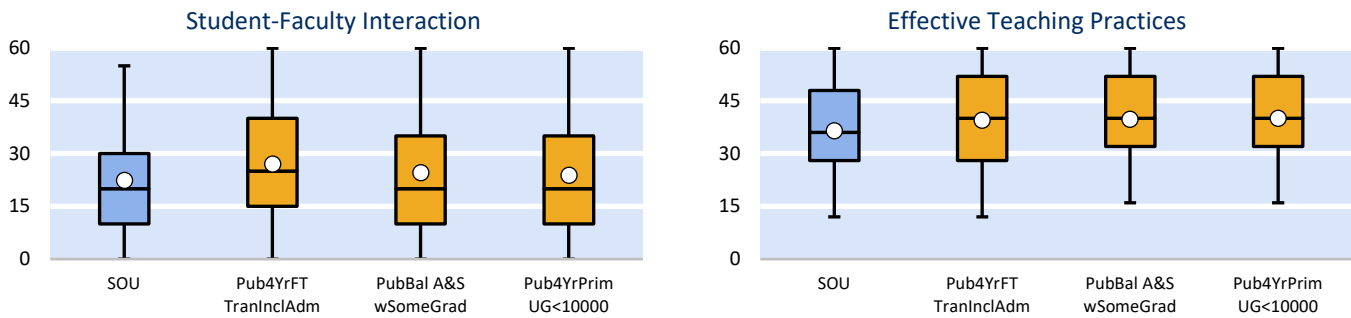
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Pub4YrFT Mean	TranInclAdm Effect size	PubBal A&S Mean	wSomeGrad Effect size	Pub4YrPrim Mean	UG<10000 Effect size
Student-Faculty Interaction	22.4	27.0 ***	-.28	24.5	-.13	23.8	-.09
Effective Teaching Practices	36.4	39.5 *	-.21	39.8 **	-.23	40.0 **	-.24

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 ^a between your seniors and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	-9	-4	-2
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	23	-9	-5	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-10	-5	-3
3d. Discussed your academic performance with a faculty member	28	-15	-8	-7
<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	78	+1	-1	-1
5b. Taught course sessions in an organized way	70	-2	-4	-5
5c. Used examples or illustrations to explain difficult points	69	-4	-7	-6
5d. Provided feedback on a draft or work in progress	55	-11	-9	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-13	-14	-14

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

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

Campus Environment: First-year students

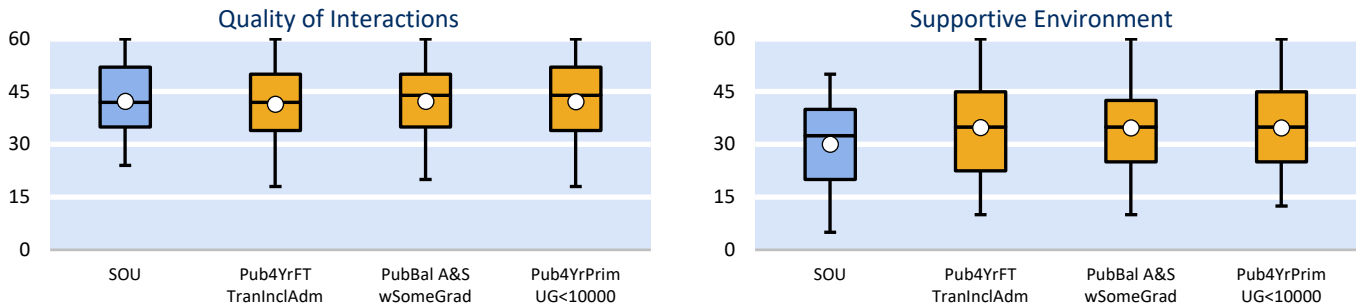
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	41.3	.07	42.2	.00	42.1	.01
Supportive Environment	30.0	34.7 **	-.32	34.6 **	-.33	34.7 **	-.33

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.

Quality of Interactions	SOU %	Percentage point difference ^a between your FY students and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	41	-6	-8	-9
13b. Academic advisors	57	+8	+5	+5
13c. Faculty	53	+5	+4	+3
13d. Student services staff (career services, student activities, housing, etc.)	38	-6	-8	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	-0	-1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	-5	-7	-6
14c. Using learning support services (tutoring services, writing center, etc.)	68	-4	-6	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-3	-4	-2
14e. Providing opportunities to be involved socially	49	-15	-18	-17
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-15	-15	-15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-16	-13	-14
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-11	-11	-13
14i. Attending events that address important social, economic, or political issues	40	-9	-6	-8

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

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

Campus Environment: Seniors

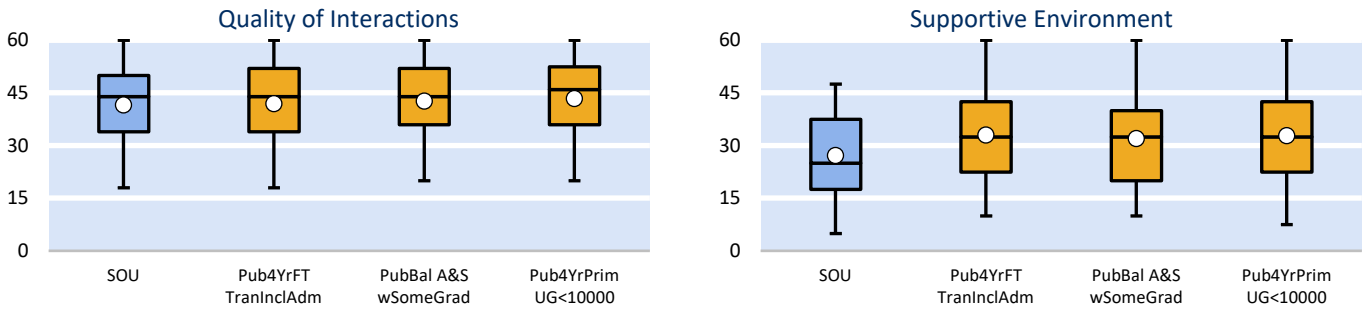
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	42.1	-.03	42.8	-.09	43.5	-.14
Supportive Environment	27.2	33.1 ***	-.40	32.1 ***	-.34	32.9 ***	-.38

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.

Quality of Interactions	SOU %	Percentage point difference ^a between your seniors and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	47	-10	-10	-10
13b. Academic advisors	55	+2	+3	+0
13c. Faculty	59	+4	+2	+0
13d. Student services staff (career services, student activities, housing, etc.)	44	+1	-1	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+0	-3	-7
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	58	-11	-10	-11
14c. Using learning support services (tutoring services, writing center, etc.)	58	-9	-7	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-15	-12	-15
14e. Providing opportunities to be involved socially	44	-20	-19	-19
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-10	-9	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-12	-9	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	-8	-8	-9
14i. Attending events that address important social, economic, or political issues	40	-6	-3	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

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

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

First-Year Students		SOU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	39.2 *	-.21		41.9 ***	-.42	
	Reflective and Integrative Learning	35.5	36.5	-.08	✓	39.1 **	-.31	
	Learning Strategies	36.6	39.7 *	-.22		43.0 ***	-.44	
	Quantitative Reasoning	25.9	29.7 **	-.25		32.5 ***	-.42	
Learning with Peers	Collaborative Learning	20.9	33.9 ***	-.93		37.0 ***	-1.18	
	Discussions with Diverse Others	32.9	40.6 ***	-.51		43.8 ***	-.76	
Experiences with Faculty	Student-Faculty Interaction	20.2	23.2 *	-.20		27.8 ***	-.50	
	Effective Teaching Practices	37.5	40.4 *	-.22		43.2 ***	-.43	
Campus Environment	Quality of Interactions	42.2	45.1 *	-.25		47.7 ***	-.44	
	Supportive Environment	30.0	36.8 ***	-.51		39.9 ***	-.77	

Seniors		SOU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	41.6 *	-.19		43.9 ***	-.38	
	Reflective and Integrative Learning	39.2	39.7	-.05	✓	42.5 **	-.28	
	Learning Strategies	35.7	40.6 ***	-.33		43.5 ***	-.54	
	Quantitative Reasoning	27.5	31.6 **	-.25		34.8 ***	-.46	
Learning with Peers	Collaborative Learning	27.8	35.0 ***	-.51		38.8 ***	-.82	
	Discussions with Diverse Others	34.7	41.2 ***	-.42		44.2 ***	-.63	
Experiences with Faculty	Student-Faculty Interaction	22.4	28.5 ***	-.38		33.6 ***	-.71	
	Effective Teaching Practices	36.4	41.5 ***	-.37		44.6 ***	-.61	
Campus Environment	Quality of Interactions	41.7	45.2 ***	-.29		48.2 ***	-.55	
	Supportive Environment	27.2	34.1 ***	-.48		37.2 ***	-.70	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SOU (N = 102)	36.4	12.1	1.20	15	30	35	45	55				
Pub4YrFT TranInclAdm	37.3	13.9	.24	15	25	40	45	60	3,349	-.9	.529	-.063
PubBal A&S wSomeGrad	37.3	13.3	.14	15	30	40	45	60	9,738	-.9	.496	-.068
Pub4YrPrim UG<10000	36.9	13.7	.18	15	25	40	45	60	5,694	-.5	.716	-.036
Top 50%	39.2	13.2	.05	20	30	40	50	60	81,937	-2.8	.031	-.213
Top 10%	41.9	12.9	.13	20	35	40	55	60	10,044	-5.5	.000	-.424
Reflective & Integrative Learning												
SOU (N = 110)	35.5	11.4	1.09	20	29	34	43	57				
Pub4YrFT TranInclAdm	35.2	12.6	.21	14	26	34	43	57	3,726	.3	.816	.023
PubBal A&S wSomeGrad	35.0	12.1	.12	17	26	34	43	57	10,632	.6	.633	.046
Pub4YrPrim UG<10000	34.5	12.4	.16	14	26	34	43	57	6,340	1.0	.413	.079
Top 50%	36.5	12.0	.04	17	29	37	46	57	79,442	-1.0	.384	-.083
Top 10%	39.1	11.8	.12	20	31	40	49	60	9,158	-3.6	.001	-.309
Learning Strategies												
SOU (N = 91)	36.6	13.8	1.44	20	27	33	47	60				
Pub4YrFT TranInclAdm	38.4	14.0	.26	20	27	40	47	60	3,038	-1.8	.236	-.126
PubBal A&S wSomeGrad	37.9	13.8	.15	20	27	40	47	60	9,080	-1.3	.387	-.091
Pub4YrPrim UG<10000	37.8	13.9	.19	13	27	40	47	60	5,254	-1.2	.432	-.083
Top 50%	39.7	14.0	.05	20	27	40	53	60	72,674	-3.1	.035	-.221
Top 10%	43.0	14.3	.13	20	33	40	60	60	12,990	-6.3	.000	-.442
Quantitative Reasoning												
SOU (N = 92)	25.9	13.4	1.39	0	20	27	33	47				
Pub4YrFT TranInclAdm	28.9	15.6	.28	0	20	27	40	60	99	-3.0	.037	-.193
PubBal A&S wSomeGrad	28.5	15.2	.16	0	20	27	40	60	9,239	-2.6	.104	-.170
Pub4YrPrim UG<10000	29.0	15.4	.21	0	20	27	40	60	95	-3.1	.033	-.199
Top 50%	29.7	15.3	.05	7	20	27	40	60	91	-3.8	.008	-.247
Top 10%	32.5	15.5	.14	7	20	33	40	60	93	-6.5	.000	-.422
Learning with Peers												
Collaborative Learning												
SOU (N = 116)	20.9	12.4	1.15	5	15	20	30	45				
Pub4YrFT TranInclAdm	29.9	15.2	.24	5	20	30	40	60	125	-9.0	.000	-.593
PubBal A&S wSomeGrad	29.8	14.6	.14	5	20	30	40	55	118	-8.9	.000	-.612
Pub4YrPrim UG<10000	29.4	14.8	.18	5	20	30	40	55	121	-8.4	.000	-.572
Top 50%	33.9	13.9	.04	10	25	35	45	60	115	-12.9	.000	-.931
Top 10%	37.0	13.6	.09	15	25	40	45	60	117	-16.0	.000	-1.178
Discussions with Diverse Others												
SOU (N = 92)	32.9	14.9	1.55	10	20	35	40	60				
Pub4YrFT TranInclAdm	36.2	16.9	.31	10	20	40	50	60	98	-3.4	.035	-.201
PubBal A&S wSomeGrad	37.5	16.1	.17	10	25	40	50	60	9,152	-4.6	.006	-.287
Pub4YrPrim UG<10000	37.2	16.8	.23	5	25	40	50	60	5,304	-4.3	.014	-.257
Top 50%	40.6	15.2	.05	15	30	40	55	60	92,321	-7.8	.000	-.511
Top 10%	43.8	14.4	.13	20	35	45	60	60	13,073	-11.0	.000	-.762

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SOU (N = 107)	20.2	12.8	1.24	5	10	20	25	45				
Pub4YrFT TranInclAdm	22.9	15.7	.27	0	10	20	35	55	116	-2.6	.039	-.169
PubBal A&S wSomeGrad	21.1	14.8	.15	0	10	20	30	50	109	-.8	.514	-.055
Pub4YrPrim UG<10000	21.7	15.4	.20	0	10	20	30	50	111	-1.5	.249	-.095
Top 50%	23.2	14.7	.06	0	10	20	30	50	106	-2.9	.021	-.199
Top 10%	27.8	15.2	.19	5	15	25	40	60	111	-7.5	.000	-.496
Effective Teaching Practices												
SOU (N = 101)	37.5	12.7	1.27	16	28	40	48	60				
Pub4YrFT TranInclAdm	37.4	14.2	.25	16	28	40	48	60	3,343	.1	.961	.005
PubBal A&S wSomeGrad	38.2	13.3	.14	16	28	40	48	60	9,679	-.7	.580	-.055
Pub4YrPrim UG<10000	37.6	14.0	.19	16	28	40	48	60	5,651	-.2	.908	-.012
Top 50%	40.4	13.5	.06	20	32	40	52	60	58,353	-2.9	.029	-.218
Top 10%	43.2	13.4	.15	20	36	44	56	60	8,124	-5.7	.000	-.427
Campus Environment												
Quality of Interactions												
SOU (N = 85)	42.2	12.3	1.34	24	35	42	52	60				
Pub4YrFT TranInclAdm	41.3	12.9	.24	18	34	42	50	60	2,850	.9	.543	.067
PubBal A&S wSomeGrad	42.2	12.4	.14	20	35	44	50	60	8,425	.0	.992	-.001
Pub4YrPrim UG<10000	42.1	13.0	.19	18	34	44	52	60	4,911	.1	.958	.006
Top 50%	45.1	11.5	.05	24	38	46	54	60	50,882	-2.9	.021	-.250
Top 10%	47.7	12.3	.12	24	40	50	58	60	10,776	-5.5	.000	-.444
Supportive Environment												
SOU (N = 91)	30.0	13.2	1.39	5	20	33	40	50				
Pub4YrFT TranInclAdm	34.7	14.6	.27	10	23	35	45	60	2,917	-4.7	.002	-.322
PubBal A&S wSomeGrad	34.6	14.1	.15	10	25	35	43	60	8,772	-4.6	.002	-.326
Pub4YrPrim UG<10000	34.7	14.3	.20	13	25	35	45	60	5,053	-4.7	.002	-.327
Top 50%	36.8	13.5	.05	15	28	38	45	60	62,767	-6.8	.000	-.505
Top 10%	39.9	12.8	.14	18	33	40	50	60	8,337	-9.9	.000	-.770

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SOU (N = 156)	38.9	15.2	1.21	15	30	40	50	60				
Pub4YrFT TranInclAdm	41.0	13.9	.24	20	30	40	55	60	3,492	-2.1	.068	-.149
PubBal A&S wSomeGrad	39.9	13.7	.12	20	30	40	50	60	158	-1.0	.435	-.070
Pub4YrPrim UG<10000	40.3	13.9	.15	20	30	40	50	60	160	-1.3	.280	-.095
Top 50%	41.6	13.6	.05	20	35	40	55	60	156	-2.6	.031	-.195
Top 10%	43.9	13.0	.13	20	35	40	55	60	159	-5.0	.000	-.380
Reflective & Integrative Learning												
SOU (N = 169)	39.2	13.2	1.02	17	31	37	51	60				
Pub4YrFT TranInclAdm	38.9	12.9	.21	20	29	40	49	60	3,792	.3	.755	.025
PubBal A&S wSomeGrad	38.2	12.6	.11	17	29	37	49	60	14,239	.9	.335	.075
Pub4YrPrim UG<10000	38.2	12.9	.13	17	29	37	49	60	9,962	1.0	.307	.079
Top 50%	39.7	12.4	.04	20	31	40	49	60	85,467	-.6	.553	-.046
Top 10%	42.5	11.7	.14	23	34	43	51	60	174	-3.3	.002	-.281
Learning Strategies												
SOU (N = 153)	35.7	14.3	1.16	13	27	33	47	60				
Pub4YrFT TranInclAdm	40.1	14.5	.26	20	27	40	53	60	3,296	-4.4	.000	-.303
PubBal A&S wSomeGrad	38.8	14.6	.13	13	27	40	53	60	12,744	-3.0	.010	-.208
Pub4YrPrim UG<10000	39.9	14.5	.16	13	27	40	53	60	8,886	-4.2	.000	-.288
Top 50%	40.6	14.6	.05	20	33	40	53	60	100,723	-4.8	.000	-.330
Top 10%	43.5	14.2	.12	20	33	40	60	60	13,245	-7.7	.000	-.544
Quantitative Reasoning												
SOU (N = 152)	27.5	16.2	1.31	0	20	27	40	53				
Pub4YrFT TranInclAdm	30.5	16.6	.29	0	20	33	40	60	3,343	-3.0	.031	-.178
PubBal A&S wSomeGrad	29.8	16.4	.14	0	20	27	40	60	12,931	-2.2	.095	-.136
Pub4YrPrim UG<10000	30.4	16.4	.17	0	20	27	40	60	8,974	-2.8	.035	-.172
Top 50%	31.6	16.3	.05	0	20	33	40	60	122,986	-4.1	.002	-.250
Top 10%	34.8	15.8	.14	7	20	33	47	60	12,259	-7.3	.000	-.462
Learning with Peers												
Collaborative Learning												
SOU (N = 172)	27.8	15.3	1.17	5	20	25	40	55				
Pub4YrFT TranInclAdm	31.9	15.7	.25	5	20	30	45	60	4,009	-4.0	.001	-.258
PubBal A&S wSomeGrad	31.7	15.1	.12	5	20	30	40	60	14,925	-3.9	.001	-.259
Pub4YrPrim UG<10000	30.2	15.6	.15	5	20	30	40	60	10,466	-2.4	.048	-.152
Top 50%	35.0	14.2	.04	10	25	35	45	60	128,567	-7.2	.000	-.509
Top 10%	38.8	13.4	.11	15	30	40	50	60	174	-11.0	.000	-.820
Discussions with Diverse Others												
SOU (N = 153)	34.7	15.4	1.24	10	25	35	45	60				
Pub4YrFT TranInclAdm	38.5	16.3	.29	10	25	40	55	60	3,314	-3.8	.005	-.234
PubBal A&S wSomeGrad	38.4	16.0	.14	15	25	40	50	60	12,823	-3.7	.004	-.232
Pub4YrPrim UG<10000	39.2	16.7	.18	10	25	40	55	60	8,922	-4.5	.001	-.268
Top 50%	41.2	15.6	.04	15	30	40	60	60	128,588	-6.5	.000	-.419
Top 10%	44.2	15.0	.11	20	35	45	60	60	19,202	-9.5	.000	-.631

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SOU (N = 164)	22.4	14.7	1.15	0	10	20	30	55				
Pub4YrFT TranInclAdm	27.0	16.9	.29	0	15	25	40	60	184	-4.6	.000	-.277
PubBal A&S wSomeGrad	24.5	16.3	.14	0	10	20	35	60	168	-2.2	.062	-.134
Pub4YrPrim UG<10000	23.8	16.6	.17	0	10	20	35	60	171	-1.5	.212	-.088
Top 50%	28.5	16.0	.07	5	15	25	40	60	165	-6.2	.000	-.384
Top 10%	33.6	15.9	.21	10	20	35	45	60	174	-11.3	.000	-.708
Effective Teaching Practices												
SOU (N = 157)	36.4	14.0	1.11	12	28	36	48	60				
Pub4YrFT TranInclAdm	39.5	14.9	.26	12	28	40	52	60	3,500	-3.1	.012	-.206
PubBal A&S wSomeGrad	39.8	14.2	.12	16	32	40	52	60	13,369	-3.3	.004	-.233
Pub4YrPrim UG<10000	40.0	14.5	.15	16	32	40	52	60	9,324	-3.6	.002	-.245
Top 50%	41.5	13.9	.05	16	32	40	52	60	74,778	-5.1	.000	-.367
Top 10%	44.6	13.3	.14	20	36	44	56	60	9,225	-8.1	.000	-.611
Campus Environment												
Quality of Interactions												
SOU (N = 145)	41.7	13.0	1.08	18	34	44	50	60				
Pub4YrFT TranInclAdm	42.1	13.1	.24	18	34	44	52	60	3,052	-.4	.730	-.029
PubBal A&S wSomeGrad	42.8	12.4	.12	20	36	44	52	60	11,848	-1.1	.307	-.085
Pub4YrPrim UG<10000	43.5	12.7	.14	20	36	46	53	60	8,140	-1.8	.084	-.145
Top 50%	45.2	11.9	.04	22	38	48	54	60	71,469	-3.5	.000	-.293
Top 10%	48.2	11.9	.09	25	42	50	60	60	16,067	-6.5	.000	-.547
Supportive Environment												
SOU (N = 151)	27.2	12.9	1.05	5	18	25	38	48				
Pub4YrFT TranInclAdm	33.1	14.7	.27	10	23	33	43	60	171	-5.8	.000	-.398
PubBal A&S wSomeGrad	32.1	14.3	.13	10	20	33	40	60	12,428	-4.8	.000	-.338
Pub4YrPrim UG<10000	32.9	14.9	.16	8	23	33	43	60	158	-5.7	.000	-.381
Top 50%	34.1	14.2	.05	10	23	35	43	60	77,574	-6.9	.000	-.485
Top 10%	37.2	14.3	.14	13	28	38	48	60	10,088	-9.9	.000	-.697

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.

NSSE 2021
High-Impact Practices
Southern Oregon University

About Your *High-Impact Practices* Report

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

NSSE asks students about their participation in the six HIPs shown in the box at right. 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, portfolio, recital, comprehensive exam, 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.

