



2022 NSSE Results – Table of Contents

Snapshot 2

Engagement Indicators 6

High-Impact Practices 25

Topical Module Report: First-Year Experiences and Senior Transitions..... 31

Topical Module Report: Academic Advising 44

Frequencies and Statistical Comparisons 59

Respondent Profile 110

Selected Comparison Groups..... 119

Pocket Guide 127

Student Comments 130

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 2022 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	▼	▼

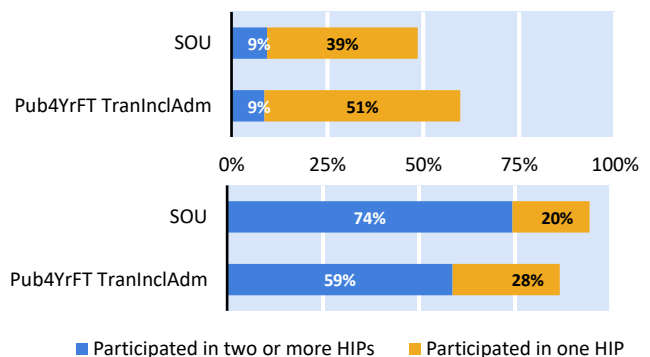
Key:

- ▲ 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, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

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

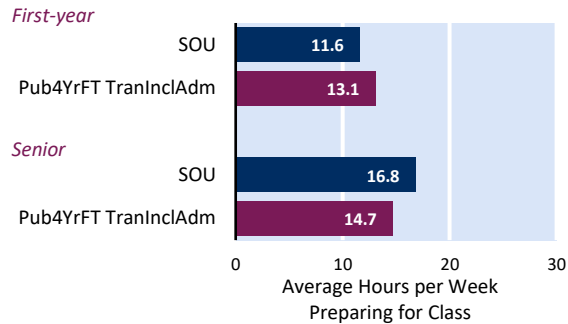


Academic Challenge: Additional Results

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

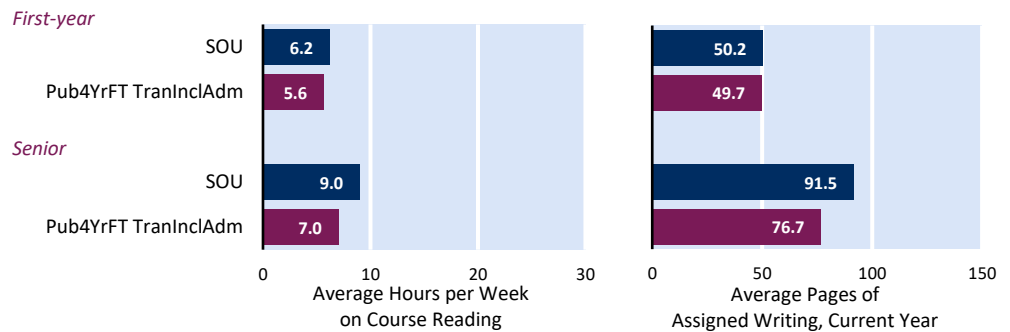
Time Spent Preparing for Class

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



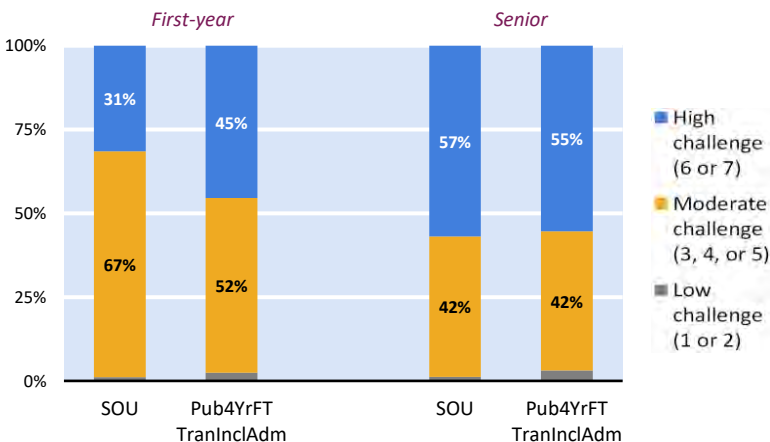
Reading and Writing

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



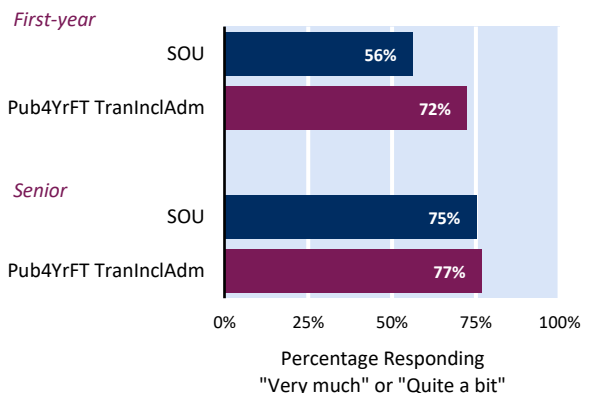
Challenging Students to Do Their Best Work

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



Academic Emphasis

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



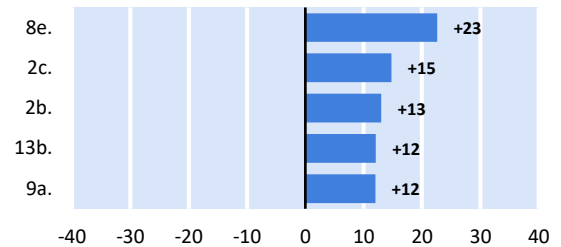
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^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, or equally available to all students. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

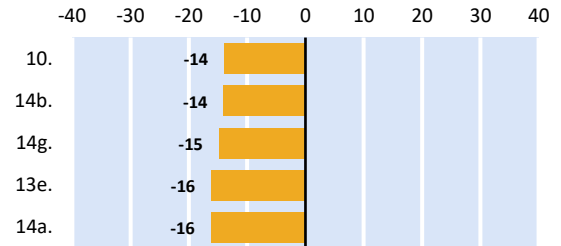
Highest Performing Relative to Pub4YrFT TranInclAdm

- Discussions with...People with a sexual orientation other than your own
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Connected your learning to societal problems or issues^b (RI)
- Quality of interactions with academic advisors^d (QI)
- Identified key information from reading assignments^b (LS)



Lowest Performing Relative to Pub4YrFT TranInclAdm

- Extent to which courses challenged you to do your best work^d
- Institution emphasis on providing support to help students succeed academically^c (SE)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Quality of interactions with other administrative staff and offices (...) ^d (QI)
- Institution emphasis on studying and academic work^c

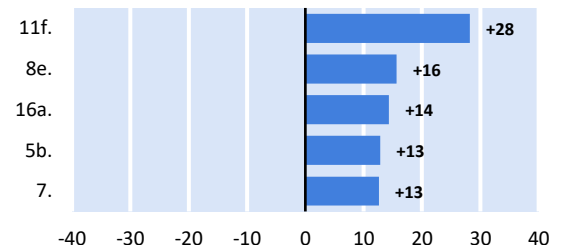


Percentage Point Difference with Pub4YrFT TranInclAdm

Senior

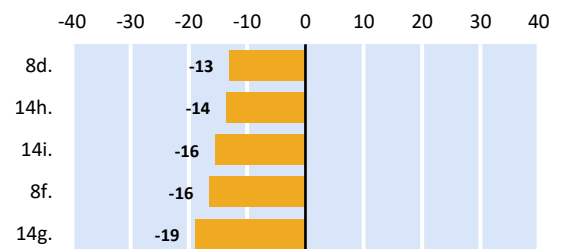
Highest Performing Relative to Pub4YrFT TranInclAdm

- Completed a culminating senior experience (...) (HIP)
- Discussions with...People with a sexual orientation other than your own
- Spent more than 15 hours per week preparing for class
- Instructors taught course sessions in an organized way^c (ET)
- Assigned more than 50 pages of writing^b



Lowest Performing Relative to Pub4YrFT TranInclAdm

- Discussions with... People with political views other than your own^b (DD)
- Institution emphasis on attending campus activities and events (...) ^c (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Discussions with...People from a country other than your own
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^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 certain aspects of 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.

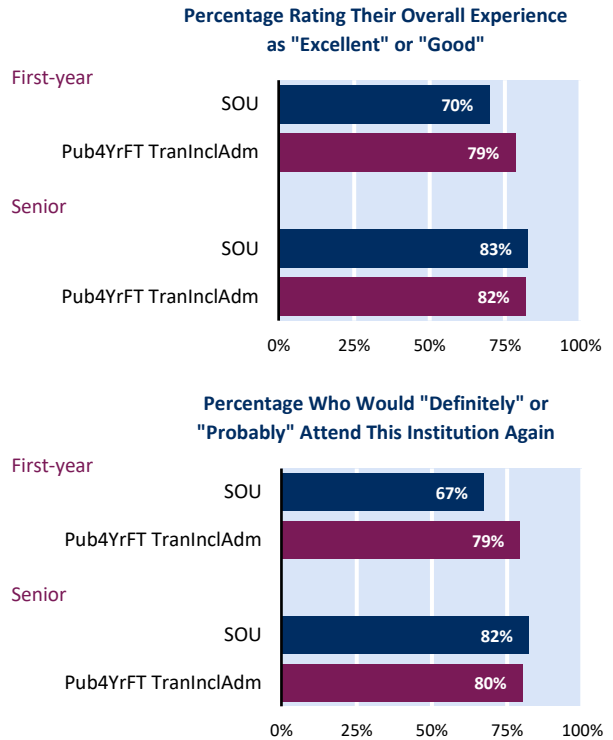
Perceived Gains Among Seniors

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	87%
Writing clearly and effectively	74%
Working effectively with others	72%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	69%
Acquiring job- or work-related knowledge and skills	68%
Speaking clearly and effectively	65%
Analyzing numerical and statistical information	64%
Developing or clarifying a personal code of values and ethics	62%
Solving complex real-world problems	58%
Being an informed and active citizen	57%

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	111	21%	65%	96%
Senior	171	25%	68%	82%

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 & 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

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NSSE 2022

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. The specific items within each EI are listed below, starting on page 5.

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 2021 and 2022 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

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

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Pub4YrFT TranInclAdm	Your seniors compared with PubBal A&S wSomeGrad	Your seniors compared with Pub4YrPrim UG<10000
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▽

Academic Challenge: First-year students

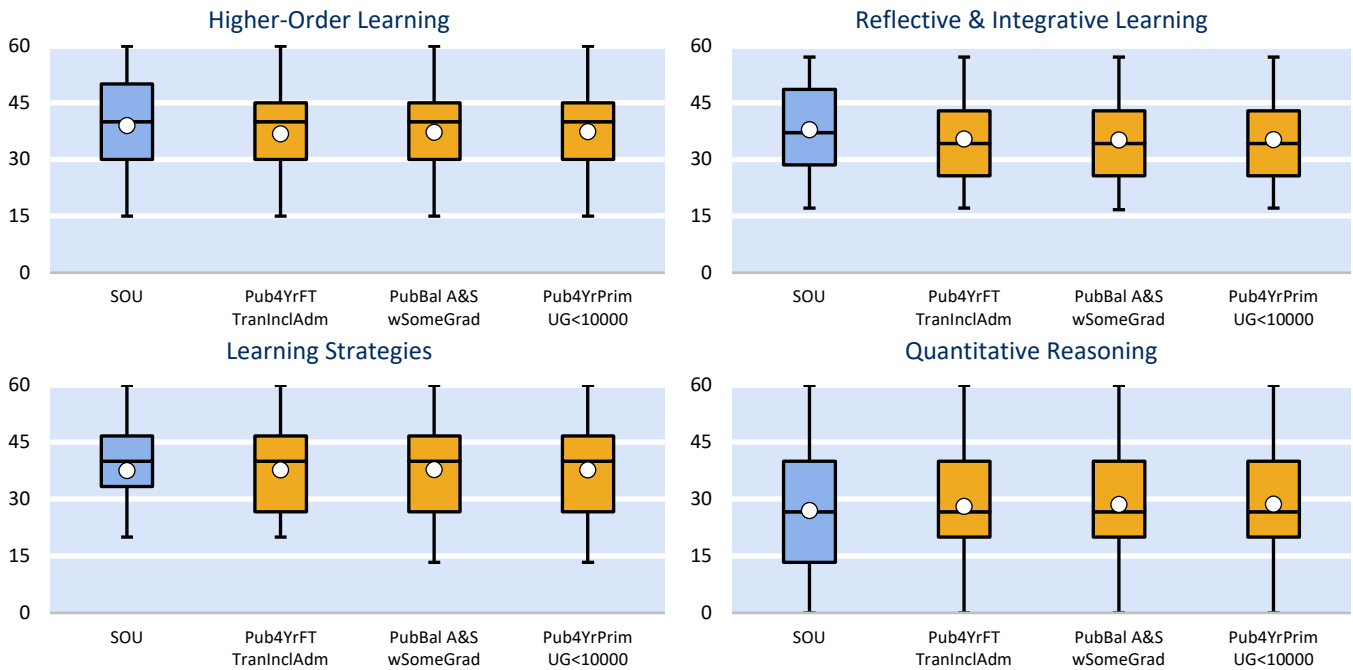
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT	TranInclAdm	PubBal A&S	wSomeGrad	Pub4YrPrim	UG<10000
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	36.8	.16	37.3	.13	37.4	.12
Reflective & Integrative Learning	38.0	35.4	.21	35.2 *	.22	35.3 *	.22
Learning Strategies	37.6	37.7	-.01	37.8	-.01	37.7	-.01
Quantitative Reasoning	27.0	28.1	-.07	28.6	-.10	28.7	-.11

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	54	-11	-12	-13
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+10	+9	+8
4d. Evaluating a point of view, decision, or information source	80	+11	+11	+11
4e. Forming a new idea or understanding from various pieces of information	70	+3	+2	+1
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	60	+9	+9	+8
2b. Connected your learning to societal problems or issues	65	+13	+13	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+15	+14	+16
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+0	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+4	+5	+5
2f. Learned something that changed the way you understand an issue or concept	61	-6	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+8	+8	+6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+12	+10	+10
9b. Reviewed your notes after class	62	-4	-5	-4
9c. Summarized what you learned in class or from course materials	64	-0	-0	-0
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-4	-6	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+3	+3	+3
6c. Evaluated what others have concluded from numerical information	36	-2	-4	-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.

Academic Challenge: Seniors

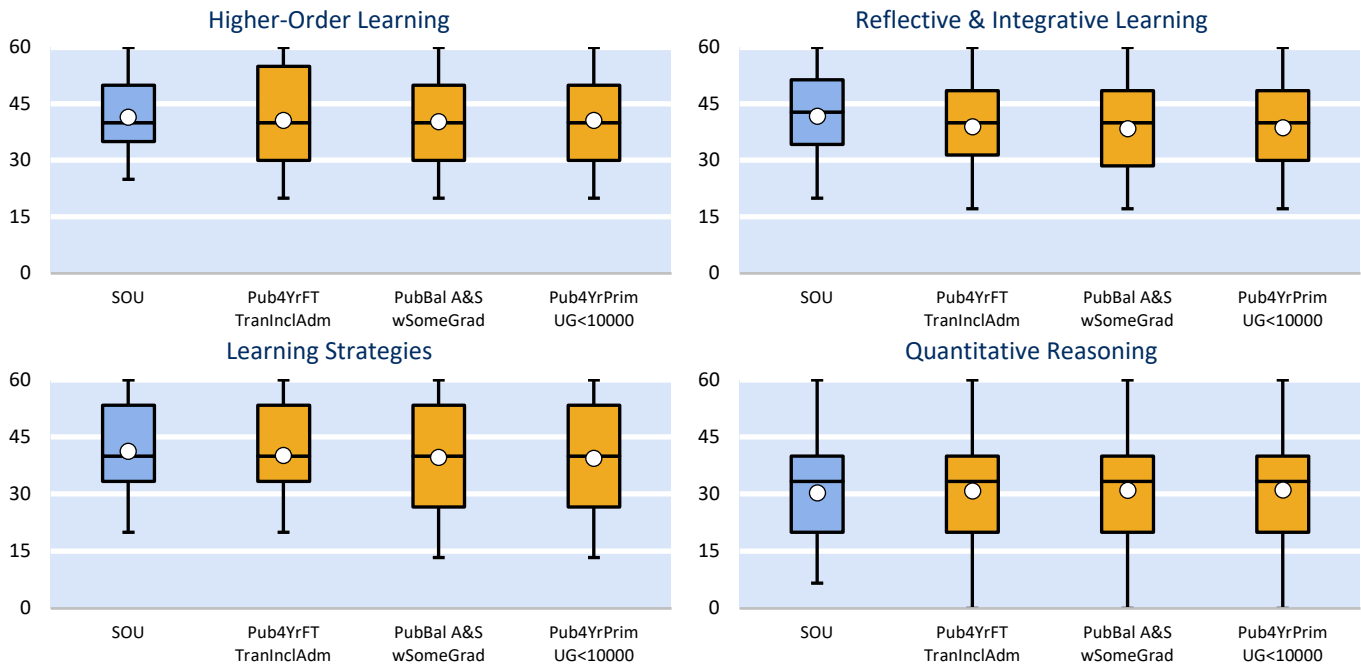
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	41.5	40.7	.06	40.3	.09	40.7	.06
Reflective & Integrative Learning	41.8	39.0 **	.22	38.4 ***	.26	38.7 **	.24
Learning Strategies	41.2	40.1	.08	39.6	.11	39.4	.13
Quantitative Reasoning	30.3	30.8	-.03	31.0	-.04	31.1	-.04

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	75	-2	-0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+8	+9	+8
4d. Evaluating a point of view, decision, or information source	83	+9	+10	+9
4e. Forming a new idea or understanding from various pieces of information	84	+10	+11	+10
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	71	+4	+4	+3
2b. Connected your learning to societal problems or issues	70	+5	+7	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70	+12	+14	+13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	80	+11	+13	+13
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+6	+7	+7
2f. Learned something that changed the way you understand an issue or concept	77	+5	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+6	+7	+5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	+7	+7	+7
9b. Reviewed your notes after class	63	-6	-4	-3
9c. Summarized what you learned in class or from course materials	71	+1	+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.)	57	+1	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	-2	-1	-1
6c. Evaluated what others have concluded from numerical information	50	+3	+3	+3

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

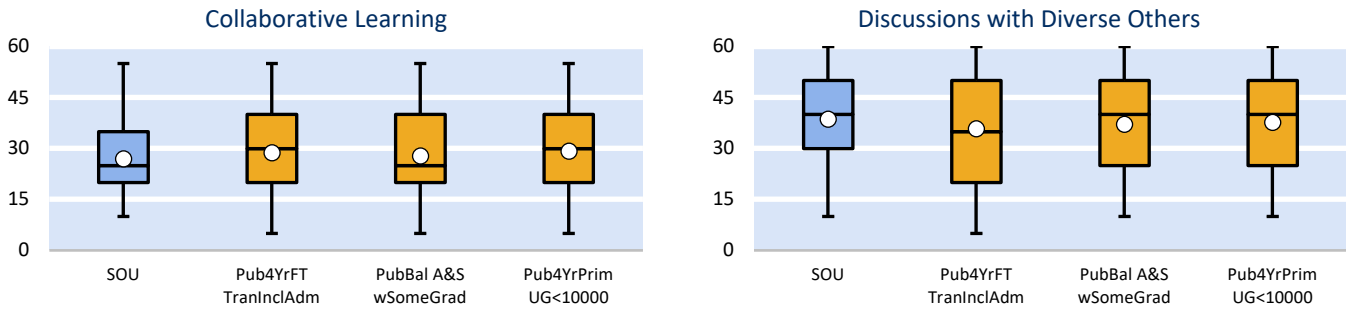
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Mean	Effect size	PubBal A&S wSomeGrad Mean	Effect size	Pub4YrPrim UG<10000 Mean	Effect size
Collaborative Learning	26.9	28.7	-.12	27.7	-.06	29.2	-.16
Discussions with Diverse Others	38.6	35.7	.17	37.0	.10	37.6	.06

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

Score Distributions



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

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				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	29	-14	-12	-14
1c. Explained course material to one or more students	46	-0	+2	-1
1d. Prepared for exams by discussing or working through course material with other students	29	-10	-7	-11
1e. Worked with other students on course projects or assignments	38	-10	-7	-12
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	69	+7	+4	+2
8b. People from an economic background other than your own	75	+11	+9	+7
8c. People with religious beliefs other than your own	67	+10	+6	+4
8d. People with political views other than your own	53	-3	-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.

Learning with Peers: Seniors

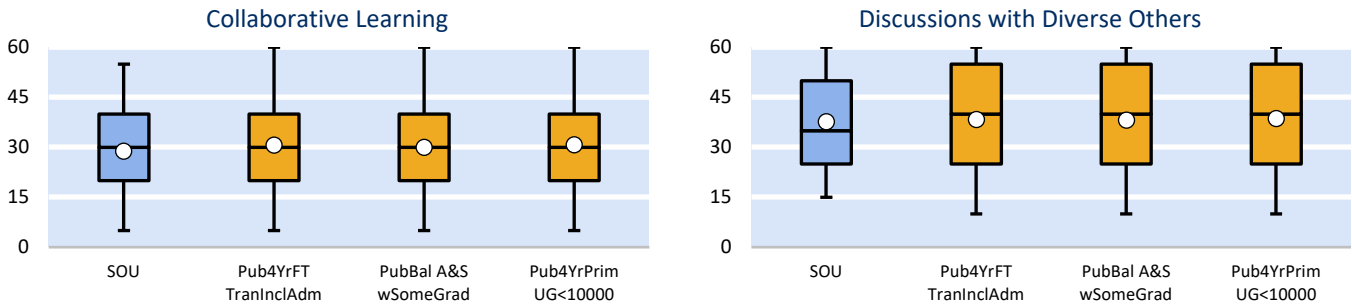
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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	28.9	30.7	-.11	30.0	-.07	30.8	-.13
Discussions with Diverse Others	37.7	38.4	-.04	38.1	-.03	38.6	-.06

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

Score Distributions



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

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.

Item	SOU %	Percentage point difference ^a between your seniors and		
		Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	32	-9	-8	-9
1c. Explained course material to one or more students	57	+3	+5	+4
1d. Prepared for exams by discussing or working through course material with other students	33	-9	-7	-8
1e. Worked with other students on course projects or assignments	56	-2	-1	-5
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	65	-3	-2	-4
8b. People from an economic background other than your own	72	+3	+4	+3
8c. People with religious beliefs other than your own	66	+2	+2	+1
8d. People with political views other than your own	51	-13	-11	-12

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

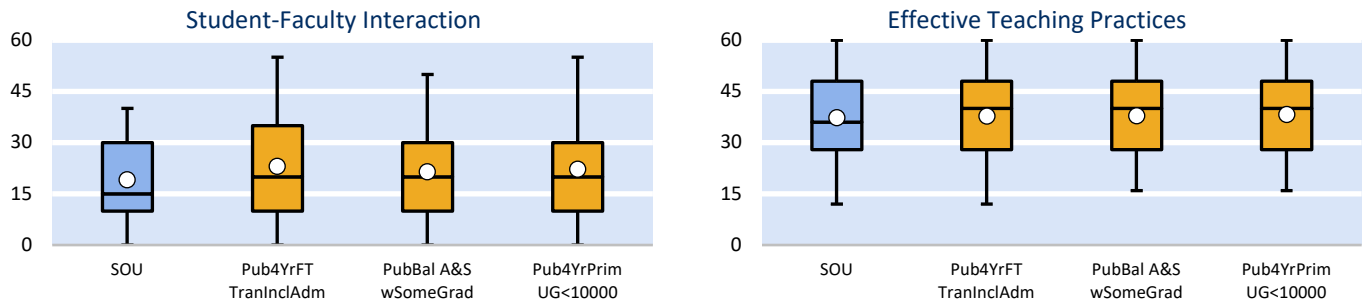
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Effect size	PubBal A&S wSomeGrad Mean	Effect size	Pub4YrPrim UG<10000 Mean	Effect size
Student-Faculty Interaction	19.1	23.1 *	-.26	21.4	-.15	22.2	-.20
Effective Teaching Practices	37.3	37.7	-.03	37.9	-.04	38.2	-.07

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

Score Distributions



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Performance on Indicator Items

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

Student-Faculty Interaction	SOU %	Percentage point difference ^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	33	-8	-4	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-8	-5	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	-13	-11	-12
3d. Discussed your academic performance with a faculty member	32	-5	-0	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-0	-2	-2
5b. Taught course sessions in an organized way	70	+2	+0	-1
5c. Used examples or illustrations to explain difficult points	72	+3	+2	+0
5d. Provided feedback on a draft or work in progress	63	-2	-2	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-9	-8	-10

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

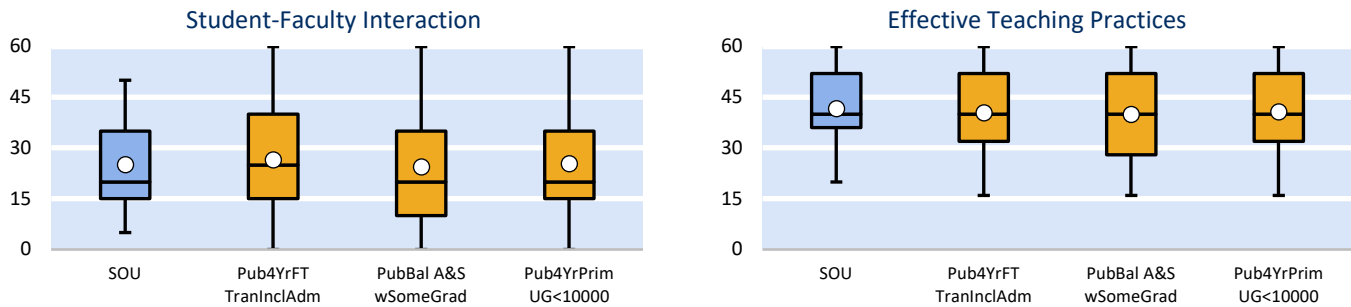
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	25.1	26.4	-.08	24.3	.04	25.3	-.02
Effective Teaching Practices	41.6	40.3	.09	39.9	.12	40.6	.07