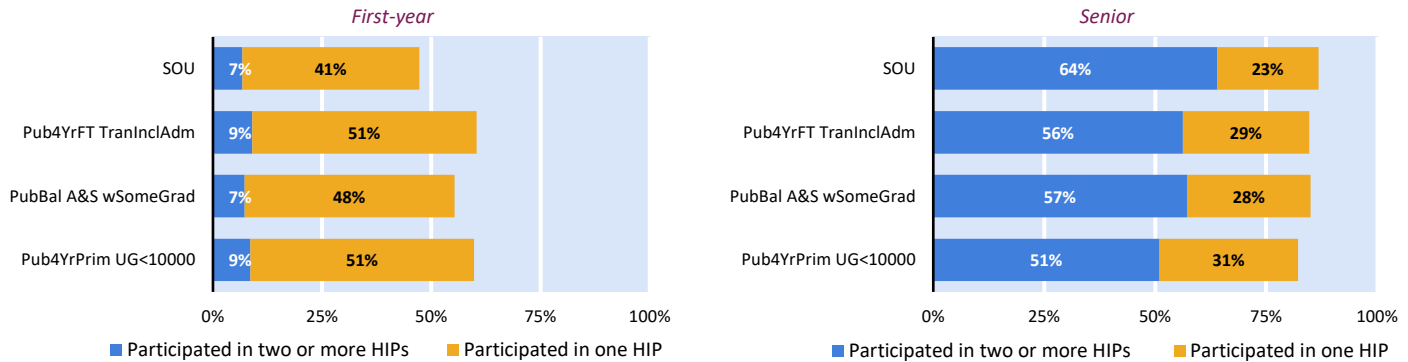
Interpreting Comparisons

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. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to 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. Association of American Colleges and Universities.
National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. 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	Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b	
<i>First-year</i>								
Service-Learning	45	-11 *	-.22	-7	-.13	-11 *	-.23	
Learning Community	7	-3	-.11	-1	-.05	-2	-.07	
Research with Faculty	2	-3	-.19	-2	-.14	-3	-.17	
Participated in at least one	47	-13 *	-.26	-8	-.16	-12 *	-.25	
Participated in two or more	7	-2	-.09	-1	-.02	-2	-.07	
<i>Senior</i>								
Service-Learning	60	-5	-.09	-1	-.02	-3	-.07	
Learning Community	20	-4	-.10	0	-.01	+1	.03	
Research with Faculty	26	+4	.10	+5	.11	+8	* .19	
Internship or Field Exp.	47	+3	.06	+3	.07	+8	* .16	
Study Abroad	4	-3	-.11	-4	-.18	-2	-.08	
Culminating Senior Exp.	64	+25 ***	.50	+19	*** .38	+25 ***	.50	
Participated in at least one	87	+2	.06	+2	.05	+5	.13	
Participated in two or more	64	+8	.16	+7	.14	+13	** .26	

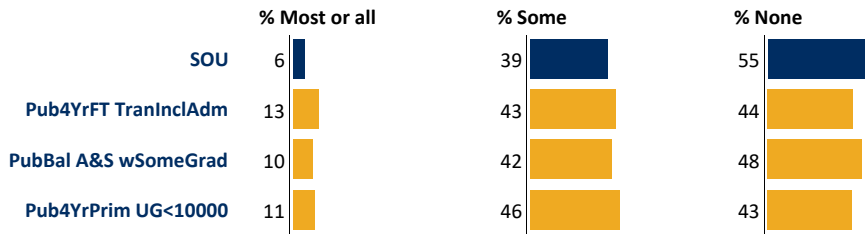
a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.
 b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For 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

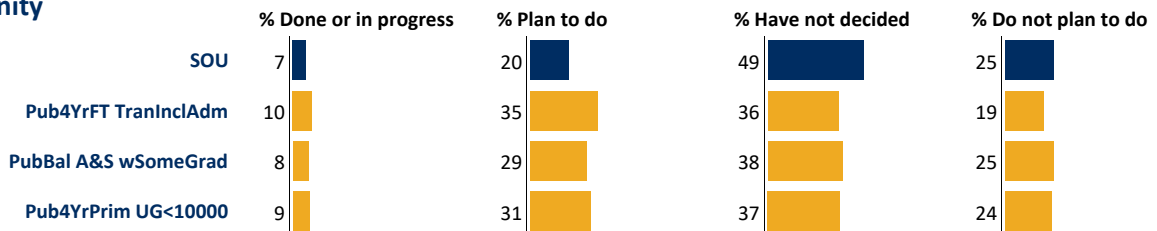
Service-Learning

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



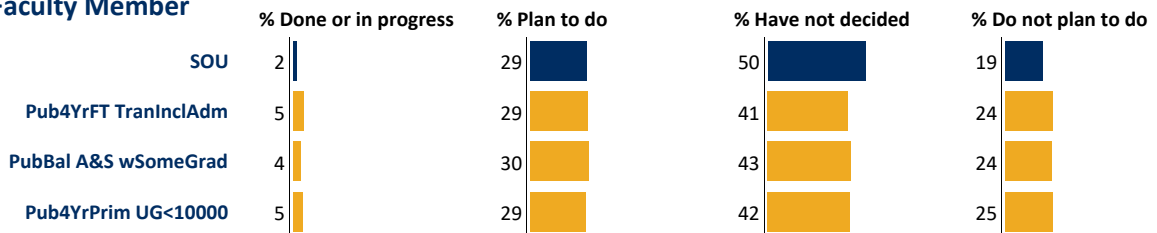
Learning Community

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^a

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

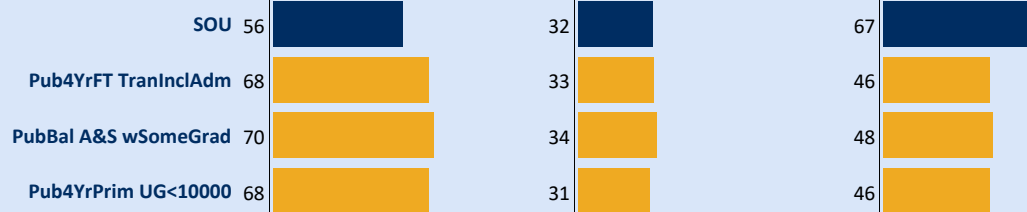
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

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



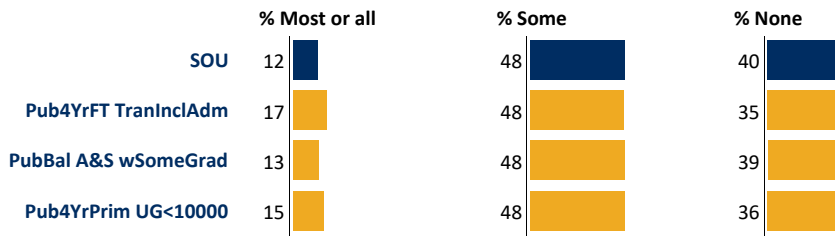
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

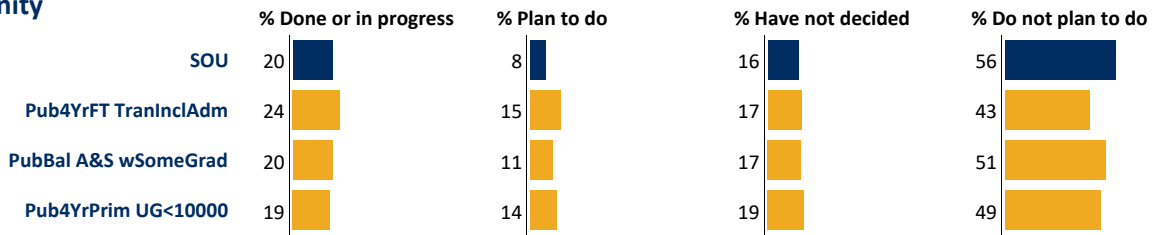
Service-Learning

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



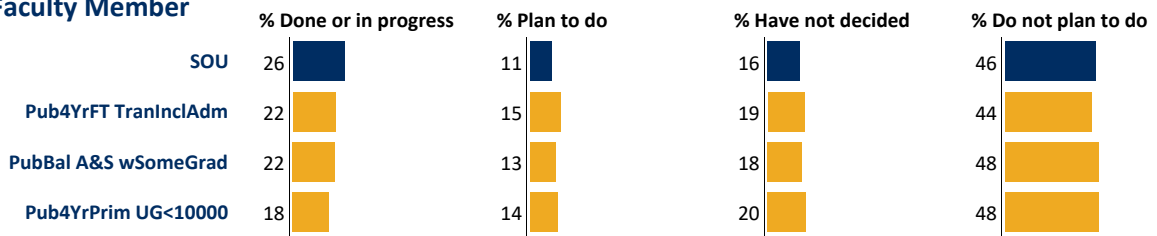
Learning Community

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



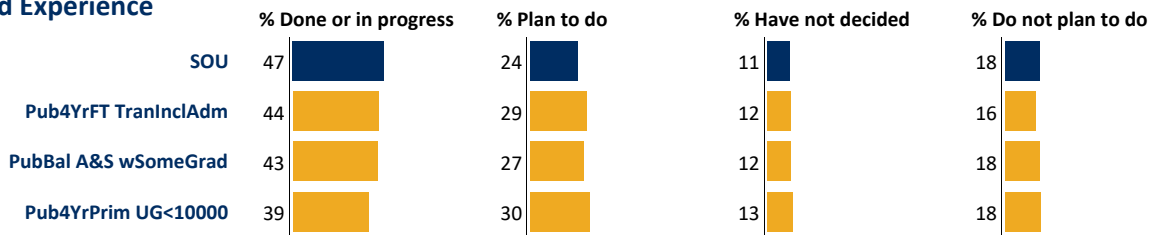
Research with a Faculty Member

Work with a faculty member on a research project.



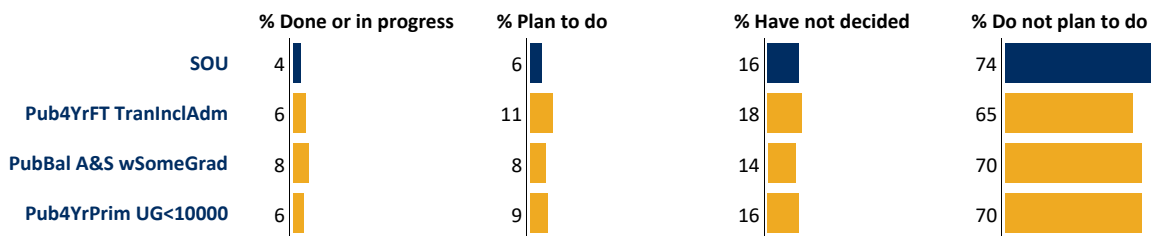
Internship or Field Experience

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



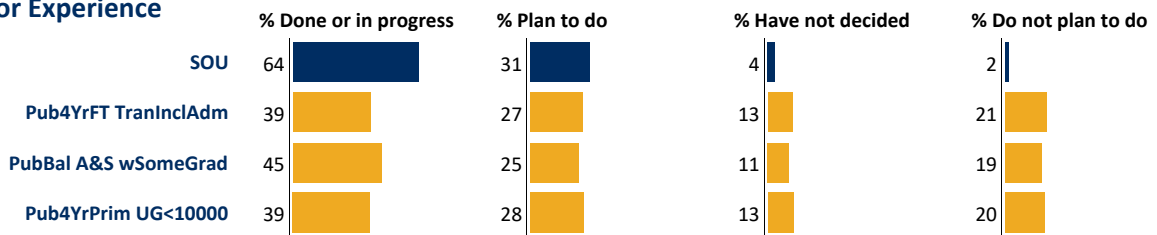
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, 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
Sex^a	%	%	%	%	%	%	%	%	%
Female	41	7	3	62	22	24	45	6	63
Male	52	7	0	57	16	30	49	0	65
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	70	20	30	45	0	60
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	37	7	3	52	21	28	46	7	68
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	60	0	0	79	14	14	36	7	43
Age									
Traditional (FY < 21, Seniors < 25)	45	7	2	62	19	33	50	7	72
Nontraditional (FY 21+, Seniors 25+)	—	—	—	60	23	17	41	1	53
First-generation^b									
Not first-generation	45	9	2	63	22	35	54	9	69
First-generation	43	3	3	60	20	18	40	1	58
Enrollment status^a									
Not full-time	—	—	—	51	9	17	43	0	40
Full-time	45	7	2	64	24	28	47	6	70
Residence									
Not on campus	45	7	4	59	19	24	49	5	63
On campus	44	6	0	78	33	39	28	0	61
Major category^c									
Arts & humanities	47	6	0	46	19	19	35	4	73
Biological sciences, agriculture, natural res.	—	—	—	60	20	47	60	7	67
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	—	—	—	88	22	38	41	6	59
Business	—	—	—	26	16	21	42	0	47
Communications, media, public relations	—	—	—	60	10	10	50	10	70
Education	45	0	9	79	32	5	58	5	63
Engineering	—	—	—	—	—	—	—	—	—
Health professions	—	—	—	—	—	—	—	—	—
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	45	7	2	60	20	26	47	4	64

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

a. Institution-reported variable. 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. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."

NSSE 2021 Topical Module Report

First-year Experiences and Senior Transitions

Southern Oregon University

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.

This page intentionally left blank.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how often have you done the following?										
a. Studied when there were other interesting things to do	FYSfy01a	1	Never	4	4	481	5	2.6	2.8 *	-0.22 ▽
		2	Sometimes	40	46	3,733	36			
		3	Often	32	38	3,733	36			
		4	Very often	12	12	2,222	23			
		Total		88	100	10,169	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	3	3	312	3	2.7	2.9 *	-0.21 ▽
		2	Sometimes	30	36	3,112	31			
		3	Often	42	48	4,563	44			
		4	Very often	13	12	2,164	23			
		Total		88	100	10,151	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	4	4	506	5	2.7	2.8	-0.15
		2	Sometimes	31	38	3,320	31			
		3	Often	37	41	4,031	39			
		4	Very often	16	17	2,300	24			
		Total		88	100	10,157	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	10	11	840	8	2.4	2.6 *	-0.23 ▽
		2	Sometimes	38	45	4,025	39			
		3	Often	31	34	3,399	33			
		4	Very often	9	10	1,893	20			
		Total		88	100	10,157	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	0	0	86	1	3.0	3.1	-0.17
		2	Sometimes	18	22	1,767	18			
		3	Often	49	54	5,018	48			
		4	Very often	21	24	3,271	33			
		Total		88	100	10,142	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	3	3	434	4	2.7	2.9	-0.17
		2	Sometimes	32	36	3,178	30			
		3	Often	39	43	4,090	40			
		4	Very often	14	18	2,440	26			
		Total		88	100	10,142	100			
2. During the current school year, how difficult have the following been for you?										
a. Learning course material	FYSfy02a	1	Not at all difficult	6	5	505	6	3.4	3.4	.00
		2	2	13	15	1,565	15			
		3	3	26	30	3,142	30			
		4	4	31	37	3,430	33			
		5	5	6	7	1,110	11			
		6	Very difficult	5	5	388	4			
		Total		87	100	10,140	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	4	5	549	6	3.9	3.8	.08
		2	2	18	18	1,308	13			
		3	3	17	20	2,376	23			
		4	4	14	18	2,808	28			
		5	5	15	18	1,855	18			
		6	Very difficult	19	21	1,241	12			
		Total		87	100	10,137	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	
				Count	%	Count	%	Mean	Mean	Effect size ^d
c. Getting help with school work	FYSfy02c	1	Not at all difficult	13	13	1,652	18	3.1	2.9	.16
		2	2	22	25	2,632	25			
		3	3	23	28	2,735	26			
		4	4	15	19	1,929	19			
		5	5	5	6	781	8			
		6	Very difficult	9	9	409	4			
		Total		87	100	10,138	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	18	20	2,374	25	2.7	2.6	.03
		2	2	27	30	2,677	25			
		3	3	22	24	2,446	24			
		4	4	13	17	1,663	16			
		5	5	3	4	666	6			
		6	Very difficult	4	4	315	3			
		Total		87	100	10,141	100			
3. During the current school year, about how often have you sought help with coursework from the following sources?										
a. Faculty members	FYSfy03a_16	1	Never	14	14	1,484	16	2.2	2.2	-.08
		2	Sometimes	50	59	5,299	52			
		3	Often	19	23	2,468	24			
		4	Very often	4	4	876	9			
		Total		87	100	10,127	100			
b. Academic advisors	FYSfy03b_16	1	Never	45	51	4,015	39	1.7	1.9 *	-0.23
		2	Sometimes	30	34	4,043	40			
		3	Often	9	12	1,525	16			
		4	Very often	3	4	529	6			
		Total		87	100	10,112	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	61	68	4,348	44	1.5	1.8 ***	-.42
		2	Sometimes	18	21	3,648	36			
		3	Often	6	8	1,451	14			
		4	Very often	2	3	659	6			
		Total		87	100	10,106	100			
d. Friends or other students	FYSfy03d_16	1	Never	19	20	1,112	14	2.3	2.6 *	-.26
		2	Sometimes	31	34	3,217	33			
		3	Often	29	37	3,540	33			
		4	Very often	8	8	2,249	20			
		Total		87	100	10,118	100			
e. Family members	FYSfy03e_16	1	Never	41	46	4,219	41	1.7	1.9	-.19
		2	Sometimes	34	39	3,427	34			
		3	Often	8	10	1,682	16			
		4	Very often	4	4	795	8			
		Total		87	100	10,123	100			
f. Other persons or offices	FYSfy03f_16	1	Never	67	76	6,332	61	1.3	1.5 ***	-.32
		2	Sometimes	17	20	2,678	27			
		3	Often	3	5	800	8			
		4	Very often	0	0	308	3			
		Total		87	100	10,118	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 ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	Effect size ^d	
				Count	%	Count	%	Mean	Mean		
4. During the current school year, have you participated in a first-year seminar or other course that introduces students to expectations of the academic community and college success skills (goalsetting, study skills, campus resources, etc.)?^j (Comparison data are limited to NSSE 2021.)											
FYSfy06_21		Yes		51	58	2,233	58	58%	58%	0.0	.01
(Means indicate the percentage who responded "Yes.")		No		16	19	917	28				
		Unsure		20	23	518	14				
		Total		87	100	3,668	100				
5a. During the current school year, have you seriously considered leaving this institution?^j											
FYSfy04a		No		62	71	7,181	72	29%	28%	0.0	.02
(Means indicate the percentage who responded "Yes.")		Yes		25	29	2,930	28				
		Total		87	100	10,111	100				
5b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)											
FYSfy04b_1_16	—	Academics are too difficult		4	14	403	14				
FYSfy04b_2_16	—	Academics are too easy		1	6	125	4				
FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)		4	12	529	17				
FYSfy04b_4_16	—	Financial concerns (costs or financial aid)		12	47	1,155	39				
FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)		5	18	506	17				
FYSfy04b_6_16	—	Difficulty managing demands of school and work		9	39	486	17				
FYSfy04b_7_16	—	Too much emphasis on partying		1	6	125	5				
FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun		7	30	647	20				
FYSfy04b_9_16	—	Relations with faculty and staff		2	9	301	11				
FYSfy04b_10_16	—	Relations with other students		3	17	660	20				
FYSfy04b_11_16	—	Campus climate, location, or culture		6	27	803	25				
FYSfy04b_12_16	—	Unsafe or hostile environment		3	12	184	6				
FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)		12	47	1,248	41				
FYSfy04b_14_16	—	A reason not listed above, please specify:		7	30	470	18				

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
6. How important is it to you that you graduate from <i>this institution</i>?										
	FYSiy05	1	Not important	5	5	377	4	4.9	5.1	-.18
		2		3	3	335	3			
		3		7	9	604	6			
		4		17	19	1,257	12			
		5		7	9	1,619	15			
		6	Very important	45	55	5,874	60			
			Total	84	100	10,066	100			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	Pub1stYr SrTran<1000	SOU	Pub1stYr SrTran<1000	SOU	Pub1stYr SrTran<1000	Comparisons with: Pub1stYr SrTran<1000		
FYSfy01a	89	2.58	2.76	.081	.010	0.76	0.86	6,790	.044	-.22
FYSfy01b	89	2.69	2.86	.078	.010	0.73	0.80	6,778	.049	-.21
FYSfy01c	89	2.70	2.83	.085	.010	0.80	0.86	6,784	.156	-.15
FYSfy01d	89	2.43	2.63	.087	.011	0.82	0.89	6,783	.033	-.23
FYSfy01e	89	3.01	3.13	.072	.009	0.68	0.73	90	.102	-.17
FYSfy01f	89	2.74	2.88	.084	.010	0.79	0.84	6,773	.115	-.17
FYSfy02a	88	3.41	3.41	.124	.014	1.16	1.16	6,772	.969	.00
FYSfy02b	88	3.87	3.76	.166	.017	1.55	1.38	89	.513	.08
FYSfy02c	88	3.08	2.86	.154	.016	1.44	1.34	6,768	.134	.16
FYSfy02d	88	2.68	2.63	.142	.017	1.33	1.35	6,770	.772	.03
FYSfy03a_16	88	2.18	2.25	.077	.010	0.72	0.82	90	.400	-.08
FYSfy03b_16	88	1.68	1.88	.088	.011	0.82	0.87	6,751	.029	-.23
FYSfy03c_16	88	1.45	1.83	.081	.011	0.76	0.90	6,746	.000	-.42
FYSfy03d_16	88	2.34	2.59	.096	.012	0.90	0.97	6,755	.015	-.26
FYSfy03e_16	88	1.73	1.91	.088	.012	0.82	0.94	6,758	.077	-.19
FYSfy03f_16	88	1.29	1.54	.059	.010	0.55	0.79	92	.000	-.32
FYSfy06_21 ^k	88	.583	.580	.0529	.0095	--	--	--	.951	.01
FYSfy04a ^k	88	.289	.281	.0486	.0055	--	--	--	.872	.02
FYSfy05	84	4.88	5.13	.162	.017	1.49	1.35	85	.132	-.18

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	Effect size ^d	
				Count	%	Count	%	Mean	Mean		
1. Do you expect to graduate this spring or summer?											
	FYSsr01_16	No		49	32	2,631	27				
		Yes		102	68	7,716	73				
		Total		151	100	10,347	100				
1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?											
	FYSsr01a	—	Full-time employment	45	46	4,705	62				
		—	Part-time employment	5	4	385	5				
		—	Graduate or professional school	29	27	1,504	19				
		—	Military service	0	0	38	1				
		—	Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	0	0	106	1				
		—	Internship (paid or unpaid)	4	5	282	4				
		—	Travel or gap year	5	5	298	4				
		—	No plans at this time	10	10	309	4				
		—	Other, please specify:	4	3	145	2				
		Total		102	100	7,772	100				
1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?^j											
	FYSsr01b	No		25	48	2,912	56	52%	44%	0.0	.15
	(Means indicate the percentage who responded "Yes.")	Yes, I will start a new job		6	16	1,101	21				
		Yes, I will continue in my current job		19	36	1,055	23				
		Total		50	100	5,068	100				
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?											
	FYSsr02	1	Very little	6	6	438	6	3.0	3.0	-.04	
		2	Some	22	25	1,662	22				
		3	Quite a bit	38	36	2,967	38				
		4	Very much	35	33	2,690	35				
		Total		101	100	7,757	100				
3. Do you intend to work eventually in a field related to your major(s)?^j											
	FYSsr03	Yes		130	87	9,006	87	87%	87%	0.0	-.01
	(Means indicate the percentage who responded "Yes.")	No		4	3	359	3				
		Unsure		16	11	1,001	10				
		Total		150	100	10,366	100				
4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?^j											
	FYSsr04	Yes		33	24	1,839	19	24%	19%	0.0	.11
	(Means indicate the percentage who responded "Yes.")	No		76	50	5,758	54				
		Unsure		41	27	2,767	27				
		Total		150	100	10,364	100				