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

Score Distributions



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Performance on Indicator Items

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

Student-Faculty Interaction	SOU %	Percentage point difference ^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	47	-1	+4	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-5	-2	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-2	+2	-1
3d. Discussed your academic performance with a faculty member	33	-9	-3	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+3	+4	+3
5b. Taught course sessions in an organized way	87	+13	+13	+11
5c. Used examples or illustrations to explain difficult points	84	+8	+10	+8
5d. Provided feedback on a draft or work in progress	74	+7	+10	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-1	+1	-1

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

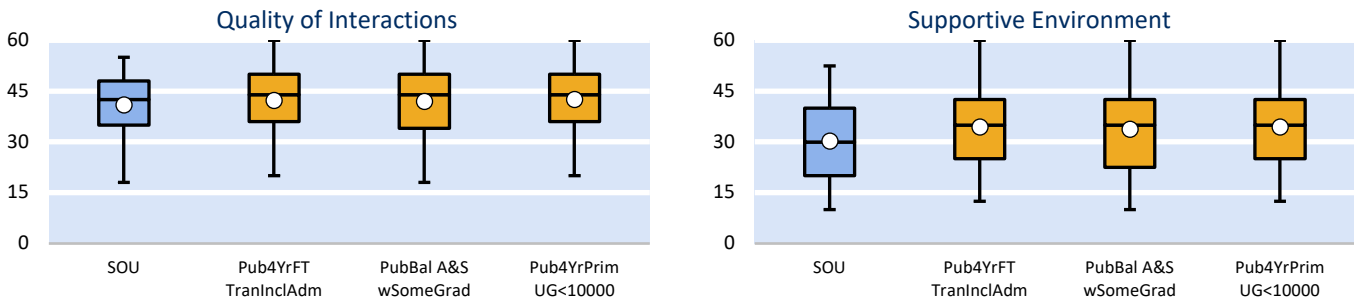
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	41.0	42.3	-.11	42.0	-.08	42.6	-.14
Supportive Environment	30.3	34.5 **	-.30	33.8 *	-.25	34.5 **	-.30

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

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Performance on Indicator Items

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	50	+1	+4	+1
13b. Academic advisors	66	+12	+13	+12
13c. Faculty	47	-2	-2	-3
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-16	-14	-16
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	54	-14	-15	-16
14c. Using learning support services (tutoring services, writing center, etc.)	64	-6	-7	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-1	-2	-2
14e. Providing opportunities to be involved socially	63	-5	-2	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-9	-9	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-15	-13	-14
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-9	-3	-8
14i. Attending events that address important social, economic, or political issues	38	-9	-7	-9

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.

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Campus Environment: Seniors

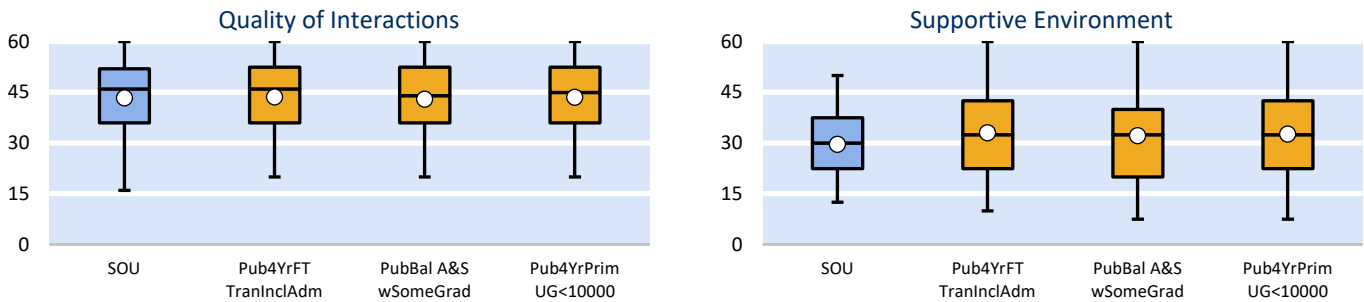
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	43.7	-.02	43.0	.03	43.6	-.01
Supportive Environment	29.7	33.1 ***	-.24	32.3 *	-.18	32.7 **	-.21

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

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Quality of Interactions	SOU %	Percentage point difference ^a between your seniors and		
		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	65	+8	+8	+6
13b. Academic advisors	60	+3	+6	+4
13c. Faculty	68	+9	+11	+9
13d. Student services staff (career services, student activities, housing, etc.)	35	-12	-12	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-5	-3	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-5	-4	-6
14c. Using learning support services (tutoring services, writing center, etc.)	64	-1	-0	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-6	-3	-5
14e. Providing opportunities to be involved socially	59	-6	-3	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+2	+4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	-19	-16	-16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-14	-11	-13
14i. Attending events that address important social, economic, or political issues	31	-16	-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.

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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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	SOU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	39.2	-.02	✓	42.1 *	-.23	
	Reflective and Integrative Learning	38.0	36.9	.09	✓	39.2	-.10	
	Learning Strategies	37.6	39.6	-.14		42.9 ***	-.37	
	Quantitative Reasoning	27.0	30.2	-.21		33.3 ***	-.40	
<i>Learning with Peers</i>	Collaborative Learning	26.9	31.8 ***	-.36		35.4 ***	-.63	
	Discussions with Diverse Others	38.6	39.8	-.08	✓	42.6 *	-.28	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.1	24.3 **	-.35		27.8 ***	-.57	
	Effective Teaching Practices	37.3	40.3 *	-.22		43.3 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	41.0	45.1 **	-.35		48.2 ***	-.58	
	Supportive Environment	30.3	35.9 ***	-.42		39.1 ***	-.66	

Seniors

Theme	Engagement Indicator	SOU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	41.9	-.03	✓	44.2 **	-.21	
	Reflective and Integrative Learning	41.8	40.3	.12	✓	42.8	-.08	✓
	Learning Strategies	41.2	41.1	.01	✓	43.4	-.15	
	Quantitative Reasoning	30.3	32.4	-.13		35.3 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	28.9	34.0 ***	-.35		37.9 ***	-.65	
	Discussions with Diverse Others	37.7	40.4 *	-.17		43.2 ***	-.37	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	28.8 ***	-.23		33.2 ***	-.51	
	Effective Teaching Practices	41.6	41.9	-.02	✓	44.5 **	-.21	
<i>Campus Environment</i>	Quality of Interactions	43.4	45.6 *	-.18		48.0 ***	-.36	
	Supportive Environment	29.7	34.3 ***	-.31		37.4 ***	-.53	

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 2021 and 2022 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 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 = 82)	39.0	13.2	1.46	15	30	40	50	60				
Pub4YrFT TranInclAdm	36.8	13.6	.24	15	30	40	45	60	3,392	2.2	.146	.163
PubBal A&S wSomeGrad	37.3	13.6	.16	15	30	40	45	60	7,767	1.7	.249	.128
Pub4YrPrim UG<10000	37.4	13.4	.11	15	30	40	45	60	14,892	1.6	.284	.119
Top 50%	39.2	13.3	.05	20	30	40	50	60	68,249	-.2	.882	-.016
Top 10%	42.1	13.0	.15	20	35	40	55	60	7,590	-3.0	.037	-.232
Reflective & Integrative Learning												
SOU (N = 91)	38.0	11.9	1.25	17	29	37	49	57				
Pub4YrFT TranInclAdm	35.4	12.3	.20	17	26	34	43	57	3,720	2.5	.052	.206
PubBal A&S wSomeGrad	35.2	12.4	.13	17	26	34	43	57	8,526	2.7	.036	.221
Pub4YrPrim UG<10000	35.3	12.2	.10	17	26	34	43	57	16,227	2.7	.035	.222
Top 50%	36.9	12.1	.05	17	29	37	46	60	68,411	1.1	.395	.089
Top 10%	39.2	11.8	.12	20	31	40	49	60	9,400	-1.2	.319	-.105
Learning Strategies												
SOU (N = 73)	37.6	11.6	1.36	20	33	40	47	60				
Pub4YrFT TranInclAdm	37.7	14.0	.25	20	27	40	47	60	77	-.2	.906	-.012
PubBal A&S wSomeGrad	37.8	14.0	.17	13	27	40	47	60	74	-.2	.882	-.015
Pub4YrPrim UG<10000	37.7	13.9	.12	13	27	40	47	60	73	-.2	.902	-.012
Top 50%	39.6	14.1	.06	20	27	40	53	60	72	-2.0	.151	-.141
Top 10%	42.9	14.3	.13	20	33	40	60	60	73	-5.4	.000	-.374
Quantitative Reasoning												
SOU (N = 76)	27.0	16.2	1.86	0	13	27	40	60				
Pub4YrFT TranInclAdm	28.1	15.6	.28	0	20	27	40	60	3,203	-1.1	.554	-.069
PubBal A&S wSomeGrad	28.6	15.6	.18	0	20	27	40	60	7,338	-1.6	.388	-.100
Pub4YrPrim UG<10000	28.7	15.5	.13	0	20	27	40	60	14,072	-1.7	.347	-.108
Top 50%	30.2	15.3	.06	7	20	27	40	60	71,978	-3.1	.074	-.205
Top 10%	33.3	15.5	.16	7	20	33	40	60	9,368	-6.3	.000	-.403
Learning with Peers												
Collaborative Learning												
SOU (N = 103)	26.9	12.3	1.21	10	20	25	35	55				
Pub4YrFT TranInclAdm	28.7	14.4	.23	5	20	30	40	55	109	-1.8	.157	-.122
PubBal A&S wSomeGrad	27.7	14.5	.15	5	20	25	40	55	105	-.8	.516	-.055
Pub4YrPrim UG<10000	29.2	14.1	.11	5	20	30	40	55	103	-2.3	.063	-.162
Top 50%	31.8	13.9	.06	10	20	30	40	60	102	-4.9	.000	-.355
Top 10%	35.4	13.5	.13	15	25	35	45	60	104	-8.5	.000	-.630
Discussions with Diverse Others												
SOU (N = 75)	38.6	14.3	1.65	10	30	40	50	60				
Pub4YrFT TranInclAdm	35.7	16.5	.30	5	20	35	50	60	3,172	2.9	.135	.175
PubBal A&S wSomeGrad	37.0	16.4	.19	10	25	40	50	60	7,297	1.6	.405	.097
Pub4YrPrim UG<10000	37.6	15.9	.14	10	25	40	50	60	13,971	1.0	.586	.063
Top 50%	39.8	15.1	.06	15	30	40	55	60	57,362	-1.2	.488	-.080
Top 10%	42.6	14.2	.16	20	35	40	55	60	7,507	-4.0	.017	-.278

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 = 90)	19.1	14.3	1.51	0	10	15	30	40				
Pub4YrFT TranInclAdm	23.1	15.4	.26	0	10	20	35	55	3,555	-3.9	.017	-.256
PubBal A&S wSomeGrad	21.4	15.1	.17	0	10	20	30	50	8,143	-2.3	.150	-.153
Pub4YrPrim UG<10000	22.2	15.1	.12	0	10	20	30	55	15,519	-3.1	.056	-.202
Top 50%	24.3	15.1	.08	5	15	20	35	55	34,777	-5.2	.001	-.346
Top 10%	27.8	15.3	.20	5	15	25	40	60	5,968	-8.7	.000	-.569
Effective Teaching Practices												
SOU (N = 81)	37.3	13.8	1.53	12	28	36	48	60				
Pub4YrFT TranInclAdm	37.7	14.3	.25	12	28	40	48	60	3,391	-.4	.782	-.031
PubBal A&S wSomeGrad	37.9	13.8	.16	16	28	40	48	60	7,770	-.6	.691	-.044
Pub4YrPrim UG<10000	38.2	13.6	.11	16	28	40	48	60	14,866	-1.0	.518	-.072
Top 50%	40.3	13.8	.06	16	32	40	52	60	47,743	-3.0	.047	-.220
Top 10%	43.3	13.7	.16	20	36	44	56	60	7,548	-6.1	.000	-.442
Campus Environment												
Quality of Interactions												
SOU (N = 73)	41.0	11.0	1.29	18	35	43	48	55				
Pub4YrFT TranInclAdm	42.3	12.2	.23	20	36	44	50	60	2,964	-1.4	.347	-.111
PubBal A&S wSomeGrad	42.0	12.4	.15	18	34	44	50	60	6,704	-1.0	.484	-.082
Pub4YrPrim UG<10000	42.6	12.0	.11	20	36	44	50	60	12,956	-1.6	.245	-.136
Top 50%	45.1	11.9	.06	22	38	48	54	60	38,233	-4.1	.003	-.346
Top 10%	48.2	12.5	.15	23	42	50	60	60	7,409	-7.2	.000	-.578
Supportive Environment												
SOU (N = 74)	30.3	11.7	1.36	10	20	30	40	53				
Pub4YrFT TranInclAdm	34.5	13.8	.25	13	25	35	43	60	3,066	-4.2	.010	-.303
PubBal A&S wSomeGrad	33.8	13.9	.17	10	23	35	43	60	7,043	-3.5	.032	-.251
Pub4YrPrim UG<10000	34.5	13.7	.12	13	25	35	43	60	13,428	-4.2	.009	-.305
Top 50%	35.9	13.6	.07	13	26	38	45	60	43,385	-5.7	.000	-.416
Top 10%	39.1	13.3	.19	18	30	40	50	60	4,951	-8.8	.000	-.665