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	Effect size ^d	
				Count	%	Count	%	Mean	Mean		
5. Do you plan to start your own business (nonprofit or for-profit) someday?^j											
	FYSsr05		Yes	30	23	1,993	21	23%	21%	0.0	.05
			No	80	52	5,343	49				
			Unsure	40	25	3,034	30				
			Total	150	100	10,370	100				
6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?											
a. Critical thinking and analysis of arguments and information	FYSsr06a		1 Very little	3	3	75	1	3.4	3.4	-.11	
			2 Some	12	9	880	9				
			3 Quite a bit	58	38	3,938	38				
			4 Very much	77	50	5,462	53				
			Total	150	100	10,355	100				
b. Creative thinking and problem solving	FYSsr06b		1 Very little	3	3	58	1	3.5	3.5	-.02	
			2 Some	9	6	734	7				
			3 Quite a bit	51	34	3,883	37				
			4 Very much	87	57	5,677	55				
			Total	150	100	10,352	100				
c. Research skills	FYSsr06c		1 Very little	3	3	175	2	3.3	3.2	.12	
			2 Some	11	8	1,654	16				
			3 Quite a bit	69	45	4,203	40				
			4 Very much	67	45	4,325	42				
			Total	150	100	10,357	100				
d. Clear writing	FYSsr06d		1 Very little	3	3	126	1	3.3	3.3	-.08	
			2 Some	17	12	1,268	13				
			3 Quite a bit	65	43	4,125	40				
			4 Very much	64	42	4,833	46				
			Total	149	100	10,352	100				
e. Persuasive speaking	FYSsr06e		1 Very little	8	6	366	4	2.9	3.0	-.14	
			2 Some	41	28	2,468	23				
			3 Quite a bit	55	36	4,041	39				
			4 Very much	46	31	3,479	34				
			Total	150	100	10,354	100				
f. Technological skills	FYSsr06f		1 Very little	6	4	333	3	3.0	3.0	-.10	
			2 Some	36	25	2,503	23				
			3 Quite a bit	63	42	4,210	40				
			4 Very much	45	30	3,301	34				
			Total	150	100	10,347	100				
g. Financial and business management skills	FYSsr06g		1 Very little	34	22	1,845	16	2.4	2.5	-.12	
			2 Some	52	35	4,035	38				
			3 Quite a bit	41	27	2,712	27				
			4 Very much	22	16	1,755	18				
			Total	149	100	10,347	100				
h. Entrepreneurial skills	FYSsr06h		1 Very little	46	31	2,595	23	2.2	2.3	-.08	
			2 Some	48	32	4,039	39				
			3 Quite a bit	35	22	2,262	23				
			4 Very much	21	15	1,445	15				
			Total	150	100	10,341	100				

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<1000		SOU	Pub1stYr SrTran<1000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
i. Leadership skills	FYSSr06i	1	Very little	8	6	257	3	3.1	3.2	-.11
		2	Some	25	15	1,748	17			
		3	Quite a bit	55	37	3,724	35			
		4	Very much	61	41	4,626	45			
		Total		149	100	10,355	100			
j. Networking and relationship building	FYSSr06j	1	Very little	9	7	538	5	2.9	3.0	-.10
		2	Some	40	27	2,446	24			
		3	Quite a bit	55	35	3,843	37			
		4	Very much	46	31	3,525	34			
		Total		150	100	10,352	100			
7. To what extent has your coursework in your major(s) emphasized the following?										
a. Generating new ideas or brainstorming	FYSSr07a	1	Very little	3	2	240	3	3.1	3.1	-.05
		2	Some	32	23	1,852	18			
		3	Quite a bit	56	37	4,177	40			
		4	Very much	58	38	4,078	39			
		Total		149	100	10,347	100			
b. Taking risks in your coursework without fear of penalty	FYSSr07b	1	Very little	37	25	1,839	18	2.5	2.6	-.13
		2	Some	38	26	2,986	29			
		3	Quite a bit	42	27	3,011	29			
		4	Very much	33	22	2,488	24			
		Total		150	100	10,324	100			
c. Evaluating multiple approaches to a problem	FYSSr07c	1	Very little	7	5	306	3	3.0	3.1 *	-.18
		2	Some	36	25	1,914	19			
		3	Quite a bit	58	38	4,194	40			
		4	Very much	48	32	3,918	38			
		Total		149	100	10,332	100			
d. Inventing new methods to arrive at unconventional solutions	FYSSr07d	1	Very little	16	12	983	10	2.7	2.8	-.12
		2	Some	49	32	3,022	29			
		3	Quite a bit	49	33	3,449	33			
		4	Very much	35	23	2,831	28			
		Total		149	100	10,285	100			
8. Have you been creating an ePortfolio or other collection that includes samples of your work over time, shows your progress, and helps you reflect on the knowledge and skills you have gained?^j (Comparison data are limited to NSSE 2021.)										
	FYSSr09_21	Yes		59	38	928	29	38%	29% *	.18
		No		78	53	1,935	62			
		Unsure		13	9	257	9			
		Total		150	100	3,120	100			
9. 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 41 seniors. Responses are provided in your NSSE21 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 ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		SOU	Pub1stYr SrTran<1000	SOU	Pub1stYr SrTran<1000	SOU	Pub1stYr SrTran<1000			
		Comparisons with: Pub1stYr SrTran<1000								
FYSsr01b ^k	51	.517	.442	.0704	.0082	--	--	--	.283	.15
FYSsr02	100	2.97	3.01	.090	.012	0.90	0.89	5,649	.665	-.04
FYSsr03 ^k	148	.866	.869	.0281	.0039	--	--	--	.909	-.01
FYSsr04 ^k	148	.236	.190	.0350	.0045	--	--	--	.157	.11
FYSsr05 ^k	148	.232	.209	.0348	.0047	--	--	--	.507	.05
FYSsr06a	148	3.36	3.43	.063	.008	0.76	0.68	7,762	.205	-.11
FYSsr06b	148	3.45	3.46	.060	.008	0.73	0.66	7,759	.838	-.02
FYSsr06c	148	3.32	3.22	.060	.009	0.73	0.77	7,766	.146	.12
FYSsr06d	147	3.25	3.31	.063	.008	0.76	0.74	7,759	.335	-.08
FYSsr06e	148	2.92	3.04	.074	.010	0.90	0.85	7,763	.086	-.14
FYSsr06f	148	2.97	3.05	.069	.009	0.84	0.83	7,757	.234	-.10
FYSsr06g	147	2.36	2.48	.082	.011	0.99	0.97	7,758	.138	-.12
FYSsr06h	148	2.22	2.30	.086	.011	1.04	0.99	7,751	.324	-.08
FYSsr06i	147	3.14	3.22	.074	.009	0.89	0.82	7,763	.200	-.11
FYSsr06j	148	2.91	3.00	.076	.010	0.92	0.89	7,758	.215	-.10
FYSsr07a	147	3.11	3.15	.068	.009	0.82	0.81	7,753	.586	-.05
FYSsr07b	148	2.45	2.59	.090	.012	1.10	1.04	7,736	.116	-.13
FYSsr07c	147	2.98	3.12	.072	.009	0.87	0.82	7,739	.034	-.18
FYSsr07d	147	2.67	2.78	.080	.011	0.97	0.96	7,698	.158	-.12
FYSsr09_21 ^k	148	0.38	0.29	.0400	.0098	--	--	--	.027	.18

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. Comparison group details are in the *Selected Comparison Groups* report, linked in the Data & Reports table on the Institution Interface.
- 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.

NSSE 2021 Topical Module Report

Academic Advising

Southern Oregon University

This module examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful. The module complements a question on the core survey about the quality of students' interactions with academic advisors.

This page intentionally left blank.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0 0		4	4	441	5	2.8	2.3 ***	.42
		1 1		8	10	1,798	22			
		2 2		19	21	2,579	30			
		3 3		32	36	2,047	23			
		4 4 or more		26	28	1,662	19			
		— Not applicable		1	2	97	1			
		Total		90	100	8,624	100			
b. Academic advisor(s) available to any student	AAD01b	0 0		32	37	2,579	31	1.4	1.5	-.06
		1 1		18	18	1,861	22			
		2 2		14	17	1,632	19			
		3 3		11	12	1,250	14			
		4 4 or more		11	13	988	11			
		— Not applicable		4	4	296	4			
		Total		90	100	8,606	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0		46	50	3,607	42	1.1	1.2	-.10
		1 1		12	15	1,618	19			
		2 2		13	15	1,461	17			
		3 3		7	6	834	10			
		4 4 or more		7	9	687	8			
		— Not applicable		5	5	391	5			
		Total		90	100	8,598	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0		58	64	4,373	52	0.8	1.0	-.15
		1 1		10	11	1,388	16			
		2 2		5	6	1,149	13			
		3 3		6	7	701	8			
		4 4 or more		7	8	614	6			
		— Not applicable		4	4	375	4			
		Total		90	100	8,600	100			
e. Success or academic coach	AAD01e	0 0		55	60	5,554	65	0.9	0.7	.21
		1 1		10	12	848	10			
		2 2		6	7	710	8			
		3 3		5	6	546	6			
		4 4 or more		10	12	442	5			
		— Not applicable		4	4	506	6			
		Total		90	100	8,606	100			
f. Peer advisor or mentor	AAD01f	0 0		54	58	4,289	51	0.9	1.0	-.08
		1 1		5	6	1,278	14			
		2 2		13	15	1,045	12			
		3 3		6	8	710	8			
		4 4 or more		5	7	878	9			
		— Not applicable		7	7	420	5			
		Total		90	100	8,620	100			
g. Other, please specify:	AAD01g	0 0		1	19	224	29			
		1 1		2	24	43	5			
		2 2		0	0	56	8			
		3 3		0	0	57	8			
		4 4 or more		3	24	214	25			
		— Not applicable		3	33	195	24			
		Total		9	100	789	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	
				Count	%	Count	%	Mean	Mean	Effect size ^d
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		0	0	24	13			
		Yes		1	100	175	77			
		Unsure		0	0	28	10			
		Total		1	100	227	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?										
a. Been available when needed	AAD03a	1	Very little	3	4	452	6	2.9	2.9	.03
		2	Some	23	25	2,132	25			
		3	Quite a bit	41	46	3,692	43			
		4	Very much	20	22	2,097	24			
		—	Not applicable	3	4	218	3			
		Total		90	100	8,591	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	2	2	434	5	3.0	2.9	.14
		2	Some	18	19	2,109	25			
		3	Quite a bit	47	53	3,686	43			
		4	Very much	21	24	2,107	24			
		—	Not applicable	2	2	185	2			
		Total		90	100	8,521	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	10	13	517	6	2.7	2.9 *	-0.24
		2	Some	25	25	1,946	23			
		3	Quite a bit	33	35	3,423	41			
		4	Very much	20	23	2,406	27			
		—	Not applicable	2	2	268	3			
		Total		90	100	8,560	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	10	11	671	8	2.7	2.8	-.15
		2	Some	28	30	2,103	25			
		3	Quite a bit	29	32	3,347	39			
		4	Very much	21	24	2,219	25			
		—	Not applicable	2	2	228	3			
		Total		90	100	8,568	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	26	28	2,083	25	2.1	2.4 *	-.23
		2	Some	30	33	2,350	27			
		3	Quite a bit	18	20	2,183	25			
		4	Very much	8	9	1,435	16			
		—	Not applicable	8	10	508	6			
		Total		90	100	8,559	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	25	28	1,834	22	2.2	2.4 *	-.23
		2	Some	29	32	2,313	27			
		3	Quite a bit	20	22	2,220	26			
		4	Very much	9	10	1,364	16			
		—	Not applicable	7	7	829	10			
		Total		90	100	8,560	100			
g. Asked questions about your educational background and needs	AAD03g	1	Very little	30	34	2,249	27	2.1	2.3	-.17
		2	Some	26	27	2,353	27			
		3	Quite a bit	13	14	2,044	24			
		4	Very much	12	14	1,259	14			
		—	Not applicable	9	11	659	8			
		Total		90	100	8,564	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 ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Actively listened to your concerns	AAD03h	1	Very little	3	4	861	10	2.8	2.7	.03
		2	Some	33	35	2,316	27			
		3	Quite a bit	29	32	2,813	33			
		4	Very much	19	21	2,020	23			
		—	Not applicable	6	7	545	7			
		Total		90	100	8,555	100			
i. Respected your identity and culture	AAD03i	1	Very little	6	8	264	3	3.1	3.2	-.09
		2	Some	11	11	1,225	14			
		3	Quite a bit	28	30	2,922	34			
		4	Very much	34	37	3,264	38			
		—	Not applicable	11	14	884	11			
		Total		90	100	8,559	100			
j. Cared about your overall well-being	AAD03j	1	Very little	6	8	572	7	2.9	2.9	.01
		2	Some	21	23	2,026	24			
		3	Quite a bit	26	28	2,855	33			
		4	Very much	32	35	2,652	31			
		—	Not applicable	5	6	460	6			
		Total		90	100	8,565	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	4	6	359	5	3.5	3.4	.02
		2	Rarely	11	12	1,161	14			
		3	Sometimes	31	32	2,684	32			
		4	Often	21	24	2,428	28			
		5	Very often	19	22	1,741	19			
		—	Not applicable	3	3	182	2			
Total		89	100	8,555	100					
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	6	8	470	6	3.5	3.5	.06
		2	Rarely	11	12	1,082	13			
		3	Sometimes	20	21	2,336	28			
		4	Often	29	33	2,610	30			
		5	Very often	20	23	1,840	21			
		—	Not applicable	3	3	202	3			
Total		89	100	8,540	100					
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	22	26	1,106	14	2.5	3.0 **	-0.36
		2	Rarely	22	25	1,660	20			
		3	Sometimes	20	22	2,487	29			
		4	Often	11	13	1,769	20			
		5	Very often	9	10	1,149	13			
		—	Not applicable	4	4	366	4			
Total		88	100	8,537	100					
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	24	27	1,143	14	2.4	3.0 ***	-0.49
		2	Rarely	22	25	1,594	19			
		3	Sometimes	21	23	2,528	30			
		4	Often	8	9	1,742	20			
		5	Very often	6	7	1,125	13			
		—	Not applicable	8	9	401	5			
Total		89	100	8,533	100					

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	15	18	868	11	2.8	3.1 *	-0.25 ▽
		2	Rarely	16	18	1,445	17			
		3	Sometimes	30	33	2,605	31			
		4	Often	9	10	2,004	23			
		5	Very often	13	14	1,283	15			
		—	Not applicable	6	8	333	4			
		Total		89	100	8,538	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	9	11	1,257	15	2.6	2.6	.09
		2	Some	28	30	2,619	31			
		3	Quite a bit	29	34	2,726	32			
		4	Very much	17	19	1,628	19			
		—	Not applicable	6	6	285	4			
		Total		89	100	8,515	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	21	23	1,709	20	2.1	2.3	-0.21
		2	Some	26	30	2,222	26			
		3	Quite a bit	12	14	1,927	22			
		4	Very much	7	8	1,058	12			
		—	Not applicable	23	25	1,587	19			
Total		89	100	8,503	100					
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	24	26	2,067	24	1.9	2.2	-0.23
		2	Some	14	17	2,200	26			
		3	Quite a bit	11	12	1,496	17			
		4	Very much	4	5	830	10			
		—	Not applicable	36	40	1,910	23			
Total		89	100	8,503	100					
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	13	13	2,033	24	2.6	2.2 **	.38 ▲
		2	Some	24	28	1,948	23			
		3	Quite a bit	15	16	1,498	17			
		4	Very much	18	20	867	10			
		—	Not applicable	18	23	2,147	26			
Total		88	100	8,493	100					
e. Website, catalog, or other published sources	AAD05e	1	Very little	18	20	2,001	24	2.2	2.2	-0.01
		2	Some	28	31	2,355	28			
		3	Quite a bit	12	12	1,536	18			
		4	Very much	7	10	829	9			
		—	Not applicable	24	27	1,775	22			
Total		89	100	8,496	100					
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	33	35	2,304	27	1.8	2.0 *	-0.28 ▽
		2	Some	10	13	1,934	23			
		3	Quite a bit	4	4	1,212	14			
		4	Very much	7	8	758	8			
		—	Not applicable	35	40	2,289	28			
Total		89	100	8,497	100					
g. Success or academic coach	AAD05g	1	Very little	26	27	2,153	26	1.8	2.0	-0.17
		2	Some	13	17	1,469	17			
		3	Quite a bit	5	5	1,002	11			
		4	Very much	5	6	617	7			
		—	Not applicable	40	45	3,248	39			
Total		89	100	8,489	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 ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Peer advisor or mentor	AAD05h	1	Very little	23	25	1,976	24	1.9	2.1	-.25
		2	Some	14	17	1,816	21			
		3	Quite a bit	4	4	1,362	15			
		4	Very much	5	7	775	9			
		—	Not applicable	43	47	2,554	31			
			Total	89	100	8,483	100			
i. Friends or other students	AAD05i	1	Very little	16	18	759	9	2.4	2.7 **	-.30
		2	Some	24	28	2,507	30			
		3	Quite a bit	24	27	2,867	33			
		4	Very much	13	15	1,951	22			
		—	Not applicable	12	13	416	6			
			Total	89	100	8,500	100			
j. Family members	AAD05j	1	Very little	12	14	752	9	2.6	2.9 **	-.35
		2	Some	26	31	1,991	24			
		3	Quite a bit	24	26	2,694	32			
		4	Very much	17	19	2,741	32			
		—	Not applicable	9	11	316	4			
			Total	88	100	8,494	100			
k. Other, please specify:	AAD05k	1	Very little	0	0	5	1			
		2	Some	0	0	15	4			
		3	Quite a bit	0	0	14	5			
		4	Very much	0	0	63	24			
		—	Not applicable	3	100	193	65			
			Total	3	100	290	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 54 first-year students and 100 seniors. Responses are provided in your NSSE21 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