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 = 145)	41.5	11.2	.93	25	35	40	50	60				
Pub4YrFT TranInclAdm	40.7	13.9	.19	20	30	40	55	60	157	.8	.383	.060
PubBal A&S wSomeGrad	40.3	14.1	.12	20	30	40	50	60	150	1.2	.199	.086
Pub4YrPrim UG<10000	40.7	13.9	.09	20	30	40	50	60	147	.8	.373	.060
Top 50%	41.9	13.7	.05	20	35	40	55	60	145	-.4	.700	-.026
Top 10%	44.2	13.1	.15	20	35	45	60	60	152	-2.7	.005	-.207
Reflective & Integrative Learning												
SOU (N = 158)	41.8	11.3	.90	20	34	43	51	60				
Pub4YrFT TranInclAdm	39.0	12.9	.17	17	31	40	49	60	5,710	2.8	.007	.218
PubBal A&S wSomeGrad	38.4	13.0	.11	17	29	40	49	60	162	3.3	.000	.257
Pub4YrPrim UG<10000	38.7	12.9	.08	17	30	40	49	60	24,746	3.0	.003	.235
Top 50%	40.3	12.5	.04	20	31	40	50	60	77,725	1.5	.127	.121
Top 10%	42.8	11.7	.14	23	34	43	51	60	7,393	-1.0	.302	-.083
Learning Strategies												
SOU (N = 141)	41.2	13.5	1.13	20	33	40	53	60				
Pub4YrFT TranInclAdm	40.1	14.4	.20	20	33	40	53	60	5,115	1.1	.353	.079
PubBal A&S wSomeGrad	39.6	14.7	.13	13	27	40	53	60	12,230	1.6	.186	.112
Pub4YrPrim UG<10000	39.4	14.7	.10	13	27	40	53	60	22,011	1.9	.129	.128
Top 50%	41.1	14.6	.05	20	33	40	53	60	93,355	.2	.893	.011
Top 10%	43.4	14.2	.11	20	33	40	60	60	15,888	-2.2	.068	-.154
Quantitative Reasoning												
SOU (N = 142)	30.3	14.9	1.25	7	20	33	40	60				
Pub4YrFT TranInclAdm	30.8	16.8	.24	0	20	33	40	60	151	-.5	.717	-.028
PubBal A&S wSomeGrad	31.0	16.6	.15	0	20	33	40	60	145	-.6	.617	-.038
Pub4YrPrim UG<10000	31.1	16.7	.11	0	20	33	40	60	143	-.7	.553	-.045
Top 50%	32.4	16.5	.05	7	20	33	40	60	104,365	-2.1	.125	-.129
Top 10%	35.3	16.0	.15	7	20	33	47	60	12,270	-5.0	.000	-.314
Learning with Peers												
Collaborative Learning												
SOU (N = 165)	28.9	14.1	1.10	5	20	30	40	55				
Pub4YrFT TranInclAdm	30.7	15.6	.21	5	20	30	40	60	5,913	-1.8	.149	-.114
PubBal A&S wSomeGrad	30.0	15.7	.13	5	20	30	40	60	14,246	-1.1	.373	-.070
Pub4YrPrim UG<10000	30.8	15.4	.10	5	20	30	40	60	25,773	-1.9	.107	-.126
Top 50%	34.0	14.6	.05	10	25	35	45	60	82,067	-5.1	.000	-.352
Top 10%	37.9	13.7	.13	15	30	40	50	60	10,702	-9.0	.000	-.655
Discussions with Diverse Others												
SOU (N = 140)	37.7	14.9	1.25	15	25	35	50	60				
Pub4YrFT TranInclAdm	38.4	16.3	.23	10	25	40	55	60	5,142	-.7	.606	-.044
PubBal A&S wSomeGrad	38.1	16.5	.15	10	25	40	55	60	12,277	-.5	.730	-.029
Pub4YrPrim UG<10000	38.6	16.2	.11	10	25	40	55	60	22,105	-1.0	.477	-.060
Top 50%	40.4	15.9	.05	15	30	40	55	60	93,601	-2.7	.042	-.171
Top 10%	43.2	15.1	.16	20	35	45	60	60	9,420	-5.6	.000	-.369

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 = 151)	25.1	13.6	1.10	5	15	20	35	50				
Pub4YrFT TranInclAdm	26.4	16.7	.23	0	15	25	40	60	164	-1.4	.219	-.083
PubBal A&S wSomeGrad	24.3	16.5	.14	0	10	20	35	60	156	.7	.521	.043
Pub4YrPrim UG<10000	25.3	16.7	.11	0	15	20	35	60	153	-.3	.814	-.016
Top 50%	28.8	16.2	.08	5	15	25	40	60	152	-3.7	.001	-.229
Top 10%	33.2	16.1	.22	10	20	35	45	60	163	-8.2	.000	-.510
Effective Teaching Practices												
SOU (N = 146)	41.6	12.3	1.01	20	36	40	52	60				
Pub4YrFT TranInclAdm	40.3	14.6	.20	16	32	40	52	60	157	1.3	.212	.089
PubBal A&S wSomeGrad	39.9	14.6	.13	16	28	40	52	60	150	1.7	.089	.120
Pub4YrPrim UG<10000	40.6	14.4	.09	16	32	40	52	60	148	1.0	.340	.068
Top 50%	41.9	14.1	.05	16	32	40	56	60	146	-.3	.754	-.023
Top 10%	44.5	13.6	.13	20	36	44	56	60	150	-2.9	.006	-.211
Campus Environment												
Quality of Interactions												
SOU (N = 131)	43.4	12.9	1.12	16	36	46	52	60				
Pub4YrFT TranInclAdm	43.7	12.4	.18	20	36	46	53	60	4,742	-.3	.793	-.023
PubBal A&S wSomeGrad	43.0	12.7	.12	20	36	44	53	60	11,252	.4	.720	.032
Pub4YrPrim UG<10000	43.6	12.3	.09	20	36	45	53	60	20,333	-.2	.870	-.014
Top 50%	45.6	12.3	.05	22	38	48	56	60	72,110	-2.2	.040	-.180
Top 10%	48.0	12.5	.09	22	40	50	60	60	21,649	-4.6	.000	-.365
Supportive Environment												
SOU (N = 140)	29.7	11.8	1.00	13	23	30	38	50				
Pub4YrFT TranInclAdm	33.1	14.7	.21	10	23	33	43	60	152	-3.4	.001	-.236
PubBal A&S wSomeGrad	32.3	14.9	.14	8	20	33	40	60	144	-2.6	.010	-.176
Pub4YrPrim UG<10000	32.7	14.6	.10	8	23	33	43	60	142	-3.1	.003	-.209
Top 50%	34.3	14.7	.06	10	23	35	45	60	140	-4.6	.000	-.310
Top 10%	37.4	14.5	.18	13	28	38	48	60	148	-7.7	.000	-.534

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 2022
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 has the potential to be very influential and rewarding (Kilgo et al., 2015; 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 Social Identities and Experiences (p. 6)

Displays your students' participation in each HIP by selected student social identities and experiences.

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 social identities and experiences. 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.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence *Higher Education*, 69, 509-525.

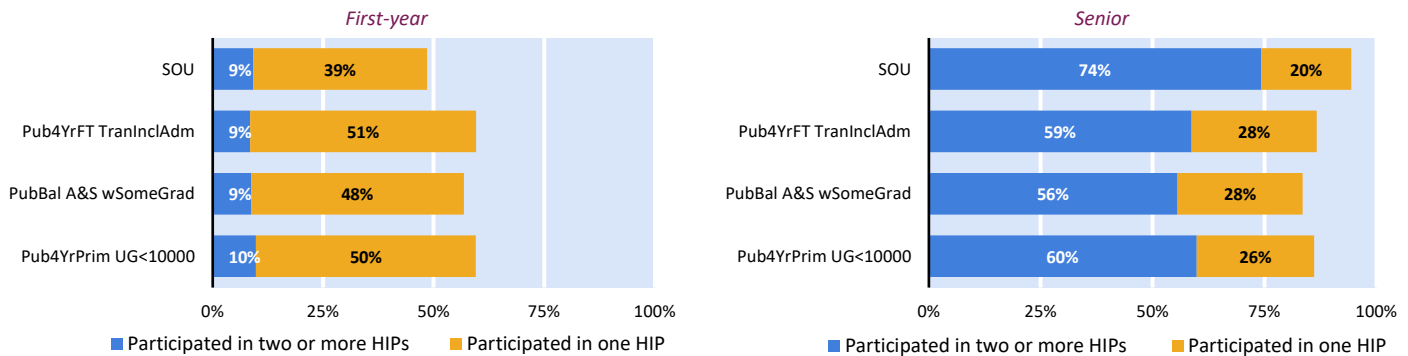
Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.

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	-.23	-7	-.15	-10	-.21	
Learning Community	7	-2	-.08	-3	-.12	-4	-.15	
Research with Faculty	6	+1	.04	+1	.06	+1	.04	
Participated in at least one	49	-11	-.22	-8	-.17	-11	-.22	
Participated in two or more	9	+1	.02	+0	.02	-1	-.02	
<i>Senior</i>								
Service-Learning	63	-3	-.06	+3	.07	+0	.00	
Learning Community	23	-0	-.01	+1	.04	+0	.00	
Research with Faculty	34	+12	*** .27	+13	*** .29	+12	*** .27	
Internship or Field Exp.	51	+4	.08	+9	* .19	+3	.06	
Study Abroad	9	+4	* .15	+3	.13	+3	.10	
Culminating Senior Exp.	72	+28	*** .58	+26	*** .54	+24	*** .50	
Participated in at least one	94	+8	** .27	+11	*** .36	+8	** .28	
Participated in two or more	74	+16	*** .33	+19	*** .40	+14	*** .31	

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).

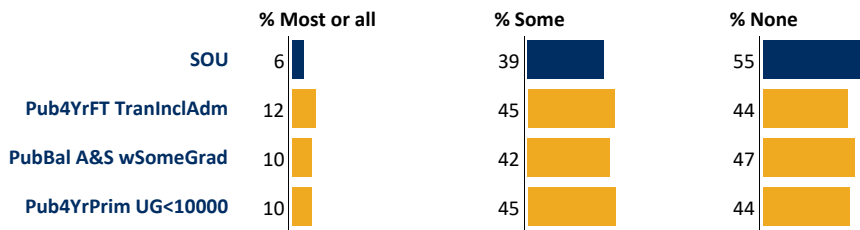
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

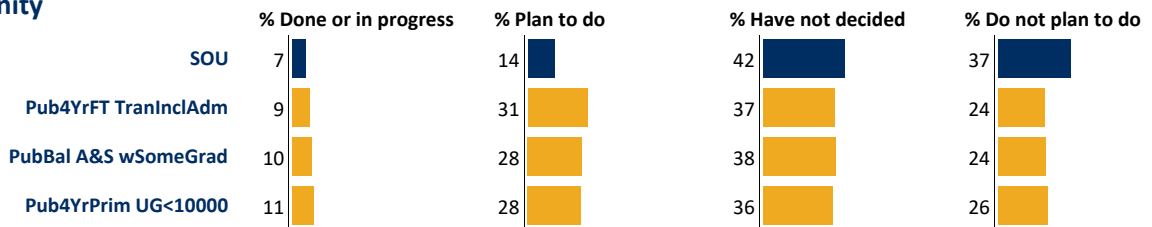
Service-Learning

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



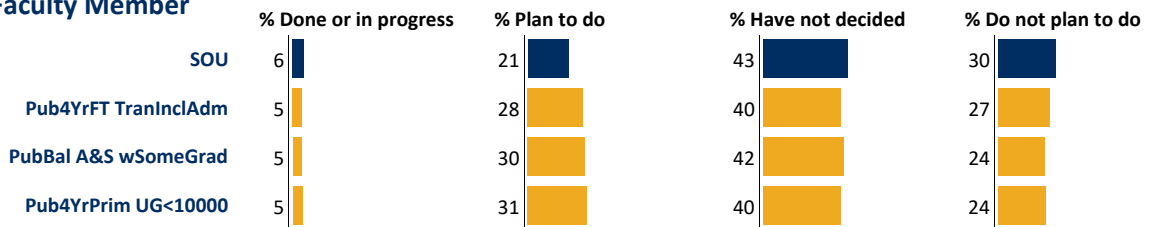
Learning Community

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.