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0 0		7	4	927	10	2.9	2.3 ***	.43
		1 1		17	11	1,869	20			
		2 2		27	18	2,273	24			
		3 3		35	24	1,773	18			
		4 4 or more		65	42	2,595	27			
		— Not applicable		1	1	136	1			
		Total		152	100	9,573	100			
b. Academic advisor(s) available to any student	AAD01b	0 0		51	35	3,484	37	1.5	1.4	.05
		1 1		30	19	1,801	19			
		2 2		21	13	1,470	15			
		3 3		20	13	1,069	11			
		4 4 or more		20	14	1,291	13			
		— Not applicable		10	6	439	5			
		Total		152	100	9,554	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0		51	34	3,143	33	1.5	1.6	-.03
		1 1		29	18	1,678	18			
		2 2		24	17	1,643	17			
		3 3		17	11	1,188	12			
		4 4 or more		22	15	1,444	15			
		— Not applicable		8	5	464	5			
		Total		151	100	9,560	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0		88	58	5,267	55	0.9	0.9	.07
		1 1		16	11	1,469	16			
		2 2		12	8	1,032	11			
		3 3		9	6	682	7			
		4 4 or more		18	11	582	6			
		— Not applicable		9	6	521	6			
		Total		152	100	9,553	100			
e. Success or academic coach	AAD01e	0 0		111	72	6,933	73	0.4	0.5	-.06
		1 1		11	7	589	6			
		2 2		5	5	502	5			
		3 3		4	2	427	4			
		4 4 or more		6	4	364	4			
		— Not applicable		15	10	729	8			
		Total		152	100	9,544	100			
f. Peer advisor or mentor	AAD01f	0 0		102	67	6,110	65	0.6	0.7	-.07
		1 1		10	6	814	8			
		2 2		10	6	659	7			
		3 3		2	1	537	6			
		4 4 or more		13	9	711	7			
		— Not applicable		15	10	725	8			
		Total		152	100	9,556	100			
g. Other, please specify:	AAD01g	0 0		3	30	281	32			
		1 1		1	7	41	5			
		2 2		1	8	54	6			
		3 3		0	0	34	4			
		4 4 or more		4	38	230	26			
		— Not applicable		2	16	245	27			
		Total		11	100	885	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		0	0	32	9			
		Yes		2	100	360	85			
		Unsure		0	0	28	6			
		Total		2	100	420	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?										
a. Been available when needed	AAD03a	1	Very little	13	8	752	9	2.9	2.8	.07
		2	Some	32	22	2,394	25			
		3	Quite a bit	63	42	3,679	38			
		4	Very much	43	27	2,453	26			
		—	Not applicable	1	1	254	3			
		Total		152	100	9,532	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	11	8	788	9	2.9	2.8	.08
		2	Some	35	24	2,467	26			
		3	Quite a bit	62	40	3,668	38			
		4	Very much	43	28	2,340	24			
		—	Not applicable	1	1	224	3			
		Total		152	100	9,487	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	19	13	1,067	12	2.6	2.7	-.09
		2	Some	42	29	2,534	27			
		3	Quite a bit	50	31	3,234	34			
		4	Very much	28	18	2,098	22			
		—	Not applicable	13	9	579	6			
		Total		152	100	9,512	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	16	10	1,111	12	2.7	2.7	-.03
		2	Some	38	27	2,446	26			
		3	Quite a bit	61	39	3,345	35			
		4	Very much	30	20	2,318	24			
		—	Not applicable	7	4	292	3			
		Total		152	100	9,512	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	49	33	2,800	30	2.3	2.2	.01
		2	Some	37	24	2,457	25			
		3	Quite a bit	25	17	2,037	21			
		4	Very much	31	20	1,547	16			
		—	Not applicable	10	6	672	7			
		Total		152	100	9,513	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	42	28	2,435	26	2.3	2.3	-.06
		2	Some	42	27	2,440	26			
		3	Quite a bit	26	17	2,135	22			
		4	Very much	25	17	1,557	16			
		—	Not applicable	16	11	936	10			
		Total		151	100	9,503	100			
g. Asked questions about your educational background and needs	AAD03g	1	Very little	46	31	2,839	30	2.2	2.2	-.02
		2	Some	44	29	2,505	26			
		3	Quite a bit	25	16	1,990	21			
		4	Very much	25	16	1,413	15			
		—	Not applicable	11	7	760	8			
		Total		151	100	9,507	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Actively listened to your concerns	AAD03h	1	Very little	12	8	1,269	14	2.8	2.7	.14
		2	Some	41	28	2,397	25			
		3	Quite a bit	48	31	2,917	30			
		4	Very much	46	29	2,350	25			
		—	Not applicable	5	4	566	6			
Total				152	100	9,499	100			
i. Respected your identity and culture	AAD03i	1	Very little	8	6	425	5	3.2	3.1	.06
		2	Some	18	12	1,376	14			
		3	Quite a bit	43	27	2,978	31			
		4	Very much	62	41	3,457	36			
		—	Not applicable	21	14	1,269	14			
Total				152	100	9,505	100			
j. Cared about your overall well-being	AAD03j	1	Very little	14	10	933	10	2.9	2.9	.07
		2	Some	27	18	2,067	21			
		3	Quite a bit	54	36	2,935	31			
		4	Very much	51	32	2,963	31			
		—	Not applicable	6	4	612	7			
Total				152	100	9,510	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	3	2	564	7	3.6	3.4	.14
		2	Rarely	19	13	1,293	14			
		3	Sometimes	46	29	2,676	28			
		4	Often	48	33	2,610	27			
		5	Very often	32	21	2,113	22			
		—	Not applicable	3	2	225	2			
Total				151	100	9,481	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	5	3	662	8	3.6	3.5	.07
		2	Rarely	23	15	1,227	13			
		3	Sometimes	38	25	2,321	25			
		4	Often	48	34	2,721	28			
		5	Very often	32	21	2,303	24			
		—	Not applicable	5	3	248	3			
Total				151	100	9,482	100			
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	31	19	1,324	15	2.8	3.0 *	-0.19
		2	Rarely	40	25	1,697	18			
		3	Sometimes	33	22	2,481	26			
		4	Often	16	12	1,918	20			
		5	Very often	23	16	1,476	15			
		—	Not applicable	8	5	595	7			
Total				151	100	9,491	100			
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	37	23	1,826	20	2.5	2.8 *	-0.18
		2	Rarely	35	24	1,903	20			
		3	Sometimes	30	20	2,251	23			
		4	Often	14	9	1,518	16			
		5	Very often	14	11	1,199	12			
		—	Not applicable	20	13	777	8			
Total				150	100	9,474	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	23	15	1,606	18	2.9	2.8	.08
		2	Rarely	26	18	1,894	20			
		3	Sometimes	44	29	2,550	26			
		4	Often	29	19	1,652	17			
		5	Very often	16	11	1,160	12			
		—	Not applicable	13	9	628	7			
			Total	151	100	9,490	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	19	12	1,802	20	2.7	2.6	.13
		2	Some	39	26	2,525	27			
		3	Quite a bit	57	38	2,610	27			
		4	Very much	33	21	2,192	23			
		—	Not applicable	2	2	324	3			
			Total	150	100	9,453	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	42	28	2,424	26	2.2	2.2	-.03
		2	Some	33	21	2,204	23			
		3	Quite a bit	24	16	1,727	18			
		4	Very much	19	13	1,231	13			
		—	Not applicable	33	22	1,884	20			
			Total	151	100	9,470	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	27	18	1,958	21	2.4	2.4	-.01
		2	Some	40	26	2,255	24			
		3	Quite a bit	27	18	2,018	21			
		4	Very much	22	14	1,503	16			
		—	Not applicable	35	23	1,710	18			
			Total	151	100	9,444	100			
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	29	19	2,197	24	2.6	2.3 **	.24 △
		2	Some	30	19	1,973	20			
		3	Quite a bit	42	29	1,852	19			
		4	Very much	35	22	1,461	15			
		—	Not applicable	15	11	1,974	21			
			Total	151	100	9,457	100			
e. Website, catalog, or other published sources	AAD05e	1	Very little	38	25	2,327	26	2.3	2.2	.06
		2	Some	36	23	2,411	26			
		3	Quite a bit	27	19	1,848	19			
		4	Very much	22	14	1,134	12			
		—	Not applicable	28	20	1,716	18			
			Total	151	100	9,436	100			
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	47	32	3,091	33	1.9	1.9	.01
		2	Some	31	18	1,903	20			
		3	Quite a bit	14	10	1,115	12			
		4	Very much	13	8	722	7			
		—	Not applicable	47	31	2,611	28			
			Total	152	100	9,442	100			
g. Success or academic coach	AAD05g	1	Very little	45	31	2,821	30	1.8	1.8	.01
		2	Some	14	8	1,080	11			
		3	Quite a bit	6	5	725	8			
		4	Very much	12	8	545	6			
		—	Not applicable	74	47	4,266	45			
			Total	151	100	9,437	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<100		SOU	PubAcadAdv<100	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Peer advisor or mentor	AAD05h	1	Very little	41	27	2,551	28	1.9	1.9	-.07
		2	Some	20	12	1,299	13			
		3	Quite a bit	8	6	990	10			
		4	Very much	10	7	656	7			
		—	Not applicable	71	48	3,928	42			
			Total	150	100	9,424	100			
i. Friends or other students	AAD05i	1	Very little	23	15	962	11	2.6	2.7	-.16
		2	Some	44	27	2,570	27			
		3	Quite a bit	34	24	2,972	31			
		4	Very much	29	19	2,308	23			
		—	Not applicable	21	15	631	7			
			Total	151	100	9,443	100			
j. Family members	AAD05j	1	Very little	33	21	1,197	13	2.6	2.8	-.16
		2	Some	31	20	2,253	24			
		3	Quite a bit	30	21	2,677	28			
		4	Very much	42	27	2,777	29			
		—	Not applicable	15	11	521	6			
			Total	151	100	9,425	100			
k. Other, please specify:	AAD05k	1	Very little	0	0	11	4			
		2	Some	0	0	14	5			
		3	Quite a bit	0	0	31	10			
		4	Very much	0	0	74	21			
		—	Not applicable	3	100	209	61			
			Total	3	100	339	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 54 first-year students and 100 seniors. Responses are provided in your NSSE21 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.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	PubAcadAdv<1000	SOU	PubAcadAdv<1000	SOU	PubAcadAdv<1000	Comparisons with: PubAcadAdv<10000		
AAD01a	89	2.77	2.28	.115	.015	1.09	1.16	5,887	.000	.42
AAD01b	86	1.44	1.52	.155	.018	1.44	1.36	5,735	.602	-.06
AAD01c	86	1.06	1.20	.146	.018	1.35	1.32	5,671	.340	-.10
AAD01d	87	0.78	0.97	.141	.017	1.31	1.27	5,679	.174	-.15
AAD01e	87	0.94	0.69	.154	.016	1.44	1.19	88	.103	.21
AAD01f	84	0.93	1.04	.145	.018	1.33	1.36	5,646	.462	-.08
AAD03a	87	2.90	2.88	.085	.011	0.80	0.85	5,781	.798	.03
AAD03b	88	3.00	2.89	.079	.011	0.74	0.84	91	.152	.14
AAD03c	88	2.70	2.92	.105	.012	0.99	0.88	89	.047	-.24
AAD03d	88	2.71	2.84	.104	.012	0.97	0.91	5,759	.175	-.15
AAD03e	82	2.11	2.35	.108	.014	0.97	1.05	84	.031	-.23
AAD03f	84	2.16	2.39	.107	.014	0.98	1.03	5,331	.040	-.23
AAD03g	81	2.10	2.28	.121	.014	1.09	1.05	5,447	.126	-.17
AAD03h	84	2.76	2.74	.094	.013	0.86	0.95	5,524	.793	.03
AAD03i	78	3.12	3.19	.109	.012	0.96	0.83	5,265	.442	-.09
AAD03j	85	2.94	2.93	.107	.012	0.99	0.92	5,586	.894	.01
AAD04a	86	3.46	3.44	.124	.015	1.16	1.10	5,774	.854	.02
AAD04b	86	3.55	3.47	.130	.015	1.21	1.15	5,749	.553	.06
AAD04c	84	2.55	2.99	.142	.017	1.30	1.23	5,634	.001	-.36
AAD04d	82	2.38	2.99	.136	.017	1.23	1.24	5,605	.000	-.49
AAD04e	83	2.84	3.14	.142	.016	1.30	1.21	5,649	.024	-.25
AAD05a	84	2.64	2.56	.102	.013	0.93	0.97	5,670	.426	.09
AAD05b	67	2.10	2.32	.117	.015	0.96	1.01	68	.072	-.21
AAD05c	54	1.94	2.16	.135	.015	0.99	1.01	4,522	.099	-.23
AAD05d	68	2.56	2.17	.128	.016	1.06	1.03	4,370	.002	.38
AAD05e	65	2.15	2.16	.122	.015	0.99	0.99	4,590	.947	-.01
AAD05f	53	1.77	2.05	.149	.016	1.09	1.02	4,231	.046	-.28
AAD05g	49	1.82	1.99	.143	.017	1.01	1.03	3,573	.244	-.17
AAD05h	48	1.87	2.13	.151	.016	1.04	1.03	4,006	.083	-.25
AAD05i	78	2.44	2.72	.114	.013	1.00	0.93	5,534	.008	-.30
AAD05j	79	2.55	2.89	.112	.013	0.99	0.97	5,621	.002	-.35

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		SOU	PubAcadAdv<1000	SOU	PubAcadAdv<1000	SOU	PubAcadAdv<1000			
AAD01a	148	2.88	2.32	.099	.015	1.20	1.33	155	.000	.43
AAD01b	140	1.50	1.43	.125	.017	1.48	1.45	7,567	.525	.05
AAD01c	142	1.53	1.56	.123	.017	1.47	1.46	7,550	.756	-.03
AAD01d	141	0.95	0.87	.119	.015	1.42	1.24	144	.492	.07
AAD01e	136	0.43	0.49	.086	.013	1.01	1.07	7,309	.511	-.06
AAD01f	134	0.64	0.72	.109	.015	1.27	1.27	7,317	.440	-.07
AAD03a	149	2.89	2.83	.074	.011	0.90	0.92	7,693	.418	.07
AAD03b	149	2.88	2.81	.074	.011	0.91	0.91	7,674	.345	.08
AAD03c	137	2.61	2.70	.082	.011	0.96	0.96	7,383	.282	-.09
AAD03d	144	2.71	2.73	.076	.011	0.91	0.97	7,640	.751	-.03
AAD03e	141	2.26	2.25	.097	.013	1.15	1.09	7,320	.887	.01
AAD03f	133	2.26	2.32	.096	.013	1.10	1.07	7,100	.510	-.06
AAD03g	139	2.19	2.21	.092	.013	1.09	1.07	7,245	.778	-.02
AAD03h	145	2.84	2.70	.080	.012	0.96	1.01	7,387	.106	.14
AAD03i	129	3.20	3.14	.081	.011	0.92	0.89	6,788	.466	.06
AAD03j	144	2.94	2.88	.081	.012	0.97	1.00	7,354	.422	.07
AAD04a	146	3.61	3.45	.084	.014	1.02	1.18	153	.062	.14
AAD04b	144	3.57	3.49	.089	.014	1.07	1.21	151	.358	.07
AAD04c	141	2.79	3.03	.115	.015	1.36	1.30	7,355	.026	-.19
AAD04d	129	2.54	2.79	.117	.016	1.32	1.33	7,193	.039	-.18
AAD04e	136	2.93	2.84	.107	.015	1.25	1.28	7,330	.378	.08
AAD05a	145	2.70	2.55	.079	.012	0.95	1.06	151	.078	.13
AAD05b	116	2.18	2.21	.103	.014	1.11	1.07	6,277	.726	-.03
AAD05c	115	2.37	2.38	.097	.013	1.04	1.07	6,417	.943	-.01
AAD05d	133	2.59	2.32	.094	.014	1.08	1.10	6,241	.006	.24
AAD05e	119	2.27	2.20	.099	.013	1.08	1.04	6,407	.496	.06
AAD05f	103	1.92	1.91	.104	.014	1.05	1.01	5,659	.925	.01
AAD05g	79	1.81	1.80	.128	.016	1.14	1.04	4,287	.898	.01
AAD05h	77	1.85	1.93	.122	.016	1.07	1.05	4,532	.548	-.07
AAD05i	127	2.56	2.72	.091	.011	1.03	0.97	7,267	.066	-.16
AAD05j	133	2.61	2.78	.100	.012	1.15	1.03	136	.097	-.16

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. Comparison group details are in the *Selected Comparison Groups* report, linked in the Data & Reports table on the Institution Interface.
- 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.

NSSE 2021
Multi-Year Report
Southern Oregon University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors 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*: <http://go.iu.edu/2R1r>

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 ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	25%	+/- 8.4%	103	77	26	39%	+/- 3.3%	527	438	89
2015										
2016	21%	+/- 8.4%	108	87	21	31%	+/- 4.0%	415	363	52
2017										
2018	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	31%	+/- 6.9%	140	99	41	37%	+/- 3.8%	408	346	62
2021	20%	+/- 8.0%	119	88	31	22%	+/- 6.5%	176	151	25

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	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	Email	Census	Yes	FY Experiences / Sr Transitions, Sustainability Education Consortium	No	No	No
2021	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	No

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.

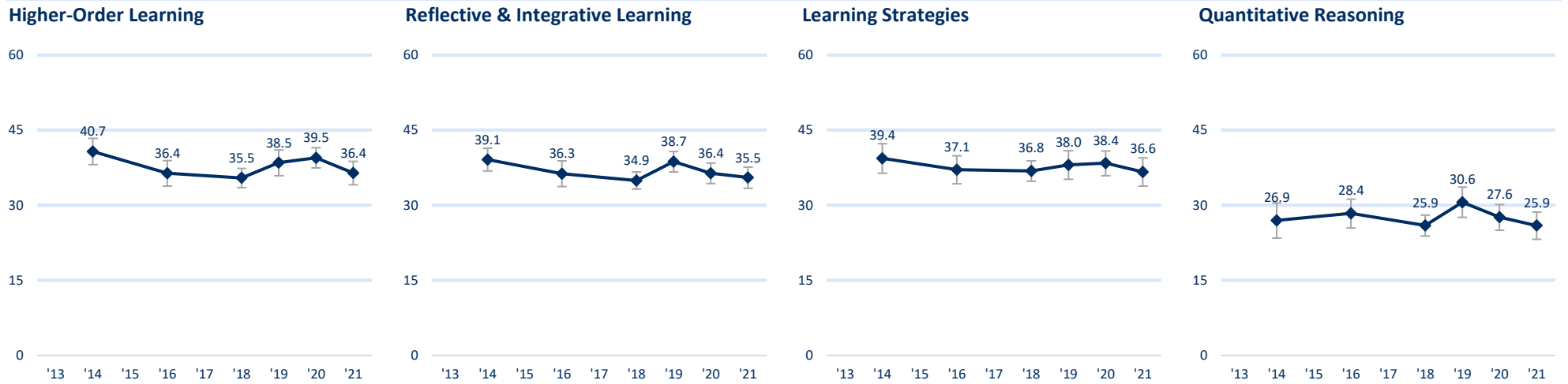
NSSE 2021 Multi-Year Report

Engagement Results by Theme

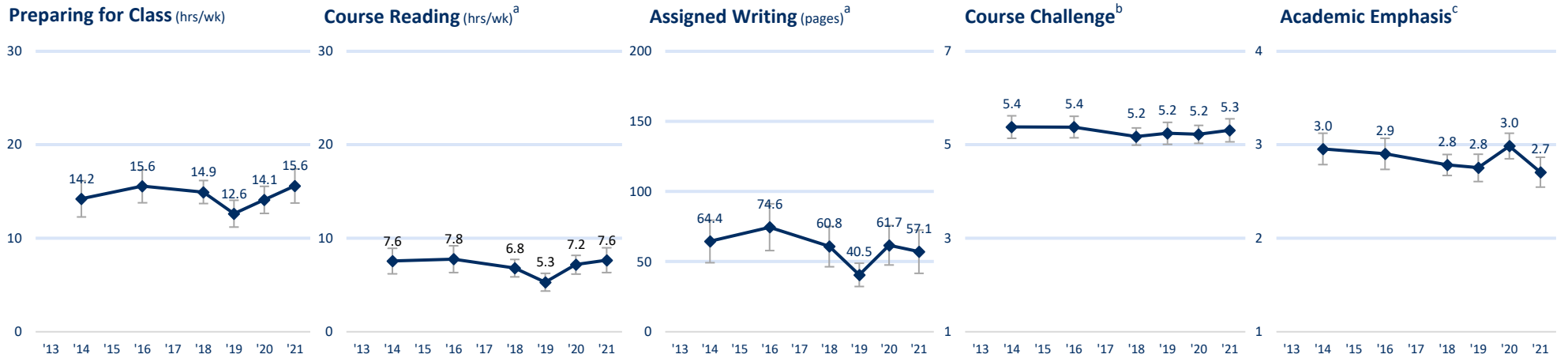
Southern Oregon University

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

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



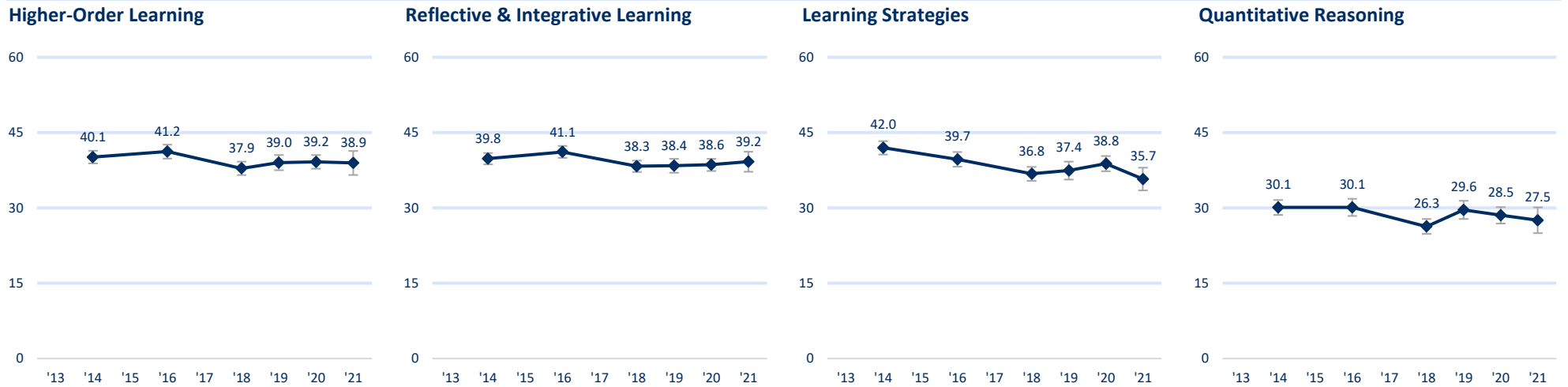
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

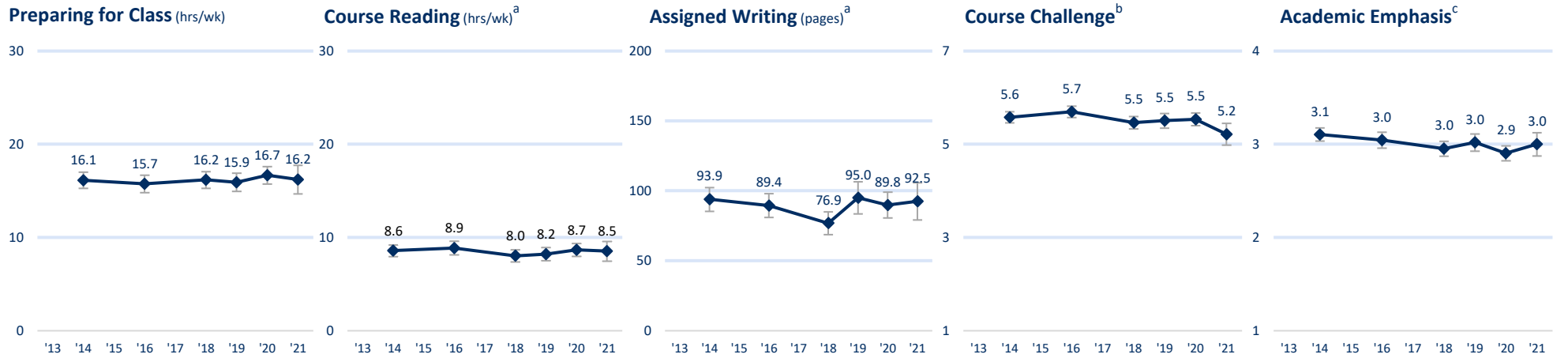
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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

Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



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

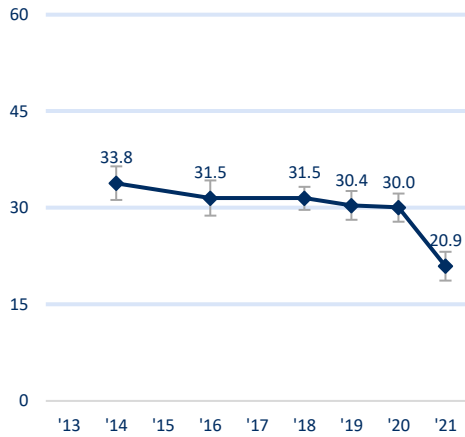
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

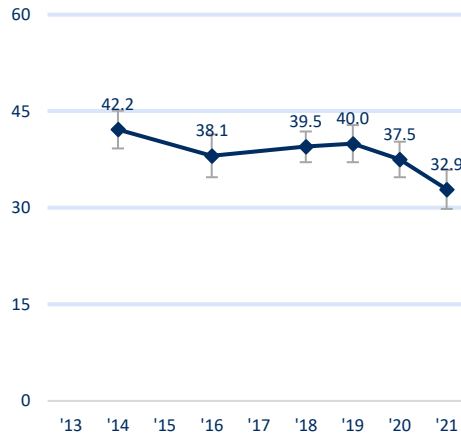
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