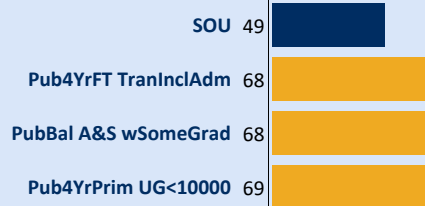
Plans to Participate^a

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"

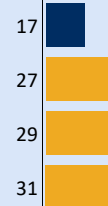
Internship or Field Experience

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



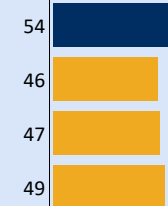
Study Abroad

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.).



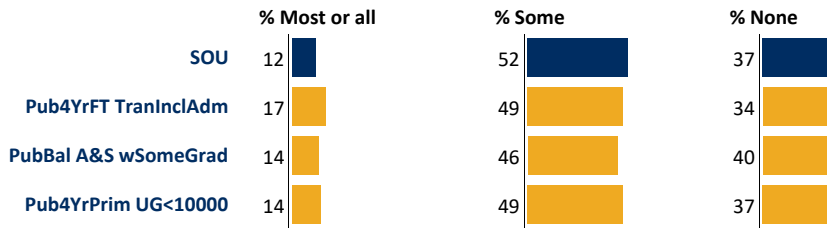
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

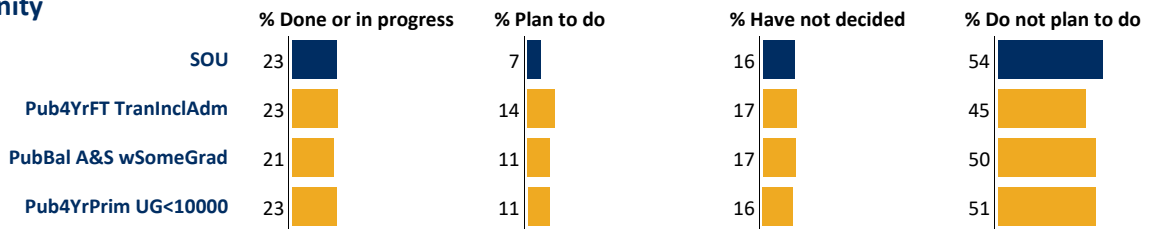
Service-Learning

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



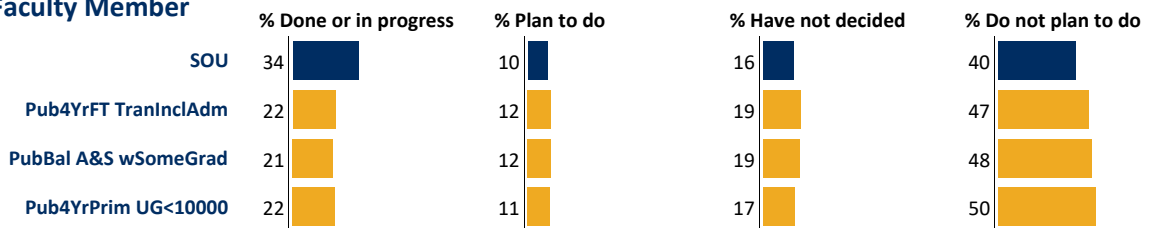
Learning Community

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



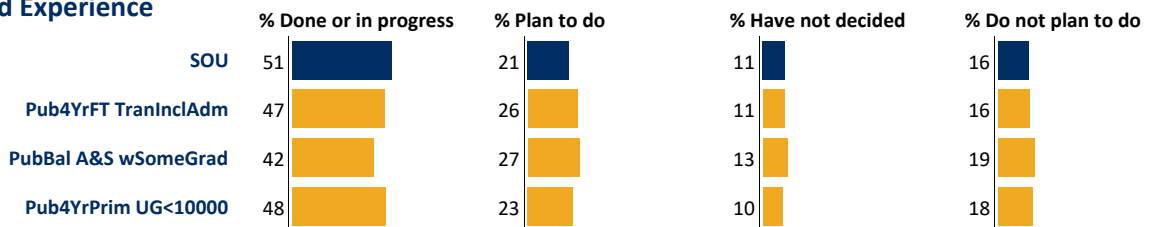
Research with a Faculty Member

Work with a faculty member on a research project.



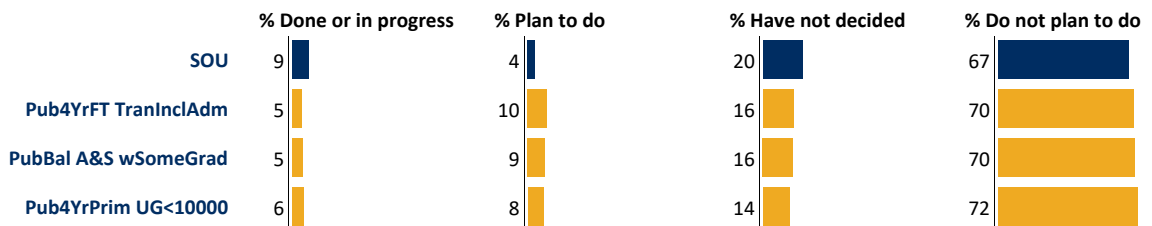
Internship or Field Experience

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



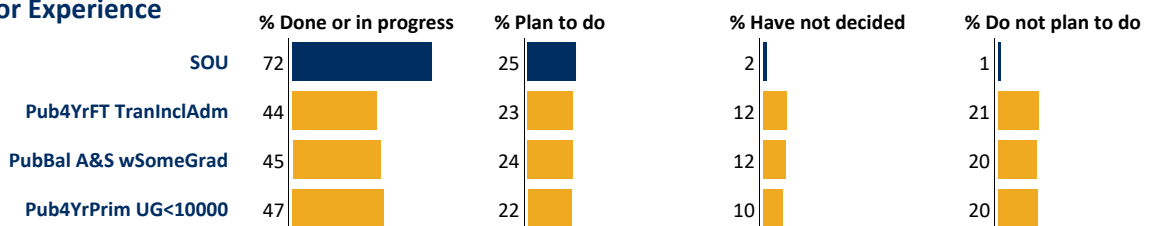
Study Abroad

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 Social Identities and Experiences

The table below displays the percentage of your students who participated in each HIP by selected student social identities and experiences. 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
Institution-reported sex^a	%	%	%	%	%	%	%	%	%
Female	38	12	4	69	23	32	59	11	76
Male	59	0	10	53	24	39	34	5	63
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	42	5	5	65	21	37	52	8	69
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	25	8	0	67	25	42	75	8	92
Age									
FY < 21, Seniors < 25	40	7	5	67	20	35	61	17	82
FY 21+, Seniors 25+	—	—	—	63	26	32	47	3	63
First-generation^b									
Continuing generation	41	8	8	69	22	40	51	12	72
First-generation	48	10	3	59	26	25	56	6	71
Enrollment status^a									
Not full-time	—	—	—	61	21	24	41	7	54
Full-time	41	8	6	66	24	36	56	10	76
Residence									
Not on campus	64	14	0	61	25	31	55	9	72
On campus	35	6	8	76	19	43	48	10	67
Major category^c									
Arts & humanities	40	5	0	57	13	26	39	13	70
Biological sciences, agriculture, natural res.	—	—	—	56	38	63	69	19	75
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	64	27	0	77	13	27	40	7	67
Business	—	—	—	73	27	33	40	7	60
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	—	—	—	94	53	24	82	6	71
Engineering	—	—	—	—	—	—	—	—	—
Health professions	—	—	—	—	—	—	—	—	—
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	45	7	6	63	23	34	51	9	72

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.

Race/ethnicity labels are based on IPEDS reporting requirements.

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 2022 Topical Module Report

First-Year Experiences & 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.

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.

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First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	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	2	5	187	6	2.7	2.7	.00
		2	Sometimes	25	43	1,408	41			
		3	Often	21	34	1,239	34			
		4	Very often	12	19	689	19			
		Total		60	100	3,523	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	3	6	98	3	2.8	2.8	.03
		2	Sometimes	17	27	1,110	32			
		3	Often	26	45	1,604	46			
		4	Very often	14	23	691	19			
		Total		60	100	3,503	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	2	3	183	5	2.8	2.7	.08
		2	Sometimes	21	37	1,279	37			
		3	Often	25	40	1,364	39			
		4	Very often	12	20	684	19			
		Total		60	100	3,510	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	3	4	316	9	2.5	2.6	-.03
		2	Sometimes	31	51	1,477	42			
		3	Often	19	33	1,171	33			
		4	Very often	7	12	537	16			
		Total		60	100	3,501	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	0	0	35	1	3.2	3.0	.26
		2	Sometimes	11	19	803	23			
		3	Often	23	40	1,695	48			
		4	Very often	26	41	970	28			
		Total		60	100	3,503	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	6	9	175	5	2.6	2.8	-.21
		2	Sometimes	22	38	1,209	34			
		3	Often	22	38	1,378	39			
		4	Very often	10	15	736	22			
		Total		60	100	3,498	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	1	1	139	4	3.3	3.5	-.16
		2	2	17	28	483	15			
		3	3	18	31	1,157	33			
		4	4	16	28	1,162	32			
		5	5	5	7	404	12			
		6	Very difficult	3	5	161	5			
Total		60	100	3,506	100					
b. Managing your time	FYSfy02b	1	Not at all difficult	1	1	163	5	4.2	3.8 *	.33
		2	2	6	11	424	12			
		3	3	14	21	869	25			
		4	4	13	23	995	28			
		5	5	12	20	619	18			
		6	Very difficult	14	24	435	12			
Total		60	100	3,505	100					

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Getting help with school work	FYSfy02c	1	Not at all difficult	7	11	469	14	3.2	3.0	.19
		2	2	11	17	846	24			
		3	3	18	30	1,073	31			
		4	4	16	27	657	18			
		5	5	5	9	302	9			
		6	Very difficult	3	5	158	4			
		Total		60	100	3,505	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	11	18	655	20	2.9	2.8	.08
		2	2	16	27	865	25			
		3	3	10	19	975	27			
		4	4	15	25	624	17			
		5	5	4	6	233	7			
		6	Very difficult	3	5	151	4			
		Total		59	100	3,503	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	16	26	645	18	2.0	2.2	-.21
		2	Sometimes	29	47	1,768	50			
		3	Often	14	26	847	24			
		4	Very often	1	1	239	7			
		Total		60	100	3,499	100			
b. Academic advisors	FYSfy03b_16	1	Never	33	53	1,385	40	1.6	1.9	-.25
		2	Sometimes	19	33	1,359	39			
		3	Often	7	12	579	16			
		4	Very often	1	2	165	5			
		Total		60	100	3,488	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	38	63	1,537	45	1.5	1.8 **	-.37
		2	Sometimes	17	27	1,173	33			
		3	Often	4	8	568	16			
		4	Very often	1	2	213	6			
		Total		60	100	3,491	100			
d. Friends or other students	FYSfy03d_16	1	Never	8	13	293	9	2.6	2.7	-.08
		2	Sometimes	23	37	1,113	32			
		3	Often	13	24	1,330	38			
		4	Very often	16	26	760	21			
		Total		60	100	3,496	100			
e. Family members	FYSfy03e_16	1	Never	36	60	1,191	35	1.7	2.1 **	-.36
		2	Sometimes	13	20	1,222	34			
		3	Often	5	8	711	20			
		4	Very often	6	11	369	10			
		Total		60	100	3,493	100			
f. Other persons or offices	FYSfy03f_16	1	Never	44	70	2,027	58	1.4	1.6	-.20
		2	Sometimes	10	18	959	27			
		3	Often	4	7	357	11			
		4	Very often	2	4	150	4			
		Total		60	100	3,493	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
4. During the current school year, did you take a course intended for first-year students as described below?^j										
<i>(Comparison data are limited to NSSE 2022.)</i>										
a. A course that introduces students to college and helps develop success skills (study skills, goal setting, time management, etc.)	FYSfycourse <i>(Means indicate the percentage who responded "Yes.")</i>	Yes		29	50	2,289	64	50%	64% *	-.30
		No		23	40	829	25			
		Unsure		7	10	369	10			
		Total		59	100	3,487	100			
b. A first-year seminar or other course focused on a specialized topic or academic subject that emphasizes discussion and analysis	FYSfyseminar <i>(Means indicate the percentage who responded "Yes.")</i>	Yes		48	78	2,434	66	78%	66%	.27
		No		7	13	666	22			
		Unsure		5	9	385	12			
		Total		60	100	3,485	100			
5a. During the current school year, have you seriously considered leaving this institution?^j										
	FYSfy04a <i>(Means indicate the percentage who responded "Yes.")</i>	No		38	59	2,383	68	41%	32%	.19
		Yes		22	41	1,094	32			
		Total		60	100	3,477	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
5b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)										
	FYSfy04b_1_16	—	Academics are too difficult	2	9	210	20			
	FYSfy04b_2_16	—	Academics are too easy	1	3	52	5			
	FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	6	29	209	20			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	16	72	379	35			
	FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)	1	6	189	18			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	5	20	237	22			
	FYSfy04b_7_16	—	Too much emphasis on partying	1	3	68	6			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	4	16	240	21			
	FYSfy04b_9_16	—	Relations with faculty and staff	3	13	134	13			
	FYSfy04b_10_16	—	Relations with other students	4	17	247	22			
	FYSfy04b_11_16	—	Campus climate, location, or culture	6	27	281	26			
	FYSfy04b_12_16	—	Unsafe or hostile environment	5	20	68	6			
	FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	11	49	544	49			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	10	48	160	15			
6. How important is it to you that you graduate from this institution?										
	FYSfy05	1	Not important	9	16	170	5	3.9	5.0 ***	- .71
		2	2	5	9	110	3			
		3	3	8	13	224	7			
		4	4	11	18	465	14			
		5	5	10	17	535	16			
		6	Very important	17	27	1,970	55			
			Total	60	100	3,474	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	Pub1stYrSrTran<10000	SOU	Pub1stYrSrTran<10000	SOU	Pub1stYrSrTran<10000			
FYSfy01a	59	2.67	2.67	.110	.017	0.84	0.85	2,627	.987	.00
FYSfy01b	59	2.84	2.81	.111	.015	0.85	0.77	2,613	.795	.03
FYSfy01c	59	2.78	2.71	.105	.016	0.80	0.83	2,617	.528	.08
FYSfy01d	59	2.52	2.55	.099	.017	0.76	0.86	2,609	.797	-.03
FYSfy01e	59	3.22	3.03	.098	.015	0.75	0.74	2,613	.054	.26
FYSfy01f	59	2.60	2.78	.112	.017	0.85	0.84	2,607	.105	-.21
FYSfy02a	59	3.27	3.46	.149	.023	1.14	1.14	2,614	.218	-.16
FYSfy02b	59	4.23	3.78	.181	.027	1.38	1.35	2,612	.012	.33
FYSfy02c	59	3.21	2.96	.170	.026	1.30	1.32	2,614	.150	.19
FYSfy02d	57	2.90	2.79	.185	.027	1.40	1.35	2,611	.530	.08
FYSfy03a_16	59	2.03	2.20	.099	.016	0.76	0.82	2,610	.118	-.21
FYSfy03b_16	59	1.64	1.86	.103	.017	0.79	0.86	2,598	.054	-.25
FYSfy03c_16	59	1.50	1.84	.098	.018	0.75	0.92	2,601	.005	-.37
FYSfy03d_16	59	2.63	2.71	.134	.018	1.02	0.90	60	.580	-.08
FYSfy03e_16	59	1.70	2.06	.134	.019	1.03	0.98	2,604	.006	-.36
FYSfy03f_16	59	1.44	1.61	.103	.017	0.79	0.84	2,604	.135	-.20
FYSfycourse ^k	58	.497	.644	.0664	.0095	--	--	--	.022	-.30
FYSfyseminar ^k	59	.778	.659	.0547	.0094	--	--	--	.056	.27
FYSfy04a ^k	59	.409	.317	.0648	.0092	--	--	--	.132	.19
FYSfy05	59	3.91	4.95	.234	.029	1.80	1.45	60	.000	-.71