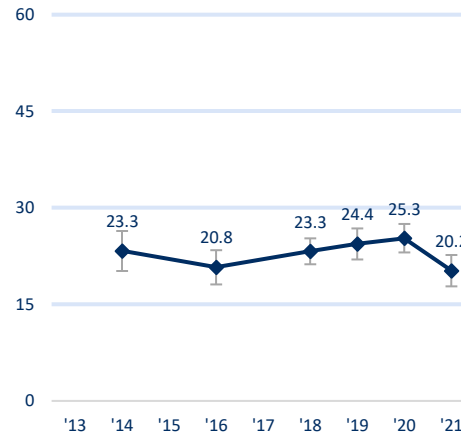


Discussions with Diverse Others

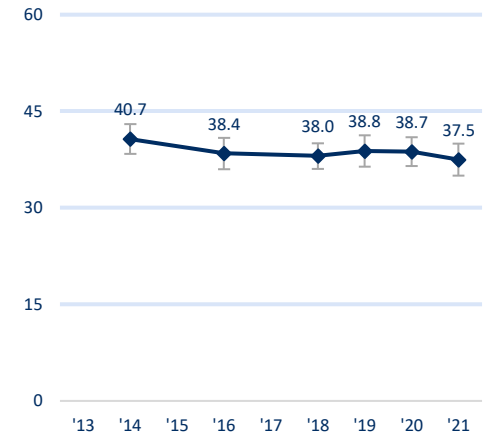


Experiences with Faculty: First-year students

Student-Faculty Interaction

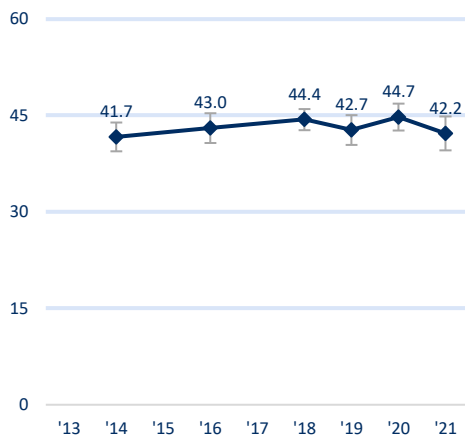


Effective Teaching Practices

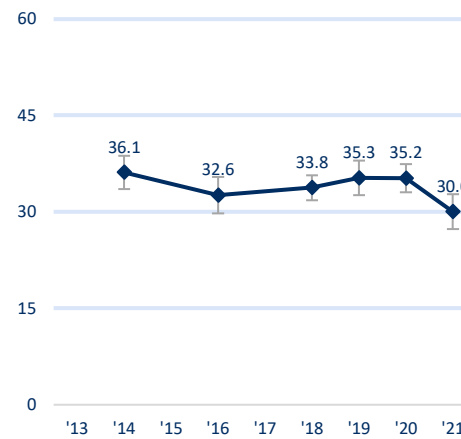


Campus Environment: First-year students

Quality of Interactions



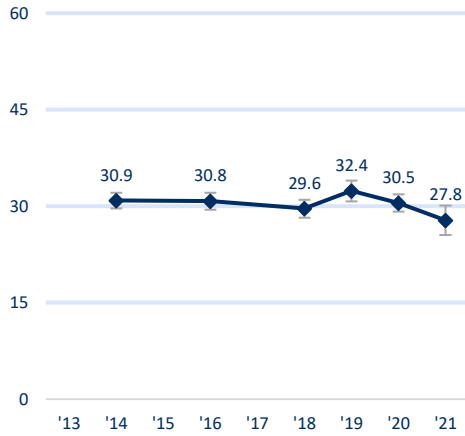
Supportive Environment



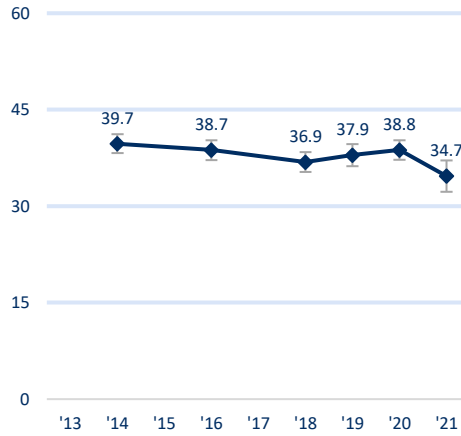
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

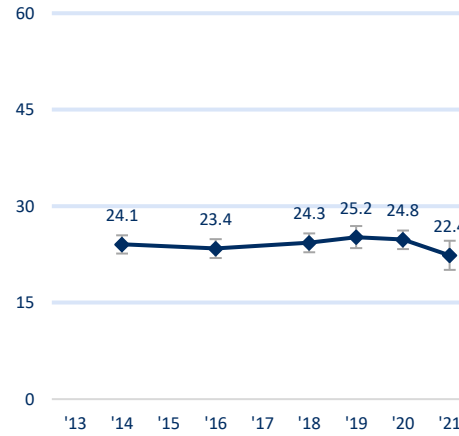


Discussions with Diverse Others

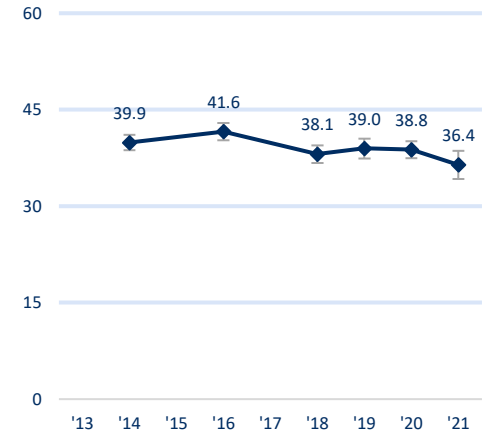


Experiences with Faculty: Seniors

Student-Faculty Interaction

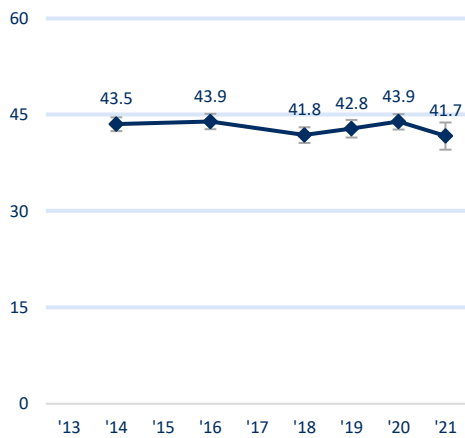


Effective Teaching Practices

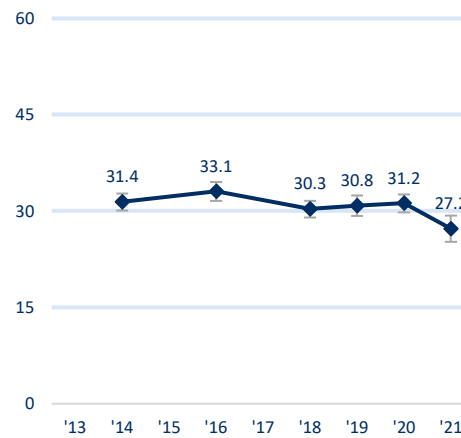


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

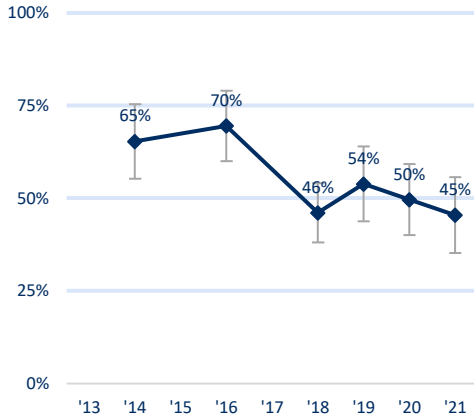


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

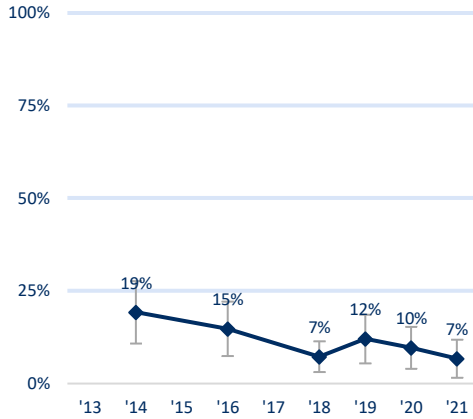
Service-Learning

(Some, most, or all courses)



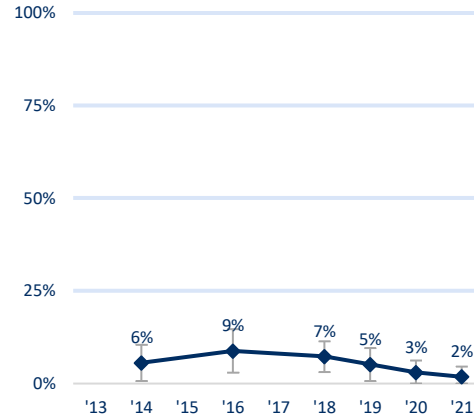
Learning Community

(Done or in progress)



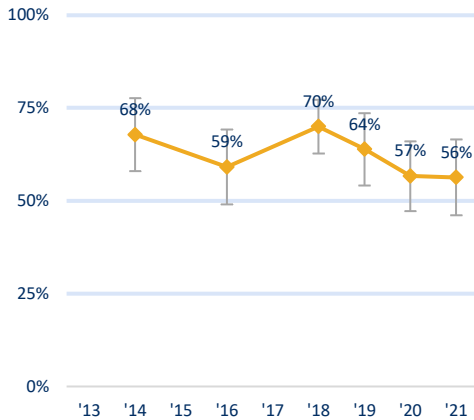
Research with Faculty

(Done or in progress)



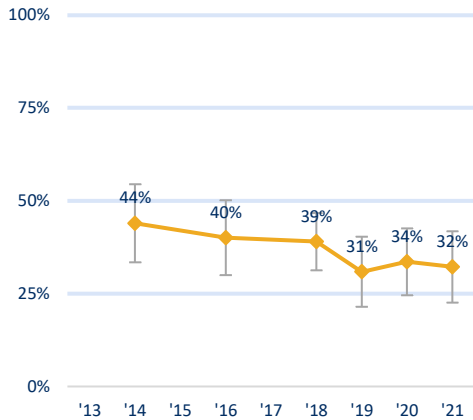
Internship/Field Experience

(Plan to do)



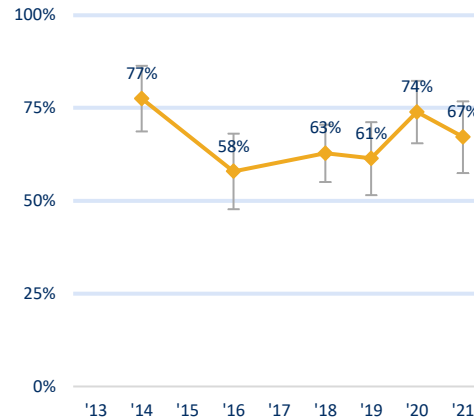
Study Abroad

(Plan to do)



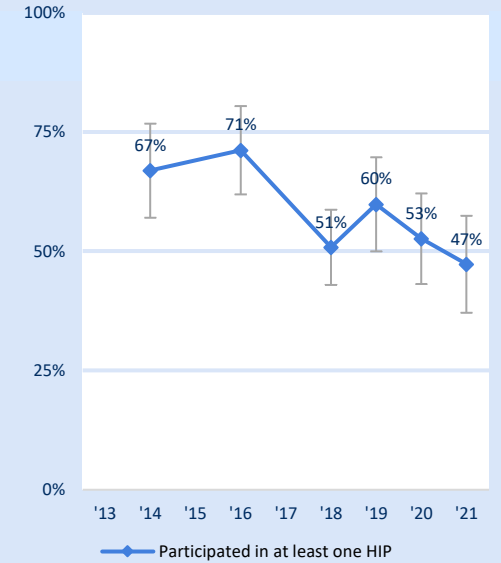
Culminating Senior Experience

(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.

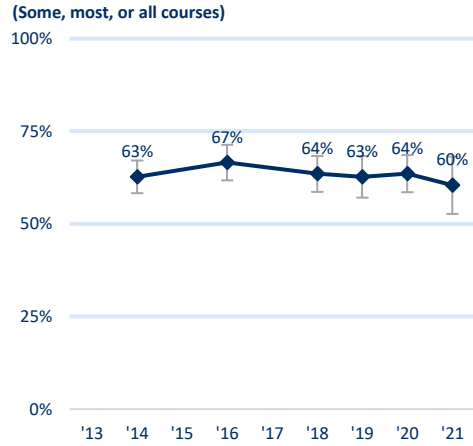


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

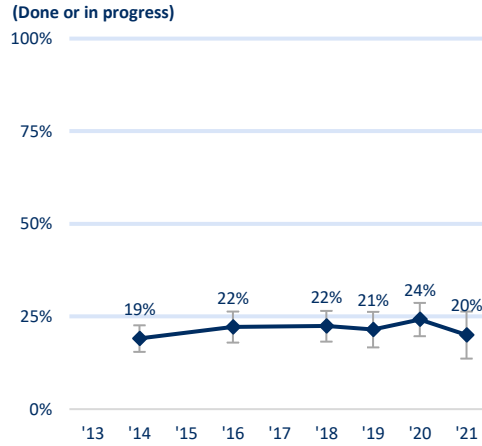
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

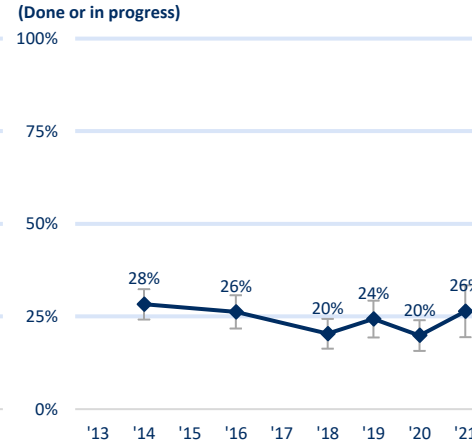
Service-Learning (Some, most, or all courses)



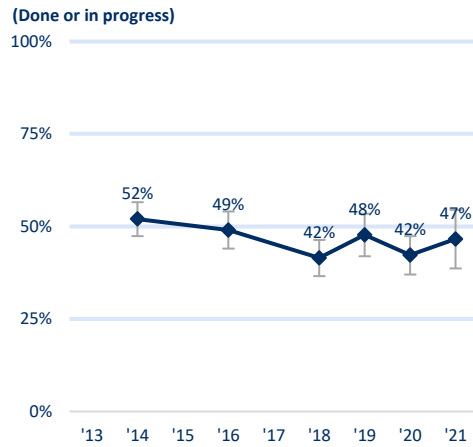
Learning Community (Done or in progress)



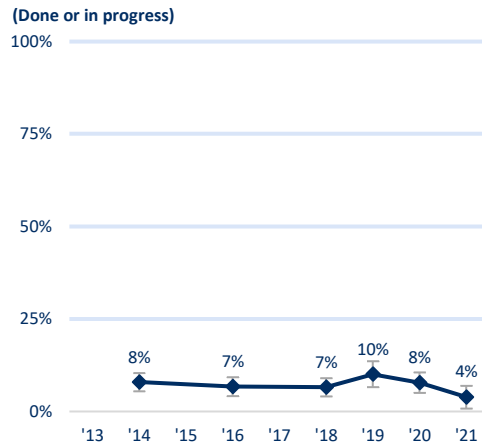
Research with Faculty (Done or in progress)



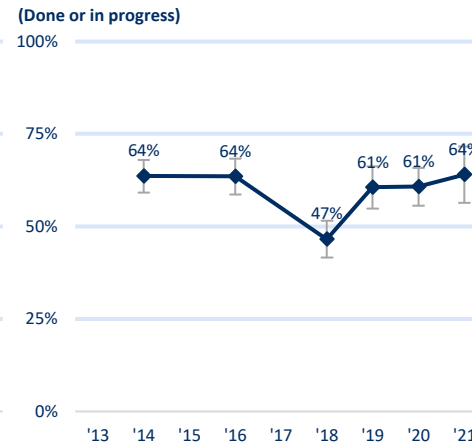
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

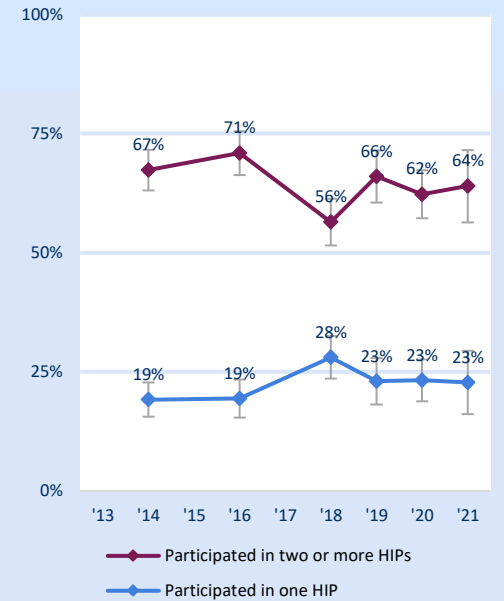


Culminating Senior Experience (Done or in progress)



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 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students							Seniors																
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21						
<i>Academic Challenge</i>																									
Higher-Order Learning	Mean		40.7		36.4		35.5		38.5		39.5		36.4		40.1		41.2		37.9		39.0		39.2		38.9
	n		94		96		167		99		115		102		490		383		407		294		376		156
	SD		13.0		12.7		12.6		13.1		11.1		12.1		14.2		13.8		13.7		13.4		13.4		15.2
	SE		1.34		1.30		.98		1.32		1.03		1.20		.64		.70		.68		.78		.69		1.21
	CI upper bound		43.4		38.9		37.4		41.1		41.5		38.8		41.4		42.6		39.2		40.5		40.5		41.3
	CI lower bound		38.1		33.9		33.5		35.9		37.5		34.1		38.9		39.8		36.5		37.5		37.8		36.6
Reflective & Integrative Learning	Mean		39.1		36.3		34.9		38.7		36.4		35.5		39.8		41.1		38.3		38.4		38.6		39.2
	n		97		97		175		109		129		110		502		401		423		305		389		169
	SD		11.4		12.9		11.5		10.9		12.0		11.4		13.1		12.1		11.8		12.5		12.2		13.2
	SE		1.15		1.31		.87		1.04		1.05		1.09		.58		.60		.58		.71		.62		1.02
	CI upper bound		41.4		38.9		36.6		40.7		38.4		37.6		40.9		42.3		39.4		39.8		39.8		41.2
	CI lower bound		36.9		33.7		33.2		36.6		34.3		33.4		38.6		40.0		37.2		37.0		37.4		37.2
Learning Strategies	Mean		39.4		37.1		36.8		38.0		38.4		36.6		42.0		39.7		36.8		37.4		38.8		35.7
	n		84		93		152		96		108		91		452		366		384		289		354		153
	SD		13.8		13.7		12.9		14.3		13.1		13.8		14.6		14.2		13.8		15.4		14.6		14.3
	SE		1.50		1.43		1.05		1.46		1.26		1.44		.69		.74		.70		.90		.78		1.16
	CI upper bound		42.3		39.9		38.9		40.9		40.9		39.5		43.3		41.1		38.2		39.2		40.3		38.0
	CI lower bound		36.4		34.3		34.8		35.2		35.9		33.8		40.6		38.2		35.4		35.7		37.3		33.5
Quantitative Reasoning	Mean		26.9		28.4		25.9		30.6		27.6		25.9		30.1		30.1		26.3		29.6		28.5		27.5
	n		95		97		159		96		111		92		499		393		393		286		366		152
	SD		17.4		14.5		13.3		15.1		13.8		13.4		17.1		17.3		15.2		15.8		16.0		16.2
	SE		1.78		1.47		1.06		1.55		1.32		1.39		.77		.88		.77		.93		.84		1.31
	CI upper bound		30.4		31.2		28.0		33.6		30.2		28.7		31.6		31.8		27.8		31.4		30.1		30.1
	CI lower bound		23.5		25.5		23.9		27.6		25.0		23.2		28.6		28.4		24.8		27.8		26.9		25.0
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	Mean		14.2		15.6		14.9		12.6		14.1		15.6		16.1		15.7		16.2		15.9		16.7		16.2
	n		78		84		150		91		104		90		429		367		379		286		347		151
	SD		8.7		8.2		7.7		7.0		7.5		8.9		9.1		9.1		8.9		8.4		8.8		9.6
	SE		.98		.90		.63		.73		.74		.93		.44		.47		.46		.49		.47		.78
	CI upper bound		16.1		17.3		16.2		14.1		15.6		17.4		17.0		16.7		17.1		16.9		17.6		17.7
	CI lower bound		12.3		13.8		13.7		11.2		12.7		13.8		15.3		14.8		15.3		14.9		15.7		14.7
Course Reading Est. hrs per week calculated from two items.	Mean		7.6		7.8		6.8		5.3		7.2		7.6		8.6		8.9		8.0		8.2		8.7		8.5
	n		78		84		149		90		104		90		426		365		374		285		344		150
	SD		6.1		6.6		5.8		4.6		5.2		6.4		6.7		7.1		6.5		6.1		6.6		6.7
	SE		.70		.73		.48		.49		.51		.68		.32		.37		.34		.36		.35		.55
	CI upper bound		8.9		9.2		7.7		6.3		8.2		9.0		9.2		9.6		8.7		8.9		9.3		9.6
	CI lower bound		6.2		6.3		5.9		4.4		6.2		6.3		7.9		8.1		7.4		7.5		8.0		7.4

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

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students							Seniors															
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21					
<i>Academic Challenge (additional items, continued)</i>																								
Assigned Writing	<i>Mean</i>	64.4		74.6		60.8		40.5		61.7		57.1		93.9		89.4		76.9		95.0		89.8		92.5
Estimated number of pages calculated from three survey questions.	<i>n</i>	79		91		156		98		108		92		417		357		390		288		363		153
	<i>SD</i>	68.6		81.3		91.5		42.0		74.0		75.3		88.6		82.1		81.9		99.1		89.2		84.0
	<i>SE</i>	7.71		8.53		7.33		4.24		7.14		7.85		4.34		4.34		4.15		5.84		4.68		6.78
	<i>CI upper bound</i>	79.5		91.3		75.2		48.8		75.7		72.5		102.4		98.0		85.0		106.5		99.0		105.8
	<i>CI lower bound</i>	49.3		57.8		46.4		32.2		47.7		41.7		85.4		80.9		68.7		83.6		80.6		79.2
Course Challenge	<i>Mean</i>	5.4		5.4		5.2		5.2		5.2		5.3		5.6		5.7		5.5		5.5		5.5		5.2
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	88		93		152		97		107		92		460		375		387		287		357		153
	<i>SD</i>	1.2		1.1		1.2		1.2		1.0		1.2		1.3		1.2		1.3		1.3		1.3		1.5
	<i>SE</i>	.12		.12		.09		.12		.10		.13		.06		.06		.07		.08		.07		.12
	<i>CI upper bound</i>	5.6		5.6		5.4		5.5		5.4		5.6		5.7		5.8		5.6		5.7		5.7		5.4
	<i>CI lower bound</i>	5.1		5.1		5.0		5.0		5.0		5.1		5.5		5.6		5.3		5.3		5.4		5.0
Academic Emphasis	<i>Mean</i>	3.0		2.9		2.8		2.8		3.0		2.7		3.1		3.0		3.0		3.0		2.9		3.0
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	80		85		151		93		105		92		431		373		386		287		350		153
	<i>SD</i>	0.8		0.8		0.7		0.7		0.7		0.8		0.8		0.8		0.8		0.8		0.8		0.8
	<i>SE</i>	.09		.09		.06		.07		.07		.08		.04		.04		.04		.05		.04		.06
	<i>CI upper bound</i>	3.1		3.1		2.9		2.9		3.1		2.9		3.2		3.1		3.0		3.1		3.0		3.1
	<i>CI lower bound</i>	2.8		2.7		2.7		2.6		2.9		2.5		3.0		3.0		2.9		2.9		2.8		2.9
<i>Learning with Peers</i>																								
Collaborative Learning	<i>Mean</i>	33.8		31.5		31.5		30.4		30.0		20.9		30.9		30.8		29.6		32.4		30.5		27.8
	<i>n</i>	101		99		181		112		139		116		501		397		430		313		403		172
	<i>SD</i>	13.4		13.9		12.3		12.0		13.1		12.4		13.8		13.5		14.7		14.5		13.7		15.3
	<i>SE</i>	1.33		1.40		.91		1.14		1.11		1.15		.62		.68		.71		.82		.68		1.17
	<i>CI upper bound</i>	36.4		34.3		33.3		32.6		32.2		23.2		32.1		32.1		31.0		34.0		31.8		30.1
	<i>CI lower bound</i>	31.2		28.8		29.7		28.2		27.9		18.7		29.7		29.5		28.2		30.8		29.2		25.5
Discussions with Diverse Others	<i>Mean</i>	42.2		38.1		39.5		40.0		37.5		32.9		39.7		38.7		36.9		37.9		38.8		34.7
	<i>n</i>	89		94		155		98		107		92		456		376		391		289		357		153
	<i>SD</i>	14.2		16.6		15.2		14.5		14.5		14.9		16.1		15.2		15.7		14.9		14.6		15.4
	<i>SE</i>	1.50		1.71		1.22		1.47		1.41		1.55		.75		.78		.79		.88		.77		1.24
	<i>CI upper bound</i>	45.1		41.4		41.9		42.8		40.3		35.9		41.2		40.3		38.4		39.7		40.3		37.1
	<i>CI lower bound</i>	39.2		34.7		37.1		37.1		34.8		29.8		38.3		37.2		35.3		36.2		37.2		32.3

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

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students							Seniors																
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21						
<i>Experiences with Faculty</i>																									
Student-Faculty Interaction	<i>Mean</i>		23.3		20.8		23.3		24.4		25.3		20.2		24.1		23.4		24.3		25.2		24.8		22.4
	<i>n</i>		95		96		169		105		124		107		492		391		415		298		382		164
	<i>SD</i>		15.4		13.3		13.5		12.6		12.6		12.8		15.9		14.7		15.3		15.1		14.3		14.7
	<i>SE</i>		1.58		1.36		1.03		1.23		1.13		1.24		.72		.74		.75		.88		.73		1.15
	<i>CI upper bound</i>		26.4		23.4		25.3		26.8		27.5		22.7		25.5		24.9		25.8		26.9		26.2		24.6
<i>CI lower bound</i>		20.2		18.1		21.2		22.0		23.1		17.8		22.7		21.9		22.8		23.5		23.4		20.1	
Effective Teaching Practices	<i>Mean</i>		40.7		38.4		38.0		38.8		38.7		37.5		39.9		41.6		38.1		39.0		38.8		36.4
	<i>n</i>		97		97		165		101		114		101		501		395		404		297		375		157
	<i>SD</i>		11.6		12.2		13.1		12.4		12.2		12.7		13.7		13.5		13.9		13.6		13.2		14.0
	<i>SE</i>		1.18		1.24		1.02		1.23		1.15		1.27		.61		.68		.69		.79		.68		1.11
	<i>CI upper bound</i>		43.0		40.9		40.0		41.2		41.0		40.0		41.1		42.9		39.5		40.5		40.1		38.6
<i>CI lower bound</i>		38.4		36.0		36.0		36.4		36.5		35.0		38.7		40.3		36.7		37.4		37.5		34.3	
<i>Campus Environment</i>																									
Quality of Interactions	<i>Mean</i>		41.7		43.0		44.4		42.7		44.7		42.2		43.5		43.9		41.8		42.8		43.9		41.7
	<i>n</i>		83		89		151		94		103		85		433		363		361		270		328		145
	<i>SD</i>		10.4		11.1		10.3		11.5		10.7		12.3		11.3		11.5		11.8		11.6		11.0		13.0
	<i>SE</i>		1.14		1.18		.84		1.18		1.06		1.34		.54		.61		.62		.70		.61		1.08
	<i>CI upper bound</i>		43.9		45.3		46.0		45.0		46.8		44.8		44.6		45.1		43.0		44.2		45.1		43.8
<i>CI lower bound</i>		39.4		40.7		42.7		40.4		42.7		39.6		42.5		42.7		40.6		41.5		42.7		39.6	
Supportive Environment	<i>Mean</i>		36.1		32.6		33.8		35.3		35.2		30.0		31.4		33.1		30.3		30.8		31.2		27.2
	<i>n</i>		80		83		150		93		104		91		428		370		382		287		345		151
	<i>SD</i>		11.7		13.2		12.2		13.1		11.4		13.2		13.8		14.5		13.0		13.8		13.1		12.9
	<i>SE</i>		1.31		1.45		1.00		1.36		1.12		1.39		.67		.75		.66		.82		.71		1.05
	<i>CI upper bound</i>		38.7		35.4		35.7		38.0		37.4		32.8		32.7		34.5		31.6		32.4		32.6		29.3
<i>CI lower bound</i>		33.6		29.7		31.8		32.6		33.0		27.3		30.1		31.6		29.0		29.2		29.8		25.2	

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										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
Service-Learning^a	%		65		70		46	54	50	45		63		67		64	63	64	60	
	n		88		92		152	95	106	92		458		376		384	287	350	154	
	SE		5.1		4.8		4.1	5.1	4.9	5.2		2.3		2.4		2.5	2.9	2.6	4.0	
	CI upper bound (%)		75		79		54	64	59	56		67		71		68	68	69	68	
	CI lower bound (%)		55		60		38	44	40	35		58		62		59	57	59	53	
Learning Community^a	%		19		15		7	12	10	7		19		22		22	21	24	20	
	n		85		92		154	95	106	92		458		378		390	285	352	154	
	SE		4.3		3.7		2.1	3.4	2.9	2.6		1.8		2.1		2.1	2.4	2.3	3.2	
	CI upper bound (%)		28		22		11	19	15	12		23		26		27	26	29	26	
	CI lower bound (%)		11		7		3	5	4	2		15		18		18	17	20	14	
Research with Faculty^a	%		6		9		7	5	3	2		28		26		20	24	20	26	
	n		85		91		153	95	106	92		458		374		390	287	352	154	
	SE		2.5		3.0		2.1	2.3	1.7	1.4		2.1		2.3		2.0	2.5	2.1	3.6	
	CI upper bound (%)		10		15		11	10	6	5		32		31		24	29	24	33	
	CI lower bound (%)		1		3		3	1	0	0		24		22		16	19	16	19	
Internship or Field Experience^b	%		68		59		70	64	57	56		52		49		42	48	42	47	
	n		88		92		155	95	108	91		459		379		388	289	353	154	
	SE		5.0		5.2		3.7	5.0	4.8	5.2		2.3		2.6		2.5	2.9	2.6	4.0	
	(First-year results: Plan to do)	CI upper bound (%)		78		69		77	74	66	67		57		54		46	53	47	54
	CI lower bound (%)		58		49		63	54	47	46		47		44		37	42	37	39	
Study Abroad^b	%		44		40		39	31	34	32		8		7		7	10	8	4	
	n		87		92		154	94	106	92		459		378		390	286	352	153	
	SE		5.4		5.1		3.9	4.8	4.6	4.9		1.3		1.3		1.3	1.8	1.4	1.6	
	(First-year results: Plan to do)	CI upper bound (%)		54		50		47	40	43	42		10		9		9	14	11	7
	CI lower bound (%)		33		30		31	22	25	23		5		4		4	7	5	1	
Culminating Senior Experience^b	%		77		58		63	61	74	67		64		64		47	61	61	64	
	n		87		92		151	95	106	92		460		378		387	286	351	154	
	SE		4.5		5.2		3.9	5.0	4.3	4.9		2.2		2.5		2.5	2.9	2.6	3.9	
	(First-year results: Plan to do)	CI upper bound (%)		86		68		71	71	82	77		68		68		52	66	66	72
	CI lower bound (%)		69		48		55	52	66	58		59		59		42	55	56	56	
Overall HIP Participation^c																				
Participated in one HIP	%		48		53		42	52	45	41		19		19		28	23	23	23	
	n		88		92		154	95	106	92		463		379		391	289	357	154	
	SE		5.4		5.2		4.0	5.1	4.9	5.1		1.8		2.0		2.3	2.5	2.2	3.4	
	CI upper bound (%)		59		63		50	62	55	51		23		23		33	28	28	29	
	CI lower bound (%)		38		43		34	42	36	30		16		15		24	18	19	16	
Participated in two or more HIPs	%		19		18		9	8	7	7		67		71		56	66	62	64	
	n		88		92		154	95	106	92		463		379		391	289	357	154	
	SE		4.2		4.1		2.3	2.8	2.6	2.6		2.2		2.3		2.5	2.8	2.6	3.9	
	CI upper bound (%)		27		26		13	13	12	12		72		76		61	71	67	72	
	CI lower bound (%)		11		10		4	2	2	2		63		66		52	61	57	56	

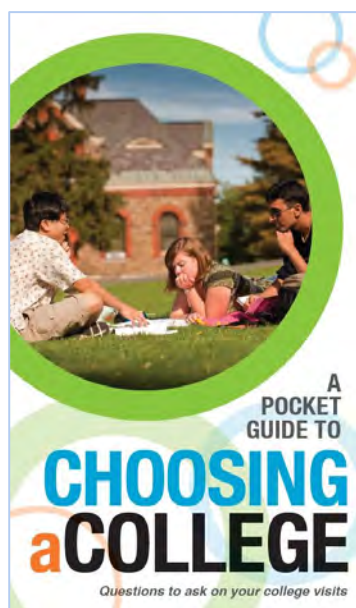
Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

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.

A Pocket Guide to Choosing a College: NSSE 2021 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 or virtual tours, 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 2021 Answers from Students*, part of your NSSE *Institutional Report 2021*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2021 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 2021 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 2021* 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.



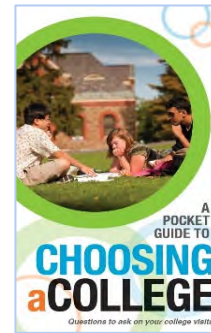
The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

go.iu.edu/NSSE-pocketguide

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

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

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



A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide

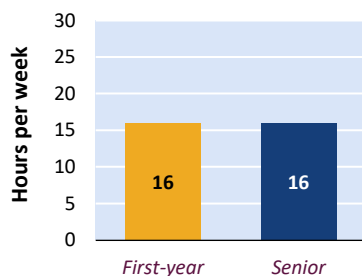


The following responses were provided by 295 SOU students on the 2021 survey.

Academics

How much time do students spend studying each week?

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



Do courses challenge students to do their best?^a

45% 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 57 pages of writing and seniors estimated an average of 92 pages.

How much reading is expected?

FY students estimated they spent an average of 3 hours per week on assigned reading, and seniors read 3 hours per week.

How often do students make course presentations?^b

31% of FY students and 54% of seniors frequently gave course presentations.

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

64% of FY students frequently included diverse perspectives in course discussions or assignments.

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

38% of FY students frequently used numerical information to examine a real-world problem or issue; 45% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

53% of FY students rated the quality of their interactions with faculty as high.

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

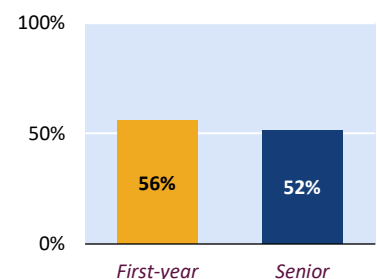
40% of FY and 41% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

80% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

56% of FY students and 52% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.



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

18% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

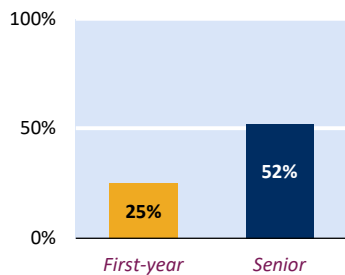
How many students work on research projects with faculty?

2% of FY students and 26% of seniors worked on a research project with a faculty member.

Learning with Peers

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

25% of FY students and 52% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

50% of seniors frequently explained course material to one or more students.

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

19% of FY students frequently prepared for exams by discussing or working through course material with other students.

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

Among FY students, 36% frequently had discussions with people with different political views, 64% frequently had discussions with people from a different economic background, and 52% frequently had discussions with people from a different race or ethnicity.

Campus Environment

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

68% of FY students said the institution substantially emphasized the use of learning support services.

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

57% of FY students and 55% of seniors gave the quality of their interactions with academic advisors a high rating.

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

41% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

85% of FY and 73% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

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

During their first year, 7% of students participated in a learning community. By spring of their senior year, 64% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

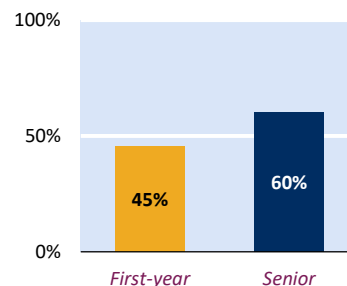
By their senior year, 4% of students had studied abroad.

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

By spring of their senior year, 47% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

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

45% of FY students and 60% 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."



Center for Postsecondary Research
Indiana University School of Education
201 North Rose Avenue
Bloomington, IN 47405-1006
Phone: 812-856-5824
Email: nsse@indiana.edu
Web: nsse.indiana.edu
Twitter: @NSSEsurvey, @NSSEinstitute
Blog: NSSEsightings.indiana.edu

NSSE 2021

Student Comments

Southern Oregon University

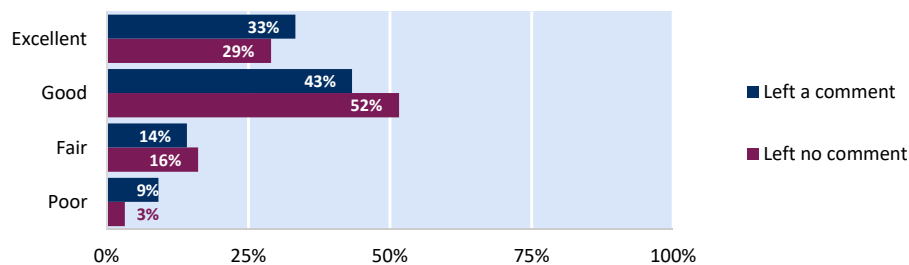
This report displays confidential comments your students provided in response to up to three open-ended questions. Six such questions appear in Topical Modules (Academic Advising; Career and Workforce Preparation; Civic Engagement; Coping with COVID; Experiences with Online Learning; First-Year Experiences and Senior Transitions) and the survey ended with one final question (NSSE provided four options, or your institution could customize this prompt). This file contains separate tabs for each source, as appropriate, with end-of-survey comments in separate tabs for first-year and senior students. Each tab contains the wording of the corresponding question.

Module and consortium comments are sorted by class, enrollment status, and sex. End-of-survey comments are sorted by overall satisfaction, enrollment status, and sex. Information for variables other than satisfaction was provided by your

How Satisfied Were Student Commenters with Their Educational Experience?

Figure 1 displays your students' responses to the item "How would you evaluate your entire educational experience at this institution?" (variable name *evalexp*) by whether they left an end-of-survey comment. These results indicate whether students who provided a comment were more or less satisfied than those who left no comment. Student-level responses to this item are included in the End-of-Survey tabs under the heading "Response to *evalexp*."

Figure 1. How would you evaluate your entire educational experience at this institution? (*evalexp*)



Identified Data Also Provided

Because the comments are confidential, student identifiers are not given in this report but are provided in a separate SPSS data file named "NSSE21 Student Comments (SOU).sav".

Important

These comments appear exactly as the students entered them and **may not be suitable for distribution without prior review**. Faculty members, administrators, or other students may be mentioned by name, and comments were not edited for grammar, offensive language, excessive length, or otherwise questionable content. For this reason, please use discretion when using, storing, and disseminating this report and the Student Comments data file.

54 first-year students and 100 seniors responded to the following question in the Academic Advising module:

Regarding academic advising, who has been the most helpful and in what way?

Class	Enrollment	Sex	Response
Freshman	Full-time	Female	Craig Stillwell, my university seminar professor and also one of my advisors. He's been SO helpful when it comes to choosing the right classes and figuring out what I need. He cares so much about his students and it really shows.
Freshman	Full-time	Female	Professor Craig Stillwell, my University Seminar professor.
Freshman	Full-time	Female	NAS Faculty
Freshman	Full-time	Female	Academic advisor and degree progress report because both show available classes and the careers available for my degree.
Freshman	Full-time	Female	I have worked closely with Roni Adams this year. I reach out to her to schedule a meeting. Since I am a degree in three student Roni has been more helpful than my USEM teacher, however Matt still try's to help me even though he is not apart of the degree in three advising.
Freshman	Full-time	Female	My mom. She keeps me motivated to achieve my goals even when things are hard.
Freshman	Full-time	Female	Laura Jessup, my USEM professor, because she listens to questions I have, helps me to stay on track with my required classes, and is quick to get back to me over email. Also, she cares about her students' mental health and well-being.
Freshman	Full-time	Female	My advisors assigned to me have been most helpful as well as online degree progress reportd
Freshman	Full-time	Female	Academic advisor, because she has helped me through what classes I should take next and she has helped me talk about what my goals for my future are.
Freshman	Full-time	Female	My parents. They support me through everything.
Freshman	Full-time	Female	My advisors for helping me form future plans.
Freshman	Full-time	Female	The Student success coordinator for my major, responds to emails really quickly and finds a way to help everyone with whatever needs.
Freshman	Full-time	Female	Andrew Gay
Freshman	Full-time	Female	Edward Derr is my advisor and has been the only one helping me with my future plans and does a phenomenal job at. He is amazing.
Freshman	Full-time	Female	Mary Patridge is my advisor, and she has helped me develop my interdisciplinary major plan and find classes in the HCA and SOAN programs that perfectly fit my desires, needs and goals for my career aspirations. She is nothing but endlessly kind, helpful and understanding of my relatively bad struggles as a learning disabled and physically disabled + mentally ill student and has helped me find financial and academic resources and helped me develop a system of regular check-ins with herself, my boss (Alex Sylvester, equally wonderful, helpful and amazing!) and the FA office as well as my psych practitioner from the SHWC to help with my student debt and my grades and mental well-being so that I can do my best to stay afloat in school. She is amazing!
Freshman	Full-time	Female	My advisor has been the most helpful because she has listened to my goals and provided plans to achieve them.
Freshman	Full-time	Female	my sister who also goes here.
Freshman	Full-time	Female	Using Degreeworks has been the most helpful academic advising tool. I like being able to see all the classes I need to graduate on time in one place.
Freshman	Full-time	Female	My assigned academic advisor
Freshman	Full-time	Female	Everyone.
Freshman	Full-time	Female	Laura Jessup has been helpful with helping me understand bout SOU since I'm the first in my family to go to college and I was never talked about college before.
Freshman	Full-time	Female	My advisor. She helped me pick classes out and answered a few of my questions
Freshman	Full-time	Female	John Gutrich, he was always available to answer all my questions.
Freshman	Full-time	Female	Dr. Lyon, the director of the Honors College has been the most helpful in providing information for how we can further our presence and impact in our community and foster relationships with the other students on campus.
Freshman	Full-time	Female	John Sollinger, Samantha Eaton.
Freshman	Full-time	Female	Edward Derr
Freshman	Full-time	Female	Samantha Eaton is my go to person for academic goals and personal academic problems. She is truly dedicated to students success and well being; It shows.

54 first-year students and 100 seniors responded to the following question in the Academic Advising module:

Regarding academic advising, who has been the most helpful and in what way?

Class	Enrollment	Sex	Response
Freshman	Full-time	Female	My Student Success Coordinator has been helpful in suggesting what classes I need to be taking.
Freshman	Full-time	Female	Teachers, just when they talk about other opportunities during class.
Freshman	Full-time	Female	Professor John Sollinger has been so encouraging and kind.
Freshman	Full-time	Female	My USEM teacher because she sees me the most compared to the other 2. She knows me the best and knows where my goals are set.
Freshman	Full-time	Female	My academic coach, most helpful overall
Freshman	Full-time	Male	Deborah Brown has been very helpful as an advisor. She helped me get a job in Hannon Library which I had previously failed to obtain and has recommended classes which were interesting and engaging.
Freshman	Full-time	Male	my advisor assigned to me
Freshman	Full-time	Male	Ms. Brown
Freshman	Full-time	Male	Karen Bolda because she helped me change my major and helped construct my current schedule.
Freshman	Full-time	Male	Dr. Vicki Purslow has been very helpful in developing my academic plans and goals. She keeps me in mind when presented with opportunities and wants me to succeed.
Freshman	Full-time	Male	Deborah Brown because she is very supportive and provides a lot of good information.
Freshman	Full-time	Male	Mary Partridge, and Danielle Hammer. They have given me good advice, and let me make the final decision without being very pushy.
Freshman	Full-time	Male	My assigned advisor. The only problem is SOU and it's employees really couldn't care less about their students.
Freshman	Full-time	Male	The advisor assigned to me. Deciding on courses and plans
Freshman	Full-time	Male	Christopher Mahan is the one individual that spends the most time assisting me look for classes or give me advice. Brendan Mahan is also one of my biggest mentors.
Freshman	Full-time	Male	My advisors have been most helpful as they know how all the courses relate to each other, and they can tell me how a choice will effect how I go through college.
Freshman	Full-time	Male	My academic advisor, in understanding what classes to take.
Freshman	Full-time	Male	My usem teacher HIM AND HIM ALONE
Freshman	Full-time	Male	Alan Hemmingway, he has given me the most direct help for navigating what I need to do
Freshman	Full-time	Male	Faculty
Freshman	Full-time	Male	My roommate helped me returned to my roots and get me back on track with what I wanted to really do in life.
Freshman	Full-time	Male	Myself
Freshman	Not full-time	Female	Laura Jessup has always shown great care and understanding for all of her students. She has always been there for me and reached out to make sure I am okay and following the path I want to in school and has helped me to identify what path that is and what steps to take. She is an amazing and caring woman, a bad ass teacher too. She deserves a raise!
Freshman	Not full-time	Female	My USEM instructor Danielle Hammer, she has always emphasized that her main goal is helping her students achieve and she follows through on her goals
Freshman	Not full-time	Female	Myslef
Freshman	Not full-time	Female	My mother
Freshman	Not full-time	Male	Edward Derr
Senior	Full-time	Female	Friends and family
Senior	Full-time	Female	Advisor Kayla
Senior	Full-time	Female	Professors to whom I have personally reached out and have given me practical advice for pursuing a similar career.
Senior	Full-time	Female	Kayla Rapet and Jason in Financial Aid
Senior	Full-time	Female	Robin Williams and Melissa Mathewson

54 first-year students and 100 seniors responded to the following question in the Academic Advising module:

Regarding academic advising, who has been the most helpful and in what way?