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. Do you expect to graduate this spring or summer?										
	FYSsr01_16	No		49	38	1,299	30			
		Yes		80	62	3,673	70			
		Total		129	100	4,972	100			
1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?										
	FYSsr01a	—	Full-time employment	38	48	2,199	62			
		—	Part-time employment	7	9	219	5			
		—	Graduate or professional school	20	24	690	18			
		—	Military service	0	0	21	1			
		—	Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	0	0	12	0			
		—	Internship (paid or unpaid)	2	2	158	4			
		—	Travel or gap year	6	8	149	4			
		—	No plans at this time	1	1	146	4			
		—	Other, please specify:	6	7	88	2			
		Total		80	100	3,682	100			
1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?^j										
	FYSsr01b	No		19	43	1,167	49	57%	51%	.47
		(Means indicate the percentage who responded "Yes.")	Yes, I will start a new job	8	17	563	24			
			Yes, I will continue in my current job	18	40	669	28			
			Total	45	100	2,399	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	2	2	202	5	3.0	3.1	-.10
		2	Some	22	27	757	21			
		3	Quite a bit	33	42	1,371	37			
		4	Very much	23	28	1,330	37			
		Total		80	100	3,660	100			
3. Do you intend to work eventually in a field related to your major(s)?^j										
	FYSsr03	Yes		117	90	4,332	87	90%	87%	.28
		(Means indicate the percentage who responded "Yes.")	No	2	1	175	4			
			Unsure	10	8	435	9			
			Total	129	100	4,942	100			
4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?^j										
	FYSsr04	Yes		36	29	939	19	29%	19% **	.01
		(Means indicate the percentage who responded "Yes.")	No	58	44	2,680	54			
			Unsure	34	27	1,319	27			
			Total	128	100	4,938	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	
				Count	%	Count	%	Mean	Mean	Effect size ^d
5. Do you plan to start your own business (nonprofit or for-profit) someday?^j										
	FYSsr05	Yes		29	22	1,063	21	22%	21%	.79
		No		59	45	2,481	50			
		Unsure		41	33	1,392	29			
		Total		129	100	4,936	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	0	0	37	1	3.4	3.4	.04
		2	Some	9	7	455	9			
		3	Quite a bit	53	42	1,939	38			
		4	Very much	65	51	2,486	52			
			Total	127	100	4,917	100			
b. Creative thinking and problem solving	FYSsr06b	1	Very little	0	0	28	1	3.5	3.5	.10
		2	Some	4	3	369	8			
		3	Quite a bit	52	42	1,890	38			
		4	Very much	71	55	2,627	54			
			Total	127	100	4,914	100			
c. Research skills	FYSsr06c	1	Very little	2	2	79	2	3.3	3.2	.08
		2	Some	14	11	770	16			
		3	Quite a bit	54	44	1,993	40			
		4	Very much	56	44	2,073	43			
			Total	126	100	4,915	100			
d. Clear writing	FYSsr06d	1	Very little	1	1	52	1	3.4	3.3	.09
		2	Some	14	11	577	12			
		3	Quite a bit	46	36	2,011	40			
		4	Very much	65	52	2,276	47			
			Total	126	100	4,916	100			
e. Persuasive speaking	FYSsr06e	1	Very little	3	2	160	4	3.1	3.1	-.06
		2	Some	32	26	1,046	21			
		3	Quite a bit	46	37	1,900	38			
		4	Very much	44	35	1,813	38			
			Total	125	100	4,919	100			
f. Technological skills	FYSsr06f	1	Very little	7	5	134	3	2.9	3.1 **	-.24
		2	Some	29	23	968	19			
		3	Quite a bit	56	44	2,012	40			
		4	Very much	34	28	1,806	38			
			Total	126	100	4,920	100			
g. Financial and business management skills	FYSsr06g	1	Very little	20	16	751	15	2.4	2.6 **	-.22
		2	Some	54	44	1,677	33			
		3	Quite a bit	36	28	1,458	30			
		4	Very much	16	12	1,031	22			
			Total	126	100	4,917	100			
h. Entrepreneurial skills	FYSsr06h	1	Very little	34	27	1,024	20	2.1	2.4 **	-.28
		2	Some	52	42	1,734	35			
		3	Quite a bit	25	19	1,222	25			
		4	Very much	15	11	933	20			
			Total	126	100	4,913	100			

NSSE 2022 First-Year Experiences & Senior Transitions

Frequencies and Statistical Comparisons: Senior Transitions

Southern Oregon University

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYrSrTran<10000		SOU	Pub1stYrSrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
i. Leadership skills	FYSsr06i	1	Very little	6	4	157	3	3.1	3.2	-.16
		2	Some	25	22	817	17			
		3	Quite a bit	45	35	1,772	35			
		4	Very much	50	39	2,165	45			
			Total	126	100	4,911	100			
j. Networking and relationship building	FYSsr06j	1	Very little	8	6	256	5	2.9	3.0	-.11
		2	Some	30	25	1,079	23			
		3	Quite a bit	46	37	1,810	36			
		4	Very much	40	32	1,770	36			
			Total	124	100	4,915	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	10	8	116	3	3.0	3.2 *	-.22
		2	Some	17	15	801	17			
		3	Quite a bit	59	47	2,019	41			
		4	Very much	38	30	1,968	40			
			Total	124	100	4,904	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	26	21	762	16	2.6	2.7	-.12
		2	Some	34	27	1,332	27			
		3	Quite a bit	36	29	1,513	30			
		4	Very much	29	23	1,293	26			
			Total	125	100	4,900	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	9	7	163	4	3.0	3.1	-.18
		2	Some	24	20	915	19			
		3	Quite a bit	54	44	1,964	39			
		4	Very much	37	30	1,856	38			
			Total	124	100	4,898	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	17	13	408	9	2.6	2.8 **	-.26
		2	Some	43	35	1,356	28			
		3	Quite a bit	37	30	1,684	34			
		4	Very much	26	22	1,434	29			
			Total	123	100	4,882	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										
	FYSsr09_21	Yes		57	46	1,455	29	46%	29% ***	.00
		No		62	50	2,968	61			
		Unsure		5	4	453	9			
		Total		124	100	4,876	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 33 seniors. Responses are provided in your NSSE22 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	Pub1stYrSrTran<10000	SOU	Pub1stYrSrTran<10000	SOU	Pub1stYrSrTran<10000			
FYSsr01b ^k	45	.569	.514	.0749	.0110	--	--	--	.467	.11
FYSsr02	79	2.96	3.05	.091	.016	0.81	0.89	3,146	.362	-.10
FYSsr03 ^k	127	.905	.873	.0262	.0051	--	--	--	.283	.10
FYSsr04 ^k	126	.289	.190	.0406	.0060	--	--	--	.005	.23
FYSsr05 ^k	127	.223	.213	.0371	.0062	--	--	--	.794	.02
FYSsr06a	125	3.44	3.41	.056	.010	0.63	0.69	4,450	.680	.04
FYSsr06b	125	3.52	3.46	.050	.010	0.55	0.66	134	.205	.10
FYSsr06c	124	3.30	3.24	.065	.012	0.72	0.77	4,446	.390	.08
FYSsr06d	124	3.39	3.33	.064	.011	0.72	0.72	4,447	.320	.09
FYSsr06e	123	3.05	3.10	.076	.013	0.84	0.85	4,449	.537	-.06
FYSsr06f	124	2.94	3.13	.076	.012	0.85	0.81	4,454	.009	-.24
FYSsr06g	124	2.37	2.59	.080	.015	0.90	0.99	132	.009	-.22
FYSsr06h	124	2.15	2.44	.086	.016	0.95	1.02	131	.001	-.28
FYSsr06i	124	3.09	3.22	.079	.013	0.88	0.83	4,445	.085	-.16
FYSsr06j	122	2.94	3.04	.082	.013	0.91	0.88	4,446	.236	-.11
FYSsr07a	122	2.99	3.17	.080	.012	0.89	0.80	4,439	.015	-.22
FYSsr07b	123	2.55	2.68	.096	.016	1.07	1.03	4,436	.191	-.12
FYSsr07c	122	2.96	3.11	.079	.013	0.88	0.84	4,433	.056	-.18
FYSsr07d	121	2.59	2.84	.089	.014	0.97	0.94	4,415	.005	-.26
FYSsr09_21 ^k	122	0.46	0.29	.0453	.0070	--	--	--	.000	.34

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. You may not see all of these symbols in your report.

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NSSE 2022 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.

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.