Class	Enrollment	Sex	Response
Senior	Full-time	Female	Dennis Slattery he's the best advisor! And Dee Fretwell helped me so much in class and I know would be willing to help me in any class.
Senior	Full-time	Female	My access coordinator at disability resources, and my major advisor (who i didn't get until I was a junior)
Senior	Full-time	Female	My major advisor because Dr. Dustin Walcher listens and understands where my thought process is coming from. He is supportive in my decisions and hears me out. He has only given me good advise and helped me along the way.
Senior	Full-time	Female	My academic advisor has been the most helpful as she has been the only person able to answer degree related questions that I needed answered to proceed on with my degree.
Senior	Full-time	Female	Amber Reed is my advisor
Senior	Full-time	Female	Cody Bustamante, in suggesting courses
Senior	Full-time	Female	Hard to say; I was very self-directed
Senior	Full-time	Female	TRIO in every way.
Senior	Full-time	Female	My assigned advisors have been helpful when I reach out for help, but it has become very hard to get in contact with them at times. I have found other students and people in my life to be the most helpful when it comes to actually planning my academic or future goals
Senior	Full-time	Female	Hala Schepmann, often shares internships and opportunities with students.
Senior	Full-time	Female	Advisor
Senior	Full-time	Female	Erica Knotts
Senior	Full-time	Female	Jenny Slawta & Joel Perkins have been the most help. Jenny helped me stay on track and graduate in the 4 years. Joel helped me with my internships and advice on the PT world.
Senior	Full-time	Female	All my advisors equally. As a transfer student I have been very pleased and greatfull for all the education advisors.
Senior	Full-time	Female	Chris had helped me through out my journey!
Senior	Full-time	Female	My Academic Advisor assigned to me has been the most helpful because he has been with me from the start and knows what I am trying to get out of my course schedules.
Senior	Full-time	Female	Dr. Sean McEnroe, one of the history professors, since he offered academic advise for what classes to take, and advise for future professional opportunities
Senior	Full-time	Female	Joan McBee, academic advisor. She has helped me stay on track for successful degree completion.
Senior	Full-time	Female	My advisor Joel Perkins, helped me stay on task and answered questions when I had them.
Senior	Full-time	Female	Bret Anderson and for graduation plans
Senior	Full-time	Female	Faculty within the Honors College
Senior	Full-time	Female	My capstone (senior project) advisor, they have allowed me to ask myself what I want to do in the future.
Senior	Full-time	Female	My degree advisor
Senior	Full-time	Female	Robin putting my roadmap together. Then helping me when classes on my road map were not offered.
Senior	Full-time	Female	Dr. Shanell Sanchez and Dr. David Carter in the criminal justice department. Dr. Carter is my advisor so he has helped me a lot when I needed to see him, and Dr. Sanchez overall cares deeply about her students and we developed a rapport where I could ask questions and discuss my plans for my future.
Senior	Full-time	Female	My academic advisor actively reaches out to me and encourages me to do the same for advice and discussing upcoming terms/goals/assignments, constantly being a reliable source of information and support.
Senior	Full-time	Female	Emily Reeder and Mary Russell-Miller
Senior	Full-time	Female	Anyone that is not my academic major advisor
Senior	Full-time	Female	Robin Williams - always so detailed, organized, and available for help
Senior	Full-time	Female	Dr Reeder, has always been encouraging and clear.

54 first-year students and 100 seniors responded to the following question in the Academic Advising module:

Regarding academic advising, who has been the most helpful and in what way?

Class	Enrollment	Sex	Response
Senior	Full-time	Female	One of my instructors, Dr. Szott, was immensely helpful while I was applying to grad school. She also helped with my advising because my assigned faculty advisor was very difficult to get ahold of and would not reply to my emails for several weeks at a time.
Senior	Full-time	Female	Advisor
Senior	Full-time	Female	peers... but only because the SOU employees don't discuss it
Senior	Full-time	Female	Lea Griess and Emily Reeder have been the most helpful because they know exactly the path I need to take to graduate and have just been big helps in all my time at SOU
Senior	Full-time	Female	My assigned academic advisor has been the most helpful. She helped me figure out what I needed to do and what I could do instead when what I needed was not available.
Senior	Full-time	Female	a professor that I had early in my experience in the psychology department. She has been very helpful in helping me figure out what I want to do post-grad, and given me info for other people I have reached out to who work in the field I am interested in.
Senior	Full-time	Female	Dr. Bill Hughes, Dr. Dustin Walcher and Dr. Bret Anderson have been the most helpful individuals when it came to ensuring that I would be able to enroll in courses and be successful in those courses. The Student Success Coordinator assigned to me never responded to my emails, which almost resulted in me losing thousands of dollars in financial aid that I was entitled to. I found the SSC system entirely unhelpful and at times actively detrimental to my success.
Senior	Full-time	Female	Dr Alena Ruggerio
Senior	Full-time	Female	Kristin Hocevar was really helpful and creative when I wanted to find a way to achieve a Comm minor!
Senior	Full-time	Female	Lea Griess She is a social science student success advisor. She helps me figure out what I need to do to get a bachelors' degree.
Senior	Full-time	Female	Carolina Livi, she goes above and beyond and is the best instructor I've ever had.
Senior	Full-time	Female	McBee, Joan, for pretty much everything.
Senior	Full-time	Female	Susan Faller has been the best advisor, she is quick to respond and goes above and beyond to help with all of my concerns. She always makes time to talk and helps problem solve and eases my anxiety. She has encouraged me every step of the way.
Senior	Full-time	Female	Craig Wright I guess but I do most of those conversations with my UCAM coach Jessie Foster
Senior	Full-time	Female	Erik Palmer because he sends me job applications
Senior	Full-time	Female	My major advisor, Dr. Greene. He has been amazing profesor and advisor. He has helped me be on track with graduation, answered all of my questions and worries about a topic, check-ins with me if we haven't spoken in awhile, and provides resources for me when I need it.
Senior	Full-time	Female	n/a
Senior	Full-time	Female	Professor Reeder
Senior	Full-time	Female	Erica Knotts
Senior	Full-time	Female	Susan Faller is my academic advisor and is incredible. I couldn't have done it without her!
Senior	Full-time	Female	Joan Anderson
Senior	Full-time	Female	Dr. Paul Condon
Senior	Full-time	Female	My TRIO advisor- Chris
Senior	Full-time	Female	Tanya Blakeley was an amazing advisor. She really helped me to pinpoint what my goals are and how I would reach them
Senior	Full-time	Female	Hala Schepmann, she has always had extremely helpful information and has helped my plan out the rest of my time here at SOU. She helped me find an internship that best fits what I want to do with my life and also lines up with the classes I'm taking.
Senior	Full-time	Female	My advisor Bobby Arellano has been very helpful directing me to resources and people relevant to the direction of where I want to go within my major, as well as giving good advice on what classes to take.
Senior	Full-time	Male	Personal faculty mentors

54 first-year students and 100 seniors responded to the following question in the Academic Advising module:

Regarding academic advising, who has been the most helpful and in what way?

Class	Enrollment	Sex	Response
Senior	Full-time	Male	My academic advisor Jessica Piekielek. I meet with her constantly to discuss my progress and look at what my next steps may look like. She has been great at helping me decide what courses to take and which would be of more interest for me. She also checks in with me often to make sure I'm doing well. She's awesome!
Senior	Full-time	Male	My major faculty including my assigned advisor
Senior	Full-time	Male	My faculty advisor and mu success coordinator were amazing. They always make sure that I have the resources that I need and are happy to help with registering for courses.
Senior	Full-time	Male	Environmental Science and Policy Faculty
Senior	Full-time	Male	Maggie Vanderberg and Priscilla Oppenheimer have been the most helpful advisors in the CS program. Most other professors/advisors either ignored my emails or gave me vague, unhelpful answers. Maggie and Priscilla have always given me prompt and helpful assistance.
Senior	Full-time	Male	Cherstin Lyon
Senior	Full-time	Male	My advisor, by always being accessible and giving good advice/ options.
Senior	Full-time	Male	Dr. Gibbs and Dr. Strenio. They have given me a plethora of information regarding the healthcare industry.
Senior	Full-time	Male	Kelly Szott has been the most helpful. She advocates and finds additional resources for me when I was in a time of need. She responds quickly and promptly to my questions and concerns. If it had not been for Kelly, I'm not sure I would have continued at SOU.
Senior	Full-time	Male	Robert Arellano
Senior	Full-time	Male	My academic advisor and my major's department chair.
Senior	Full-time	Male	Mike Stanfill
Senior	Full-time	Male	My faculty mentor. By outlining the options that were available to me.
Senior	Full-time	Male	My advisor Moneeka Settles
Senior	Full-time	Male	My assigned advisor
Senior	Full-time	Male	Dustin Walcher or Jesse Longhurst.
Senior	Not full-time	Female	David Parker!!!
Senior	Not full-time	Female	My assigned academic advisor for my major has been great and super supportive.
Senior	Not full-time	Female	TRiO advisor, Samantha Eaton
Senior	Not full-time	Female	Fellow students since there isn't a clear cut path in the performing arts after graduation.
Senior	Not full-time	Female	Joan Mcbee
Senior	Not full-time	Female	my professors and also my assigned academic advisor
Senior	Not full-time	Female	Anita Caster
Senior	Not full-time	Female	Advisors
Senior	Not full-time	Female	Leah Greiss, Bill Hughes
Senior	Not full-time	Female	Lea Griess
Senior	Not full-time	Female	In the past my academic advisors were prompt and reliable. I felt that they actually cared about me as a person rather than just a student. Currently I cannot say the same and nobody stands out as 'the most helpful'.
Senior	Not full-time	Female	Dr. Charles Welden in helping me with formulating my capstone

54 first-year students and 100 seniors responded to the following question in the Academic Advising module:

Regarding academic advising, who has been the most helpful and in what way?

Class	Enrollment	Sex	Response
Senior	Not full-time	Female	Academic advisor, she was helpful in recommending resources and applicable courses.
Senior	Not full-time	Female	K.C. Sam, and Younghee Kim have been most helpful because I can email them and they get right back to me with the answers I need. I wouldn't be online at SOU if it weren't for K.C. Sam. Younghee Kim has been an awesome advisor as well. She has helped keep me on track with classes I need. She checks in with K.C. Sam when she needs to. I appreciate them both so much
Senior	Not full-time	Female	Moneeka Settles
Senior	Not full-time	Female	Faculty, online degree report, family
Senior	Not full-time	Male	Dr. Erik Palmer
Senior	Not full-time	Male	Professors have been the most helpful in advising both academics and career direction. They have provided useful input into completing coursework and identifying career paths based on my skills and interests.
Senior	Not full-time	Male	Taylor Burke and she responded back to my emails. 2 years of most of the instructors not emailing me back and forcing me to pay tuition after they do not communicate.
Senior	Not full-time	Male	My assigned advisor and DegreeWorks, due to ease of access and succinct information provided which was relevant to coursework needed and potential career or MA paths post BA.
Senior	Not full-time	Male	My assigned advisor for working with me to select best courses each term
Senior	Not full-time	Male	The most helpful advising that I have gotten has been my McNair mentor Fabrizzio Soares. We have spent extensive time learning about how to research, how to write research papers, how the academic process works with applying to graduate places, providing support when I really needed it and always was not judgmental while I wasn't able to work very well during this covid time.

41 seniors responded to the following question in the Senior Transitions module:

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

Class	Enrollment	Sex	Response
Senior	Full-time	Female	Actually provided financial support and guide nice instead of lip service. Stressed academic advising from the beginning, and not swooped in after. I was half done and had taken 20+ classes not required for graduation
Senior	Full-time	Female	Helped me more when I first started attending this institution. It would've been great to come to a conclusion of what I wanted to do with my degree in the first two years. Also, there was a lack of learning for communication skills and business management skills. These skills could be helpful for a career or further education.
Senior	Full-time	Female	No
Senior	Full-time	Female	I honestly don't know, the institution feels very disconnected at the moment and students' needs are not being met. I would say that the worst aspect of it is that students don't know the resources available to them if there even is many. It feels like every project that I want to start as a student gets shut down or there are no resources available to make it happen. As a student that is going into debt to receive an education, it doesn't feel like I am getting much help. It is the worst in departments like the art department which rely on the school's facilities and materials and the art department isn't doing anything to even reach out to art students.
Senior	Full-time	Female	I think if they were more supportive and helpful when it came to advising meetings. Sometimes I would go in confused and leave even more confused because I was told to choose my own classes even when I asked which classes work best together(work load wise). Also, if they would push you more and help you with whatever they have for graduate school. Sometimes I was told I can if I want to go, but I have to do this, this, and this. Instead of working with me, they just told me what to do and gave no guidance.
Senior	Full-time	Female	Better advising when I signed up as a freshman would have helped significantly. I told the general advisors that I would be wrestling that year and they allowed me to sign up for 19 credit hours my very first term of college. The credit hours were almost all STEM courses. I have spent my entire degree trying to fix the extremely low GPA that came out of that term. There are also not very many seminars or meetings explaining the non-academic expectations medical schools have and where students can go to meet those expectations.
Senior	Full-time	Female	No
Senior	Full-time	Female	N/A
Senior	Full-time	Female	Got a different degree to correlate to my long term goal.
Senior	Full-time	Female	cheaper tuition especially with my senior year being on zoom
Senior	Full-time	Female	The institution could have been clearer on BFA options and course sequences in regards to my major, or at least provide an adequate list of professors/faculty to speak with to pursue interest in these options.
Senior	Full-time	Female	If the music education advisor had been more helpful in helping us to get experience
Senior	Full-time	Female	N/A
Senior	Full-time	Female	It would have been helpful to have a faculty advisor who was more involved and could have been a resource while applying to grad school and developing academic plans.

41 seniors responded to the following question in the Senior Transitions module:

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

Class	Enrollment	Sex	Response
Senior	Full-time	Female	some departments are more professional than others. There is an exclusive aspect to each department.... the equity among students and resources is not supported by the faculty. The faculty is unprofessional as well which promotes bias and exclusivity... overall there is a lack of morals and ethics that breeds toxicity and resists any change ... people who speak up are condemned and lose the support of faculty the need for letters of recommendation is used as a manipulative tool to keep students tolerating the lack of professionalism and rampant bias ... there is an "in" crowd and an "out" crowd. It's a very low consciousness and unevolved environment. the faculty and administration have ZERO ACCOUNTABILITY for how they treat students. It's not only unethical it is bad for business and for a school that teaches people how to behave... it is surprising how dysfunctional the leadership and management is to where they just get away with being unprofessional and nothing is done about it for years and years. The university needs to practice what it teaches. I will never be inclined to give back to this institution as an alumni. It did not support me as a student. The EDI here is confusing and misleading. It is stated on the website as though it applies to basic civil rights but does not... they only care about "protected" identities. Favoritism and Discrimination is RAMPANT in this university.
Senior	Full-time	Female	Perhaps the university could help me get a job so I can start a career. Maybe the university could help me also to create a resume.
Senior	Full-time	Female	The biology department doesn't have hardly any funding. I commend the staff for doing what they do with what they have. They are the reason why the school has the reputation of being a hidden gem in the science field. If they had more funding in certain areas they could provide more resources to help more students get into higher education programs. I found out what the budget was for a single class and it was distorted. I pay thousands to be here and a class gets only a few hundred \$ to work with. It's not fair to us or the professors.
Senior	Full-time	Female	Well the creative writing major program is a mess. They only have two professors, and because another professor was busy with his EMDA classes this term and couldn't teach the Novel Writing class, all the graduating students had to find a class outside of the major to fulfill those last 4 upper-division credits. Studio practice is also under-developed as a concept.
Senior	Full-time	Female	More aid with giving tailored scholarships, connecting me with other like-minded individuals.
Senior	Full-time	Female	I didn't feel very supported by SOU through covid. They were too focused on getting folks back to campus, even though it was not safe to do so. I loved my advisor, and TRIO did what they could for me, but this school experience has been so challenging. I felt like I had more support and resources at my other institution, RCC than I did here. I don't feel like SOU put their students or their safety as enough of a priority during covid-19.
Senior	Full-time	Female	There was a lack of fundamental art techniques, instead the main idea is that everything is art and students just produce work to be critiqued. I would have loved to have more structured lessons of basic skills in drawing, painting, sculpture other than just expressing ourselves.
Senior	Full-time	Female	Have more applied theory classes
Senior	Full-time	Male	There was no program for students in the CS program to help them connect to internships, part-time jobs or full-time jobs. Our courses focused heavily on theory, and we rarely addressed applications we'll face in our careers. Change the program's coursework to be far more application driven, and develop assistance programs for CS students to help them be ready for and to find internships and jobs during and after their time at SOU.
Senior	Full-time	Male	Provided me with more networking.
Senior	Full-time	Male	The only reason I am at this "college" is because it's the only one in our area. I need a degree to continue my career, I don't need to be attacked with "social justice". Please stop destroying our youth by indoctrination of socialism, you are causing more harm than good.
Senior	Full-time	Male	N/A

41 seniors responded to the following question in the Senior Transitions module:

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

Class	Enrollment	Sex	Response
Senior	Full-time	Male	Ideally, coordinate with government and state agencies and hold internship fairs or actively involve the university with the agencies and a representative so as to help bridge networking and similar opportunities. I had to appear at the agency I was interested in and inquire for myself; not all students have that confidence or determination, and people with skill and great potential might be passed over because of it. The idea behind a university is that it is preparing the students to integrate into productive members of society and contribute back into the fold, talent and skills. I feel like the university does not actively engage itself in attempts to place the students or help them place, into agencies, and more or less considers its obligation done, once they graduate, as they now have our money.
Senior	Full-time	Male	In the several years of attending SOU, I was unable to participate in any kind of Acting. Living off campus in Medford after moving from out of state, I rarely felt welcome or accepted. My anxiety and depression makes it challenging to impossible to express this at times. I feel my confidence as an actor has diminished, this was not the education experience I wanted.
Senior	Full-time	Male	Require more STEM courses for the environmental science and policy degree. Provide research opportunities that are done in partnership with local research universities.
Senior	Full-time	Male	As a business major; more creative and entrepreneurial practice and experience. Also would have really appreciated an international business &/or relations major/minor.
Senior	Full-time	Male	This institution could have ensured courses have been checked prior to introducing them to students. For example, have others instructors go over the coursework and lectures with each other before putting students in the courses. Some of the courses here have had lacking communication and understanding between the instructors and students on assignments.
Senior	Not full-time	Female	Help find resources outside of class/at the university. Teacher could incorporate more techniques for visual learners such as myself.
Senior	Not full-time	Female	Managed financial burden on students better
Senior	Not full-time	Female	Everything. Probably the biggest thing is completely redo the chemistry department, because they make the classes actually impossible for many students and cause a massive drop out/ school switch rate. Some people actually become suicide risks during gen chem and o chem because of the mental abuse. I know because I was one of them, and I was not alone. There are more people with severe eating disorders on the second floor of the science building than there are in an outpatient clinic, and thats really no coincidence. Secondly, make the biology something more than just a pre-med program and provide research experience outside of cell biology. I tried to help them, and suggested this all before, but they really dont care about their students at all and just want money. This school was the biggest mistake I may have made in my life. Outside of one professor that helped me reach every goal I ever had and made me feel like I actually and some hope in getting into field work. His name was Rob Strahan and they replaced him for no reason. So yea, outside of meeting him and my partner, this school was a nightmare.
Senior	Not full-time	Female	I am very satisfied with how SOU has helped me to prepare to become an elementary teacher.
Senior	Not full-time	Female	NA
Senior	Not full-time	Male	I understand that marketing is a difficult major to teach effectively due to the constant changes to methods and policies occurring in the field. However much of my learning at SOU has been based around traditional media marketing methods that have been adapted to online advertising and marketing. I have learned much more about modern marketing practices from my internships than anything that has been discussed during my courses. Bringing current marketing managers and professionals into class to discuss their roles and methods would be much more helpful and educational than relying on any professors' past experiences alone.

41 seniors responded to the following question in the Senior Transitions module:

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

Class	Enrollment	Sex	Response
Senior	Not full-time	Male	They could do better by emailing students back when forced to go to school online. Or not googling answers to your own class during Zoom. Why am I paying tuition for instructors to not email me back and when asked a question googling it in front of me. Ridiculous that I am forced to go into debt and not have a single advisors ask me about a minor. This was the worst experience I have ever had. After a life threatening injury, instructors made jokes at my expense. But yet it's their word against mine, they keep their jobs and I receive i's and throw thousands of dollars for them to continue their cycle of treating students as a lower class of people. But it's absurd when I just want me degree and not deal with SOU anymore.
Senior	Not full-time	Male	Provided more emphasis on our career office/team, and how to work with them.
Senior	Not full-time	Male	Be outside for outdoor adventure leadership. Practice more what we will do, not only talk about it.
Senior	Not full-time	Male	<p>There could be better support for: 1. Resume/CV building, 2. applying to academic/business internships, 3. better tutoring, 4. communication about services, and 5. computer help. 1. For the Resume/CV building there is the Career Connections with Max (who is fantastic!), but in my humble opinion there should be a required class for students to make a CV and resume before they graduate. 2. For internships it's had to know who to ask for help, I'm sure there is help, but maybe it could be more clear? 3. Integrating tutoring departments together would be good, e.g. tutoring for writing and math are together but computer science tutoring separate for some reason, with it's own different webpage, etc. 4. Communication about services, e.g. McNair or Academic coaches, are not talked about enough. I am in both McNair and have an Academic coach now but I found out about these through word of mouth. There probably has been communication via email or similar but never from a professor nor academic advisor. Faculty and advisors should be communicating about these services, person to person communication is better than an email once a year.</p> <p>5. Computer help. I'm a computer science major, and am pretty proficient with computers, but other students, oh man, I've seen a lot of students struggle with their technology. Not just this year but in past years too. Some examples of the type of problems: downloading Microsoft 360, setting up and using Microsoft Remote Server, how to Use Moodle (right now there is only a virtual flat picture click through that is unhelpful), Moodle is not laid out in a simple way, some Advanced Microsoft Word functions that all students should know, solving crashes/boot up problems, best practice for maintenance. There are some groups on campus that do provide help for computers: (A.) the IT Help Desk, (B.) the Research / Technology Help Desk in the library, (C.) Computer Science Tutoring and (D.) Free IT Training Seminars. You'd think that'd be enough... but what I think is needed is a (F.) technology student tutor center. Let me explain,</p> <p>(A.) IT Help Desk is set up is to solve a quick questions and get you up and going as fast as possible. I've used their services many times, and I've worked there as well, they can come across as being very rude, brushing you off. But they are not at all! They are just set up to solve a different type of question, quick "go here and click this and goodbye" kind of questions, it's very hard to one of these staff to sit down and go through something with you for more than 5 min, I think they're explicitly told not to? For example, downloading Microsoft 360, I've seen people go to the IT Help Center for this and all that is done is they are directed to a website and that's it. I've done it several times for myself and others it's a complex process, a link to a website is not very helpful.</p> <p>(B.) Research / Technology Help Desk in the library, I've used their services many times also. They help with quick questions on computers you check out, computers in the library, or some quick 2min help with a personal computer. A slightly more involved question, they won't help, I've seen many students get very mad about this. It's not the Library Tech Desk's fault though, they are not set up to handle long questions.</p>

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 45 first-year students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Excellent	Full-time	Female	Edward Derr's Diversity Dialogue class has been the best experience so far and he helps us to interact and learn in a way that actually makes me want to learn more.
Excellent	Full-time	Female	Presenting, and talking to others in general. My confidence has skyrocketed and I'm not really anxious when it comes to interacting with peers and teachers.
Excellent	Full-time	Female	Seminar has helped learn many new things and have a different point of view on things by the books that are commended. Such as Twelve Steps to a Compassionate Life and Improv Wisdom.
Excellent	Full-time	Female	The most significant learning experience I have had from this institution has been from my honors courses. Through these courses, we have learned to be more empathetic of other people and their situations and to be more open minded. It has enhanced my college experience to be able to participate in more academically rigorous courses that challenge my thinking.
Excellent	Full-time	Female	Southern Oregon University was my dream college when I was looking for colleges to apply to. Though COVID has made things difficult I learned that I am capable of doing a lot more than I thought. I thank SOU for that, I have become more confident because of it too. I can not wait until on-campus classes start again, to get an even more unique experience.
Excellent	Full-time	Female	My USEm teacher professor Sollinger has continually pushed me to be the best student I can. He could easily tell when I could do better on an assignment even when I couldn't tell and then helped me to do the best work possible. His words of encouragement have forever changed the way I see myself in academics.
Excellent	Full-time	Male	How to better my editing skills in video and audio and how to be a better writer
Excellent	Full-time	Male	It is difficult to answer this question due to the nature of online learning and limited time as a student. I am unsure if I can name one at this point.
Excellent	Full-time	Male	reading my history textbook in Pre-History & Archaeology
Excellent	Full-time	Male	Learning to balance work and school
Excellent	Full-time	Another	I haven't really experienced a significant learning experience at this school yet. I don't know if it's just the classes I'm taking, the fact it's online, or just that I haven't been there long enough but either way there's no experiences that come to mind.
Excellent	Not full-time	Female	Navigating being a first year student in a virtual world. Every teacher and advisor is making the best of a bad situation and the emphasis of forming connections with other students.
Good	Full-time	Female	IIIIIIII don't really know. Um. Maybe that this year has taught me that I'm AWFUL with my time management and now I can work on that.
Good	Full-time	Female	I think my most significant learning experience has been figuring out how to work Zoom and manage my time when school is online.
Good	Full-time	Female	In general, my first year University Seminar classes have been very eye-opening, and I have a good relationship with my professor despite being confined to zoom classes. The books she has us read are eye opening, and I've learned so much about myself and the world we live in.
Good	Full-time	Female	I am an independent learner and being completely online has benefited me because I am able to work on my own at an accelerated pace. The most significant thing to my learning experience is myself, I have self determination and hold myself accountable for my future so I work extremely hard for what I want.
Good	Full-time	Female	The most significant learning experience I have had so far at this institution would have to be when my fellow students and I were assigned to present slideshows about things we are passionate about and how they relate to our future career goals. I learned so much about so many different things that week. How the pandemic has impacted children, the LGBTQ+ community throughout history, workout and diet plans, Italian folktales, the list goes on! It was a very insightful week.
Good	Full-time	Female	I took an environmental science class during Fall term 2020, and it was one of the only times that I've felt like I was learning the same amount that I would be in a classroom. Zoom lectures were structured and organized, the coursework was challenging at times but no impossible, and it was also fun!
Good	Full-time	Female	The most significant learning experience I have had was in my Contemporary Mathematics class because it was the most demanding as far as time goes, so it was very difficult to manage that as well as work, which I tried to have to learn.
Good	Full-time	Female	My most significant learning experience has been the seminar course I chose. The professor has been very helpful with assignments and encourages us to participate and do our best. The class I am in is a good and welcoming environment.
Good	Full-time	Female	Every faculty member I came across helped me through course work or even just what class I should look at for next trimester. The faculty are all very helpful when it comes to anything that does sound confusing.

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 45 first-year students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Good	Full-time	Female	Intro to Statistics had been the most significant because the instructor did a really good job on responding to emails back and would do the math with the students if they are having trouble learning a certain chapter. He taught the course in an organized way that was easy to follow because this class was all online. He did so well on teaching that I got an A in the class when I thought I was going to struggle in the class.
Good	Full-time	Female	It has been a great transition from high school to college.
Good	Full-time	Female	Honestly, I can't pinpoint the most significant learning experience so far. This whole school year has been a blur of stress, mental health issues, and homework. My favorite experience was how understanding and kind all my teachers were about my disability and struggles.
Good	Full-time	Female	The most significant learning experience was my costuming class with Laurie Kurutz. She has been helpful, supportive in these difficult times, and a wonderful teacher!
Good	Full-time	Female	time management and critical thinking.
Good	Full-time	Female	The faculty (outside of my advising professor) really do everything in their power to help you be successful. This has been my experience, especially in not "base level" classes either. Every Professor makes it clear how much they want their students to succeed and it as impacted my learning and motivation significantly.
Good	Full-time	Female	I really enjoyed my intro to acting class. The teacher was engaging and concerned with the wellbeing of every single student. He was conscious and considerate of everyone's backgrounds. It was the closest to in person learning I have received so far at this institution.
Good	Full-time	Female	Before I started my courses at Southern Oregon University, I thought I did not like to read. I was very aware of my passions for many things, but not for books. After being in a class where it seems that all I do is read books, I discovered I adore reading more than most other things. I have always enjoyed collecting knowledge, but I always thought that if I didn't enjoy fictional books, it just meant I did not really enjoy books at all. Elizabeth Whitman introduced me to reading for knowledge. She introduced me to learning and understanding on a level I did have the honor of retaining before enrolling at SOU. I owe my new found hobby and delight to her, my freshman seminar professor.
Good	Full-time	Female	The opportunity to pick my own research topic in my Honors Foundations class.
Good	Full-time	Female	I believe the USEM classes for undergraduates help tremendously. I've been able to apply my skills from the classes and use them in other classes to better my writing in assignments.
Good	Full-time	Female	This year has been pretty interesting taking classes all online, I have never done this but it has been great overall. I have had a pretty nice year, but it just doesn't feel like I'm in college still because I have never stepped foot on the campus but I know it will be a lot better when I get to come in the Fall.
Good	Full-time	Male	Easily it would have to be finally understanding basic music theory after playing so many years without it. Even basic knowledge has flipped my perspective of music and how I listen to it on its head.
Good	Full-time	Male	I have never used a planner in my life but have learned to use one effectively during my first year of college due to the sheer amount of items to keep track of. Also, I have learned to act on my goals and ambitions and to seek help achieving them. I am unafraid to ask for help.
Good	Full-time	Male	Couple key points: - College has vastly improved my organization, time management, quality of work, and motivation. - I find motivation in not wanting to be stressed out of my mind from being behind on coursework - I think having good grades makes me happy
Good	Full-time	Male	My environmental science class taught me volumes about Earth's natural processes. The lectures were interesting and engaging, and the texts assigned had lots of new information for me that I have applied whenever I observe the natural world now.
Good	Full-time	Male	I suppose that as a whole, there's a whole lot of work to do every day online. It's a little draining to spend most of my day in front of a computer screen.
Good	Full-time	Male	Winter term when I got severe burnout and did poorly in my classes. Helped me realize I need to take my classes more seriously than I thought
Good	Not full-time	Male	No thank you.
Fair	Full-time	Female	In my creative writing class we would all share our writing and help each other and support each other and it was really nice. I'd never wanted to write more in my life

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 45 first-year students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Fair	Full-time	Female	I don't want to seem mean, but nothing. It's not the school's fault, or the faculty, or whoever. Online school just is not made for a fair amount of neurodivergent people. It's really really hard to get much of anything out of this year academically because it's hard to connect and experience class over zoom and so I end up in class, rewatching the recording later, rereading the textbook, reading outside sources, watching YouTube videos on the subject. Then having to actually do the homework once I did understand. I'm very smart, I don't have these problems in an in-person class, it's just been too much of a struggle to have to have anything really good or positive about any 1 thing
Fair	Not full-time	Female	Learning how to handle the difficulty of everything a college expects a young adult to do without the resources or guidance necessary. Learning how to work full time to afford college just to spend all my other time working on college and still not understanding or feeling it's worth ALL the money I could be spending on enjoying my life not dreading every school day ahead of me. The professors at this institute are the only thing that kept me going, they are all so sweet and passionate about teaching so please treat your professors and employees with much more respect than all the young people going into debt to attend this school.
Fair	Not full-time	Female	I'm in Brian's MTH243, he nailed the course work and instructions. Made the information accessible and clear. He is very fast in responding to questions and concerns. Give him a raise!
Poor	Full-time	Male	I'm on my own for everything. School doesn't care about me, Or the government. I'm on my own. If something needs to happen I have to make it happen. Any time I reach out to faculty it's a horrible experience.
Poor	Full-time	Male	me

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 75 senior students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Excellent	Full-time	Female	All of my classes have helped me at work. They have developed my leadership skills
Excellent	Full-time	Female	Practicum experiences, holistic learning classes, advisor assistance, and portfolio building.
Excellent	Full-time	Female	The most significant learning experience I have had was conversing with a particular professor about the feasibility of a professional academic career and what achieving such a career would demand.
Excellent	Full-time	Female	My art experience at SOU has introduced me to and given me an understanding of a broad art world and its many facets. This has included many varied opportunities to discover how one does art, researching other artists, understanding how artists are supported and how to navigate that, and how one works as an artist through planning, getting support for, documenting and exhibiting work. It has been a very rich and layered experience.
Excellent	Full-time	Female	As part of the honors college USEM class, I got to do a research project over two terms into anything that interested me, and I found some of my greatest interests that I plan to pursue by doing that project.
Excellent	Full-time	Female	I'm excited to graduate and continue on with my Master's Degree.
Excellent	Full-time	Female	The interaction with teachers and how engage they all were.
Excellent	Full-time	Female	How to become a student and learn for a lifetime.
Excellent	Full-time	Female	The opportunity to be a part of a research team
Excellent	Full-time	Female	I have learned to incorporate new methods, strategies, and skills to my overall life. I have also learned new ways to work with students.
Excellent	Full-time	Female	The most significant learning experience I've had was taking courses that applied outside of the classroom. I really enjoyed the courses I could apply to my future job and I took advantage of learning in those courses.
Excellent	Full-time	Female	The most significant learning experience I had had so far is half day and full day student teaching.
Excellent	Full-time	Female	I was blessed to have a great advisor. And have had taken his classes many times and given the opportunity to be his TA for multiple terms has given me the chance to learn again the material but also really teach the students.
Excellent	Full-time	Female	My experience in my major with professors experienced in the line of work I want to pursue has been very helpful, and the staff and students in my major overall give me a lot of inspiration in each class to do my best.
Excellent	Full-time	Male	The most significant learning experiences are at my job since I plan to continue in education. Perhaps I should've taken a major in education rather than sociology, but I don't regret going through the SOAN program at all.
Excellent	Full-time	Male	Meeting all the people up to this point during my college career has opened more doors for me.
Excellent	Full-time	Male	I have loved SOU wish we were in person and could walk!
Excellent	Full-time	Male	Working in the Providence Medical Center, hands on learning experience that showed me the interior of the healthcare industrial complex.
Excellent	Full-time	Male	I solidified who I am and what I like in life, as well as where my talents lie and what I am capable of.
Excellent	Not full-time	Female	My time spent in the early childhood education program at SOU has been entirely positive so far.
Excellent	Not full-time	Female	Working on a single short story with the same professor over two full quarters.
Excellent	Not full-time	Female	Speaking to peers in break out rooms so we could expand on teachers lesson plans
Excellent	Not full-time	Female	2020/2021 has been an extremely challenging year. As a political science major, it has been a blessing and a curse to be so involved and aware of politics at a time when there has been so much emotion connected to political parties, so much negative posturing and such high stakes when it comes to our ongoing problem of racial inequality. But it has given me a stronger feeling that all voices count no matter how you vote, it has allowed me to be able to support people even though I object to their point of view, and to be able to understand the dangers of rhetoric and the beauty of facts. It helped that as the insurrection unfolded January 6th, I had taken a class on Collective Action which allowed me to put things in perspective. And it helps that my class on terrorism helps to break that incorrect stereotype of what a terrorist is. Timothy McVeigh -the worst single perpetrator of violence on US soil was a disgruntled white man. I am grateful and thankful to my teachers for constantly challenging not only what 'we see', but also 'how' what we see has been orchestrated or reported on.
Excellent	Not full-time	Female	My social psychology class was the most significant learning experience. The class included several activities, such as organizing a fundraiser that I would have never tried if I had not taken the class. It was a very validating and encouraging experience.

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 75 senior students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Excellent	Not full-time	Female	The instructors and academic advisors are extremely responsive and helpful even in an only virtual setting.
Excellent	Not full-time	Female	Gaining self confidence in finding the answers to various problems or ideas by myself first without asking for help right away. I look for the answers and if I can't find what I am looking for or don't understand something, then I ask for help from educators, advisors, and tech support. This school has helped me tremendously in my self confidence. For that, I am most thankful.
Excellent	Not full-time	Female	The hands on learning.
Excellent	Not full-time	Male	I think the most significant learning experience was learning what is valuable to others. Learning how I can apply myself in ways that help others, help myself, and help businesses. Learning about friendship through via collaboration and being in a mutual academic container. Taking leadership with my club. Learning how to best speak up and contribute to classes.
Good	Full-time	Female	The professors at this institution are wonderful. They do a great job connecting with every student and providing the needed support to everybody. They put in there time and effort to teach. Honestly, being President of the Rotaract Club at this institution has been one of the best learning experiences. It has provided me with skills and knowledge that I can use in the future. It has helped me connect with the faculty advisor and members of the community. Joining and taking on a leadership role for this club has been one of the best decisions I made at this institution.
Good	Full-time	Female	Being able to figure things out myself
Good	Full-time	Female	The most significant learning experience I've had so far at this institution was the early classes I took in both of my majors that allowed me to see how much passion I have for these subjects. These were also precovid so I had more connection with professors and the material. I hope to get this back in my capstone classes next year (my senior year)
Good	Full-time	Female	The most significant learning experience would have to be with Practicum and Capstone. I got to have hands-on learning in the field I wanted to have a career in, and my grade was based on experience rather than all paper homework. I work best with my hands and doing physical tasks rather than sitting there doing paper homework. Because I know in my career I will be doing hands-on 98% of the time.
Good	Full-time	Female	This is hard, I feel my classes this year have been the most beneficial, but were not as helpful as they could have been because we had to do 100% remote due to COVID.
Good	Full-time	Female	In lab work experience
Good	Full-time	Female	I have learned how to strengthen my writing and speaking skills. I am able to think much more critically than I did before starting school here, and am able to think about things from multiple different perspectives and know the value in knowing the research and facts behind what I am saying. It has been really nice to read paper I wrote in high school or freshman year here and see how much I've improved and grown in the last few years and see all this hard work is paying off.
Good	Full-time	Female	building relationships with faculty and staff can help a lot with wanting to get jobs after graduation or for helping you figure out what you want to study during college.
Good	Full-time	Female	Studying abroad in Spain
Good	Full-time	Female	Working with Dr Krause in the Snake Research Lab.
Good	Full-time	Female	The whole experience.
Good	Full-time	Female	I really appreciated how the courses in the INL program fit together and fed each other.. I wish there would have been less hurry, especially during the first couple of weeks of each course. Also, I often ran into issues using a chrome book so it would be nice to have had a heads up about what equipment/programs I should have started with. Pearson especially was very complicated to get started with. It was also very inconvenient when they changed the moodle app in the middle of a term.
Good	Full-time	Female	At this university, I have learned how our bodies can work, how to create research proposals, and how to help nonprofit organizations. When I took a yoga class, I learned that my body cannot bend like some of the other classmate can bend their own bodies.
Good	Full-time	Female	Meeting all my friends, which quite literally wouldn't have happened had I not signed up for UCAM my first year and met one of them in the UGS 199 class. That one person introduced me to all of the college friends I still have today.
Good	Full-time	Female	Jackie Apodaca's Auditioning class
Good	Full-time	Male	SOU has highly experienced instructors that value giving us a quality education. I have learned many business related skills that will help me be successful when I open a business. For our capstone we create a business plan, where we get to use all of the skills that we have learned.
Good	Full-time	Male	My Professors are awesome and they are very understanding and super helpful. I will miss them when I graduate them.

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 75 senior students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Good	Full-time	Male	My class on Emotional Intelligence changed my worldview. It has been the best class I have ever taken.
Good	Not full-time	Female	The business courses line up. I appreciate the business faculty and their efforts to create a successful Business Program.
Good	Not full-time	Female	Learning new tech and media skills such as trends in social media, writing HTML and JavaScript languages, and opening my mind to unique ways of thinking about every day concepts. I still fear I'll be underprepared when I graduate though.
Good	Not full-time	Female	Tiffany Morey is a wonderful teacher whose feedback during class was incredibly helpful to me. She did not shy away from in depth feedback and I really appreciate that.
Good	Not full-time	Female	SOU partnered with an organization called Local Innovation Works and they connected me with my internship which has been an amazing learning experience for me.
Good	Not full-time	Female	Taking two Shakespeare courses at once and studying the same play (The Merchant of Venice) from two different angles.
Good	Not full-time	Female	The communication between the professors and myself has been significant to my success.
Good	Not full-time	Female	doing a practicum in the elementary schools. Then coming together with other students to share our experiences for self-reflection and learning from each other.
Fair	Full-time	Female	How to follow the money behind most of life's problems.
Fair	Full-time	Female	Having to teach myself has been interesting. But now I know that when I put my mind to something nothing can hold me back.
Fair	Full-time	Female	All of my methods classes were very helpful and they gave me a lot of insight into what being a good educator means. They also made learning a new instrument a lot easier.
Fair	Full-time	Female	Learning that I am worth more than what the faculty wanted to value me at and to NEVER let the institution bring me down. It doesn't matter how many "A"s you get and how well you perform, it is all a popularity contest with special favors in this university.
Fair	Full-time	Female	Working with your part time adjunct Carolina Livi for microbiology. She helping me and many others with so much. With research, internship, work and teaching style. By far the best more influential professor I've ever had.
Fair	Full-time	Female	Pretty much anything in the business program. All of it is good nothing stands out though. Honestly, I don't really care for college anymore so I am just trying to get by and finish.
Fair	Full-time	Female	I just started- only been 3 terms. Classes are good experience. FA is negative experience.
Fair	Full-time	Male	I haven't had an real significant. SOU is just the local cheap school, and if I didn't want to go thousands of dollars in debt, I would've chosen another spot. The professors here are insanely good, but the other faculty and administrators left things to be desired.
Fair	Full-time	Male	NA
Fair	Full-time	Male	The most significant learning experience I've had so far at this institution is learning how to use my voice and advocate for my own needs.
Fair	Not full-time	Female	The most significant learning experience with my institution would have to be my experience in the American Sign Language class that is offered here. It was by far the most culturally aware and community based class that I have taken here. It was more than just learning about a language, it was about learning the history of the Deaf community and the problems they have faced and still do. I will forever value the 2 years of ASL I have taken here.
Fair	Not full-time	Male	My most significant learning experience at SOU has been in BA 432 Promotion Policy. This course covered more material related to my major and area of study than all other courses that I have taken combined.

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 75 senior students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Fair	Not full-time	Male	Overall experience in one phrase: Too many small struggles but excellent professors. Here is what SOU does right: -good professors, good campus nice trees, good tutors (of the departments who have them), overall like 6.5/10.

There is only so much space to write, I could write at length about all the things that are very good and right and awesome at SOU and write about that for a long time but there is only so much space given to me here so I'm going to spend more time talking about items of improvement. I will say though that the McNair program has absolutely changed my life, it is such a good program.

1. As far as advising is concerned there are class pathways, where there are prerequisite classes for other classes. This can make registration very confusing. Additionally knowing that a certain class is only offered in a particular term, like Calculus 3 is only offered in Spring Term for example, is something that is important to know to plan which classes I take. Instead I have to ask, over and over, my advisors for such questions or go back in look at when they were offered last year, maybe they won't be offered in the same order this year. I also end up asking professors as well. This information should be easy to look up and integrated into the registration process online.

2. Also the financial statements are in an unnecessarily confusing format. There are two columns, charges, and credits. But there can be positive and negative numbers in each column. So a positive number in one column can be a negative amount, i.e. there can be money that is added to one column as a positive number but be charging you money, and there can be a negative number in the other column but it is giving money towards your account. *Please* make it one column. This so convoluted, I really don't understand why this is!

3. Please hire a more diverse faculty, the faculty is not diverse enough.

4. The Hawk food: pricing is fine but is nutritionally empty, you feel empty afterward and don't have any energy afterward. Vs. If I make my own organic sandwich for the same price that will fuel me for way longer. The quality of food is too low.

Poor	Full-time	Female	I did a grade grievance procedure with two assignments from an animal physiology class because I had received what I thought was an unreasonably low grade on both of them. Despite the evidence I provided and comparing rubrics and keys to my work, the council decided the professor's grades were reasonable. I also had an organic chemistry professor not give me any points for a correct answer because I didn't draw the chemical structures but instead wrote their formulas down. She refused to even give me half credit, despite my answer being correct. She then told me that she doesn't always take points off for things like that because "some people would just lose too many points" and that was probably why I hadn't lost points for that before. She would also write our tests in such a way that half of the things on the test we could not recognize as having studied before. These things taught me that academia is a very big scam and I heavily regret picking a professional goal that requires me to endure the BS that is college education. This taught me that GPA and grades are not at all an accurate way of deciding how good of a student someone is or how well they understand what the class taught. Grades only reflect how well a student was able to see how the teacher likes the information to be presented and how best to do that for each teacher they have. This experience has taught me that education needs a serious reform.
Poor	Full-time	Female	Dr Green and the two classes I have had with him. The rest of my classes I can sum up in a sentence or two. Dr. Green's classes on the other hand take an in-depth discussion to explain. His classes are the ones that really had meaning to me.
Poor	Full-time	Female	Then knowledge I have gained through my group dynamics, intro to helping skills, poverty family and policy, heroin in rural America classes will stick with me forever. I also would not have made it through my time here if it weren't for Kelly Szott, my instructor, advisor and mentor. My program leader on the other hand, could use some work.
Poor	Full-time	Female	Understanding how important research is even for an art project. Respecting others' viewpoints, cultural differences and opinions. Working in the community to make a change.

Institutions had the option to select one of four comment prompts to be given at the end of the survey (including after all module and consortium questions), or provide their own prompt. 75 senior students responded to the following:

Please describe the most significant learning experience you have had so far at this institution.

Response to <i>evalexp</i>	Enrollment	Sex	Response
Poor	Full-time	Male	Honestly, I have learned far more on my own time or studying with other students than I ever have in any of my classes. If I could go back in time, I would have just pursued private certifications from Cisco, or gone to coding bootcamps rather than waste time and money here. More often than not, I can find a 10-minute video on YouTube that explains a topic better than a professor can in an hour. Let me remind you that the info on YouTube is free. I actively recommend students thinking of coming to SOU to go elsewhere. I cannot in good faith recommend this university to anyone.
Poor	Full-time	Male	I have learned that no matter what the subject you Plan on learning in a classroom setting, it will all boil down to white people being evil and racist. People with that much hatred and bias should not be allowed to teach. Why would a nutrition class focus on George Floyd?
Poor	Full-time	Male	PREFA
Poor	Not full-time	Female	Biology Club and my work with Rob Strahan (who again was replaced for no reason) are literally the only good experiences this school gave me.
Poor	Not full-time	Male	I learned that you don't get held accountable if you don't respond back. Monkey see monkey do right?