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First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	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		1	1	295	5	3.0	2.4 ***	.53
		1 1		4	6	1,237	19			
		2 2		15	23	1,952	29			
		3 3		22	32	1,669	25			
		4 4 or more		25	39	1,382	21			
		— Not applicable		0	0	58	1			
		Total		67	100	6,593	100			
b. Academic advisor(s) available to any student	AAD01b	0 0		20	29	1,921	29	1.8	1.6	.15
		1 1		11	14	1,272	20			
		2 2		13	20	1,252	19			
		3 3		10	15	997	15			
		4 4 or more		12	20	863	13			
		— Not applicable		1	2	255	4			
		Total		67	100	6,560	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0		30	42	2,613	40	1.2	1.3	-.08
		1 1		12	19	1,215	19			
		2 2		14	22	1,112	17			
		3 3		5	8	705	11			
		4 4 or more		4	7	563	9			
		— Not applicable		2	3	343	6			
		Total		67	100	6,551	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0		43	63	3,243	49	0.9	1.0	-.11
		1 1		5	7	1,075	16			
		2 2		9	15	815	13			
		3 3		6	10	547	8			
		4 4 or more		4	6	527	8			
		— Not applicable		0	0	336	6			
		Total		67	100	6,543	100			
e. Success or academic coach	AAD01e	0 0		46	64	3,824	58	0.8	0.9	-.08
		1 1		5	9	740	11			
		2 2		5	8	602	9			
		3 3		7	11	541	8			
		4 4 or more		2	4	462	7			
		— Not applicable		2	3	385	6			
		Total		67	100	6,554	100			
f. Peer advisor or mentor	AAD01f	0 0		39	56	3,056	47	1.0	1.2	-.08
		1 1		7	10	950	14			
		2 2		5	8	843	12			
		3 3		4	7	651	10			
		4 4 or more		8	13	700	10			
		— Not applicable		4	6	359	6			
		Total		67	100	6,559	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Other, please specify:	AAD01g	0	0	1	28	200	37			
		1	1	2	72	29	6			
		2	2	0	0	31	6			
		3	3	0	0	38	6			
		4	4 or more	0	0	137	23			
		—	Not applicable	0	0	136	23			
			Total	3	100	571	100			
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?]										
	AAD02		No	0	0	14	9			
			Yes	0	0	107	84			
			Unsure	0	0	10	7			
			Total	0	0	131	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	0	0	349	5	2.9	2.9	.06
		2	Some	18	26	1,566	24			
		3	Quite a bit	32	49	2,787	42			
		4	Very much	14	22	1,656	25			
		—	Not applicable	2	3	143	3			
			Total	66	100	6,501	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	3	4	321	5	2.9	2.9	.03
		2	Some	13	19	1,615	25			
		3	Quite a bit	36	55	2,778	42			
		4	Very much	11	20	1,635	25			
		—	Not applicable	1	1	121	2			
			Total	64	100	6,470	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	5	7	361	5	2.8	2.9	-.21
		2	Some	18	26	1,507	23			
		3	Quite a bit	29	46	2,592	40			
		4	Very much	11	17	1,816	28			
		—	Not applicable	3	4	186	3			
			Total	66	100	6,462	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	8	12	502	8	2.7	2.9	-.18
		2	Some	18	26	1,525	24			
		3	Quite a bit	24	38	2,570	39			
		4	Very much	14	22	1,726	27			
		—	Not applicable	2	3	140	2			
			Total	66	100	6,463	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	23	35	1,470	23	2.2	2.4	-.19
		2	Some	13	19	1,804	28			
		3	Quite a bit	16	26	1,682	26			
		4	Very much	9	15	1,143	18			
		—	Not applicable	4	5	377	6			
			Total	65	100	6,476	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	19	28	1,294	20	2.2	2.4	-.23
		2	Some	22	32	1,788	28			
		3	Quite a bit	16	26	1,795	28			
		4	Very much	7	11	1,039	16			
		—	Not applicable	2	3	550	9			
			Total	66	100	6,466	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Asked questions about your educational background and needs	AAD03g	1	Very little	19	27	1,673	26	2.2	2.3	-.09
		2	Some	21	33	1,770	28			
		3	Quite a bit	17	26	1,610	25			
		4	Very much	6	10	938	14			
		—	Not applicable	3	4	464	7			
		Total		66	100	6,455	100			
h. Actively listened to your concerns	AAD03h	1	Very little	6	9	652	10	2.8	2.7	.08
		2	Some	16	23	1,721	27			
		3	Quite a bit	24	39	2,194	33			
		4	Very much	16	23	1,481	23			
		—	Not applicable	4	5	405	7			
		Total		66	100	6,453	100			
i. Respected your identity and culture	AAD03i	1	Very little	1	1	189	3	3.3	3.2	.15
		2	Some	6	9	968	15			
		3	Quite a bit	27	42	2,226	34			
		4	Very much	27	40	2,389	37			
		—	Not applicable	5	7	676	11			
		Total		66	100	6,448	100			
j. Cared about your overall well-being	AAD03j	1	Very little	7	11	442	7	2.8	2.9	-.09
		2	Some	13	20	1,472	23			
		3	Quite a bit	26	40	2,237	34			
		4	Very much	17	26	1,943	30			
		—	Not applicable	2	3	355	6			
		Total		65	100	6,449	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	1	1	272	5	3.4	3.5	-.10
		2	Rarely	9	15	804	13			
		3	Sometimes	29	41	2,029	31			
		4	Often	19	30	1,865	29			
		5	Very often	7	12	1,306	20			
		—	Not applicable	1	1	135	3			
		Total		66	100	6,411	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	4	6	313	5	3.4	3.5	-.08
		2	Rarely	5	10	782	13			
		3	Sometimes	26	35	1,765	27			
		4	Often	18	29	1,940	30			
		5	Very often	11	18	1,456	22			
		—	Not applicable	1	1	145	3			
		Total		65	100	6,401	100			
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	13	18	931	15	2.6	2.9 *	-.31
		2	Rarely	20	31	1,280	20			
		3	Sometimes	15	23	1,834	29			
		4	Often	10	16	1,205	19			
		5	Very often	3	5	841	13			
		—	Not applicable	5	6	316	5			
		Total		66	100	6,407	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	14	21	820	14	2.6	3.0 *	-0.30
		2	Rarely	15	22	1,222	19			
		3	Sometimes	17	26	1,886	29			
		4	Often	8	14	1,307	20			
		5	Very often	5	7	836	13			
		—	Not applicable	6	9	310	5			
			Total	65	100	6,381	100			
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	8	11	634	10	2.9	3.1	-0.19
		2	Rarely	15	23	1,078	17			
		3	Sometimes	21	32	2,049	32			
		4	Often	15	23	1,460	23			
		5	Very often	4	7	930	14			
		—	Not applicable	3	4	253	4			
			Total	66	100	6,404	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	3	5	895	14	2.8	2.6 *	0.20
		2	Some	18	25	1,902	30			
		3	Quite a bit	32	51	2,103	33			
		4	Very much	10	16	1,285	20			
		—	Not applicable	3	4	182	3			
			Total	66	100	6,367	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	12	19	1,245	20	2.3	2.3	-0.01
		2	Some	17	25	1,694	26			
		3	Quite a bit	15	24	1,400	22			
		4	Very much	6	10	804	12			
		—	Not applicable	15	21	1,218	19			
			Total	65	100	6,361	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	17	25	1,492	23	2.0	2.2	-0.14
		2	Some	16	26	1,652	26			
		3	Quite a bit	9	15	1,158	18			
		4	Very much	4	7	618	10			
		—	Not applicable	19	27	1,430	23			
			Total	65	100	6,350	100			
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	14	23	1,492	23	2.2	2.3	-0.02
		2	Some	16	26	1,529	24			
		3	Quite a bit	14	22	1,220	19			
		4	Very much	7	10	730	12			
		—	Not applicable	13	19	1,387	22			
			Total	64	100	6,358	100			
e. Website, catalog, or other published sources	AAD05e	1	Very little	13	20	1,415	22	2.1	2.2	-0.14
		2	Some	21	34	1,805	29			
		3	Quite a bit	9	15	1,262	20			
		4	Very much	4	6	676	11			
		—	Not applicable	17	25	1,182	19			
			Total	64	100	6,340	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	26	40	1,663	26	1.7	2.1 *	-0.35
		2	Some	10	16	1,508	24			
		3	Quite a bit	5	9	921	15			
		4	Very much	4	6	608	9			
		—	Not applicable	19	28	1,642	26			
		Total		64	100	6,342	100			
g. Success or academic coach	AAD05g	1	Very little	26	40	1,553	24	1.7	2.1 *	-0.36
		2	Some	9	14	1,233	20			
		3	Quite a bit	4	8	850	13			
		4	Very much	4	7	591	9			
		—	Not applicable	22	31	2,116	33			
		Total		65	100	6,343	100			
h. Peer advisor or mentor	AAD05h	1	Very little	23	36	1,410	23	1.9	2.2 *	-0.32
		2	Some	12	19	1,393	22			
		3	Quite a bit	4	7	1,066	16			
		4	Very much	6	9	633	10			
		—	Not applicable	19	29	1,838	29			
		Total		64	100	6,340	100			
i. Friends or other students	AAD05i	1	Very little	10	15	634	11	2.6	2.7	-0.09
		2	Some	18	28	1,839	29			
		3	Quite a bit	18	28	2,126	33			
		4	Very much	14	21	1,420	22			
		—	Not applicable	5	8	335	6			
		Total		65	100	6,354	100			
j. Family members	AAD05j	1	Very little	14	20	593	10	2.5	2.9 **	-0.39
		2	Some	15	21	1,532	24			
		3	Quite a bit	17	28	2,004	31			
		4	Very much	11	17	1,957	31			
		—	Not applicable	8	14	245	4			
		Total		65	100	6,331	100			
k. Other, please specify:	AAD05k	1	Very little	0	0	6	4			
		2	Some	0	0	8	4			
		3	Quite a bit	0	0	19	8			
		4	Very much	1	100	36	18			
		—	Not applicable	0	0	120	66			
		Total		1	100	189	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 36 first-year students and 75 seniors. Responses are provided in your NSSE22 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<10000		SOU	PubAcadAdv<10000		Effect size ^d
				Count	%	Count	%	Mean	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		8	6	732	8	2.8	2.5 **	.28 △	
		1 1		15	11	1,712	18				
		2 2		24	19	2,221	24				
		3 3		26	19	1,695	18				
		4 4 or more		56	42	2,836	30				
		— Not applicable		3	2	136	2				
		Total		132	100	9,332	100				
b. Academic advisor(s) available to any student	AAD01b	0 0		42	32	3,132	33	1.7	1.6	.08	
		1 1		21	16	1,558	17				
		2 2		16	11	1,385	15				
		3 3		19	13	1,062	11				
		4 4 or more		27	21	1,588	17				
		— Not applicable		7	6	566	6				
		Total		132	100	9,291	100				
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0		44	33	3,215	35	1.6	1.5	.03	
		1 1		22	17	1,402	15				
		2 2		26	19	1,540	16				
		3 3		15	12	1,047	11				
		4 4 or more		20	16	1,433	16				
		— Not applicable		4	3	650	7				
		Total		131	100	9,287	100				
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0		85	66	4,985	53	0.7	0.9 *	-.20 ▽	
		1 1		17	13	1,308	14				
		2 2		6	4	996	11				
		3 3		8	6	578	6				
		4 4 or more		8	6	690	7				
		— Not applicable		8	6	734	8				
		Total		132	100	9,291	100				
e. Success or academic coach	AAD01e	0 0		102	78	6,216	66	0.4	0.6	-.14	
		1 1		3	2	713	8				
		2 2		4	3	567	6				
		3 3		6	4	428	5				
		4 4 or more		7	5	463	5				
		— Not applicable		10	7	919	10				
		Total		132	100	9,306	100				
f. Peer advisor or mentor	AAD01f	0 0		90	69	5,550	59	0.8	0.8	-.03	
		1 1		3	2	810	9				
		2 2		7	5	706	8				
		3 3		6	4	517	6				
		4 4 or more		16	12	787	8				
		— Not applicable		10	8	932	10				
		Total		132	100	9,302	100				

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	
				Count	%	Count	%	Mean	Mean	Effect size ^d
g. Other, please specify:	AAD01g	0	0	6	57	260	36			
		1	1	0	0	19	3			
		2	2	1	8	30	4			
		3	3	0	0	26	4			
		4	4 or more	3	28	164	22			
		—	Not applicable	1	8	216	31			
			Total	11	100	715	100			
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?]										
	AAD02		No	0	0	22	6			
			Yes	3	100	323	88			
			Unsure	0	0	19	5			
			Total	3	100	364	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	10	7	703	8	3.0	2.9	.06
		2	Some	23	17	2,250	25			
		3	Quite a bit	63	49	3,390	36			
		4	Very much	34	26	2,724	29			
		—	Not applicable	1	1	209	2			
			Total	131	100	9,276	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	7	5	688	7	3.0	2.9	.06
		2	Some	27	21	2,220	24			
		3	Quite a bit	59	48	3,448	37			
		4	Very much	33	26	2,648	29			
		—	Not applicable	1	1	208	2			
			Total	127	100	9,212	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	10	7	931	10	2.7	2.8	-.07
		2	Some	38	30	2,326	25			
		3	Quite a bit	49	39	3,010	32			
		4	Very much	23	18	2,363	26			
		—	Not applicable	8	6	613	7			
			Total	128	100	9,243	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	13	9	955	10	2.8	2.8	-.09
		2	Some	33	25	2,124	23			
		3	Quite a bit	52	42	3,305	36			
		4	Very much	26	20	2,567	28			
		—	Not applicable	5	4	288	3			
			Total	129	100	9,239	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	38	29	2,332	25	2.3	2.4	-.12
		2	Some	32	25	2,372	25			
		3	Quite a bit	26	20	2,102	23			
		4	Very much	21	16	1,780	19			
		—	Not applicable	12	9	646	7			
			Total	129	100	9,232	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	35	27	2,032	22	2.2	2.5 *	-.23
		2	Some	43	33	2,289	25			
		3	Quite a bit	23	17	2,183	24			
		4	Very much	19	14	1,809	20			
		—	Not applicable	10	8	910	10			
			Total	130	100	9,223	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Asked questions about your educational background and needs	AAD03g	1	Very little	38	29	2,496	27	2.3	2.3	-.04
		2	Some	34	26	2,288	25			
		3	Quite a bit	29	24	1,999	22			
		4	Very much	22	16	1,666	18			
		—	Not applicable	6	5	775	8			
		Total		129	100	9,224	100			
h. Actively listened to your concerns	AAD03h	1	Very little	14	10	1,120	12	2.8	2.8	-.01
		2	Some	35	27	2,168	24			
		3	Quite a bit	41	33	2,777	30			
		4	Very much	33	25	2,552	28			
		—	Not applicable	6	5	603	7			
		Total		129	100	9,220	100			
i. Respected your identity and culture	AAD03i	1	Very little	9	7	405	5	3.2	3.2	.00
		2	Some	11	8	1,313	14			
		3	Quite a bit	42	33	2,737	29			
		4	Very much	47	36	3,569	39			
		—	Not applicable	20	15	1,191	13			
		Total		129	100	9,215	100			
j. Cared about your overall well-being	AAD03j	1	Very little	14	10	881	10	2.9	2.9	.03
		2	Some	26	19	1,980	21			
		3	Quite a bit	43	34	2,679	29			
		4	Very much	42	34	3,092	33			
		—	Not applicable	4	3	594	7			
		Total		129	100	9,226	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	3	493	6	3.6	3.5	.08
		2	Rarely	16	11	1,219	14			
		3	Sometimes	42	33	2,578	28			
		4	Often	36	29	2,438	26			
		5	Very often	31	24	2,197	24			
		—	Not applicable	0	0	238	3			
Total		129	100	9,163	100					
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	6	4	608	7	3.6	3.6	.00
		2	Rarely	13	10	1,073	12			
		3	Sometimes	45	34	2,261	25			
		4	Often	35	29	2,488	27			
		5	Very often	29	22	2,449	26			
		—	Not applicable	1	1	272	3			
Total		129	100	9,151	100					
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	30	23	1,465	16	2.8	3.0	-.15
		2	Rarely	22	18	1,576	17			
		3	Sometimes	32	25	2,230	24			
		4	Often	22	18	1,701	18			
		5	Very often	18	13	1,435	16			
		—	Not applicable	5	4	741	8			
Total		129	100	9,148	100					

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	42	32	1,789	20	2.3	2.8 ***	-0.36
		2	Rarely	27	21	1,677	18			
		3	Sometimes	25	20	2,110	23			
		4	Often	11	10	1,429	16			
		5	Very often	11	8	1,197	13			
		—	Not applicable	13	10	929	10			
			Total	129	100	9,131	100			
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	24	19	1,484	16	2.7	2.9 *	-0.20
		2	Rarely	33	27	1,667	18			
		3	Sometimes	35	26	2,440	26			
		4	Often	17	14	1,588	17			
		5	Very often	13	10	1,261	14			
		—	Not applicable	6	4	711	8			
			Total	128	100	9,151	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	18	13	1,535	17	2.7	2.7	.07
		2	Some	30	23	2,262	25			
		3	Quite a bit	45	36	2,594	28			
		4	Very much	31	25	2,396	26			
		—	Not applicable	3	2	310	4			
			Total	127	100	9,097	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	41	32	2,003	22	2.0	2.4 **	-0.33
		2	Some	28	22	2,055	23			
		3	Quite a bit	18	15	1,693	19			
		4	Very much	11	9	1,393	16			
		—	Not applicable	28	22	1,958	21			
			Total	126	100	9,102	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	26	21	1,794	20	2.3	2.4	-0.08
		2	Some	31	25	2,193	24			
		3	Quite a bit	21	17	1,775	19			
		4	Very much	16	13	1,422	15			
		—	Not applicable	31	24	1,910	21			
			Total	125	100	9,094	100			
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	29	23	1,817	20	2.5	2.5	.01
		2	Some	26	20	1,954	22			
		3	Quite a bit	30	25	1,873	21			
		4	Very much	26	21	1,742	19			
		—	Not applicable	14	11	1,696	18			
			Total	125	100	9,082	100			
e. Website, catalog, or other published sources	AAD05e	1	Very little	33	27	1,994	22	2.2	2.3	-0.14
		2	Some	32	25	2,333	26			
		3	Quite a bit	28	23	1,788	20			
		4	Very much	12	9	1,302	14			
		—	Not applicable	20	16	1,666	18			
			Total	125	100	9,083	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		PubAcadAdv<10000		SOU	PubAcadAdv<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	56	44	2,653	29	1.6	2.0 **	-0.37
		2	Some	10	7	1,795	20			
		3	Quite a bit	8	6	1,096	12			
		4	Very much	9	7	874	10			
		—	Not applicable	43	35	2,648	29			
			Total	126	100	9,066	100			
g. Success or academic coach	AAD05g	1	Very little	46	36	2,437	27	1.6	2.0 **	-0.36
		2	Some	9	7	1,206	14			
		3	Quite a bit	5	4	802	9			
		4	Very much	6	5	685	8			
		—	Not applicable	59	48	3,936	43			
			Total	125	100	9,066	100			
h. Peer advisor or mentor	AAD05h	1	Very little	37	30	2,197	24	1.8	2.1 *	-0.26
		2	Some	12	10	1,313	15			
		3	Quite a bit	8	7	989	11			
		4	Very much	8	6	812	9			
		—	Not applicable	59	48	3,758	41			
			Total	124	100	9,069	100			
i. Friends or other students	AAD05i	1	Very little	18	14	1,009	12	2.5	2.7	-0.17
		2	Some	35	28	2,405	27			
		3	Quite a bit	34	27	2,687	29			
		4	Very much	21	16	2,134	23			
		—	Not applicable	18	14	840	10			
			Total	126	100	9,075	100			
j. Family members	AAD05j	1	Very little	20	16	1,188	13	2.5	2.8 *	-0.23
		2	Some	38	30	2,122	23			
		3	Quite a bit	25	20	2,447	27			
		4	Very much	28	21	2,614	29			
		—	Not applicable	15	12	684	8			
			Total	126	100	9,055	100			
k. Other, please specify:	AAD05k	1	Very little	0	0	7	2			
		2	Some	0	0	21	7			
		3	Quite a bit	0	0	25	8			
		4	Very much	1	100	72	25			
		—	Not applicable	0	0	177	58			
			Total	1	100	302	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 36 first-year students and 75 seniors. Responses are provided in your NSSE22 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<10000	SOU	PubAcadAdv<10000	SOU	PubAcadAdv<10000			
AAD01a	65	3.01	2.39	.122	.016	0.99	1.16	66	.000	.53
AAD01b	64	1.83	1.62	.190	.020	1.52	1.41	5,167	.230	.15
AAD01c	63	1.16	1.26	.159	.019	1.26	1.35	5,083	.543	-.08
AAD01d	65	0.89	1.04	.162	.019	1.31	1.33	5,088	.389	-.11
AAD01e	63	0.78	0.88	.158	.019	1.25	1.31	5,058	.531	-.08
AAD01f	61	1.04	1.16	.191	.020	1.49	1.41	5,074	.531	-.08
AAD03a	63	2.95	2.90	.089	.012	0.71	0.85	64	.586	.06
AAD03b	62	2.92	2.90	.096	.012	0.75	0.84	63	.800	.03
AAD03c	62	2.76	2.94	.107	.012	0.84	0.86	5,147	.108	-.21
AAD03d	63	2.71	2.87	.121	.013	0.95	0.91	5,197	.161	-.18
AAD03e	60	2.22	2.41	.144	.015	1.11	1.05	4,997	.146	-.19
AAD03f	63	2.21	2.44	.126	.015	1.00	1.02	4,857	.072	-.23
AAD03g	62	2.21	2.30	.124	.015	0.97	1.04	4,918	.482	-.09
AAD03h	61	2.81	2.73	.118	.014	0.92	0.95	4,954	.515	.08
AAD03i	60	3.30	3.18	.092	.012	0.71	0.83	4,724	.240	.15
AAD03j	61	2.83	2.92	.122	.013	0.96	0.93	4,993	.497	-.09
AAD04a	63	3.37	3.47	.116	.015	0.93	1.10	65	.365	-.10
AAD04b	63	3.43	3.52	.139	.016	1.10	1.14	5,129	.535	-.08
AAD04c	60	2.56	2.95	.147	.018	1.14	1.25	4,999	.016	-.31
AAD04d	57	2.61	2.99	.164	.018	1.24	1.23	4,984	.022	-.30
AAD04e	62	2.92	3.14	.142	.017	1.12	1.19	5,049	.145	-.19
AAD05a	62	2.80	2.60	.098	.014	0.77	0.97	63	.050	.20
AAD05b	50	2.33	2.34	.140	.016	0.99	1.01	4,215	.930	-.01
AAD05c	47	2.05	2.19	.143	.016	0.97	1.00	4,024	.346	-.14
AAD05d	51	2.23	2.25	.142	.016	1.01	1.04	4,084	.903	-.02
AAD05e	47	2.09	2.23	.131	.015	0.90	0.99	47	.284	-.14
AAD05f	45	1.74	2.10	.149	.017	0.99	1.02	3,867	.018	-.35
AAD05g	44	1.73	2.11	.155	.018	1.03	1.05	3,485	.018	-.36
AAD05h	44	1.85	2.18	.160	.017	1.06	1.04	3,687	.034	-.32
AAD05i	58	2.61	2.70	.134	.014	1.02	0.95	4,920	.484	-.09
AAD05j	55	2.48	2.86	.144	.014	1.07	0.98	4,989	.004	-.39

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	PubAcadAdv<1000 0	SOU	PubAcadAdv<1000 0	SOU	PubAcadAdv<1000 0			
AAD01a	128	2.82	2.45	.113	.014	1.27	1.31	9,549	.001	.28
AAD01b	123	1.73	1.60	.143	.016	1.59	1.52	9,053	.371	.08
AAD01c	126	1.59	1.54	.132	.016	1.48	1.50	8,960	.706	.03
AAD01d	123	0.66	0.92	.108	.014	1.20	1.30	126	.020	-.20
AAD01e	120	0.44	0.61	.101	.013	1.11	1.17	123	.110	-.14
AAD01f	120	0.78	0.83	.132	.015	1.45	1.34	8,674	.709	-.03
AAD03a	128	2.95	2.89	.075	.010	0.85	0.92	131	.449	.06
AAD03b	124	2.95	2.90	.073	.010	0.82	0.91	127	.463	.06
AAD03c	119	2.72	2.79	.079	.010	0.86	0.96	122	.400	-.07
AAD03d	122	2.75	2.84	.081	.010	0.89	0.96	9,282	.333	-.09
AAD03e	115	2.25	2.39	.102	.012	1.09	1.10	8,920	.184	-.12
AAD03f	118	2.21	2.45	.096	.012	1.04	1.08	120	.012	-.23
AAD03g	121	2.29	2.33	.098	.012	1.08	1.10	8,782	.674	-.04
AAD03h	121	2.77	2.78	.087	.011	0.96	1.01	8,934	.895	-.01
AAD03i	108	3.17	3.17	.087	.010	0.90	0.89	8,292	.994	.00
AAD03j	123	2.95	2.92	.088	.011	0.98	1.00	8,928	.776	.03
AAD04a	127	3.60	3.50	.093	.012	1.05	1.17	9,267	.351	.08
AAD04b	126	3.56	3.55	.096	.013	1.07	1.21	129	.976	.00
AAD04c	123	2.80	3.00	.122	.014	1.35	1.33	8,731	.090	-.15
AAD04d	115	2.33	2.82	.121	.015	1.30	1.35	8,507	.000	-.36
AAD04e	121	2.68	2.94	.113	.014	1.24	1.30	8,758	.031	-.20
AAD05a	122	2.74	2.66	.090	.011	0.99	1.06	125	.387	.07
AAD05b	96	2.00	2.35	.105	.013	1.03	1.08	98	.001	-.33
AAD05c	93	2.30	2.38	.109	.012	1.06	1.07	7,454	.432	-.08
AAD05d	109	2.49	2.48	.107	.013	1.12	1.10	7,711	.881	.01
AAD05e	103	2.18	2.33	.099	.012	1.00	1.05	7,739	.154	-.14
AAD05f	80	1.65	2.03	.117	.013	1.05	1.06	6,692	.001	-.37
AAD05g	64	1.56	1.95	.123	.015	0.98	1.08	5,346	.004	-.36
AAD05h	64	1.79	2.08	.135	.015	1.07	1.10	5,506	.040	-.26
AAD05i	106	2.52	2.69	.095	.011	0.98	0.99	8,491	.078	-.17
AAD05j	109	2.52	2.76	.101	.011	1.06	1.05	8,639	.018	-.23

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. You may not see all of these symbols in your report.

NSSE 2022

Frequencies and Statistical Comparisons

Southern Oregon University

NSSE 2022 Frequencies and Statistical Comparisons


About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey available on the NSSE website.
3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.



NSSE Frequencies and Statistical Comparisons

NSSEville State University

Item wording or description	Variable name ^a	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43	
		2	Sometimes	135	20	4,397	27	845	29	75,222	33								
		3	Often	112	33	5,947	37	1,086	38	81,724	35								
		4	Very often	280	46	5,440	34	889	31	66,983	29								
			Total	630	100	16,028	100	2,874	100	230,881	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 **	-.09	2.6	-.05	
		2	Sometimes	267	42	5,959	37	978	34	79,495	34								
		3	Often	164	26	4,548	29	858	31	67,348	29								
		4	Very often	113	19	3,072	20	611	21	47,208	21								
			Total	626	100	15,948	100	2,851	100	229,541	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06	
		2	Sometimes	56	9	1,666	11	262	10	28,134	13								
		3	Often	384	63	9,147	57	1,586	57	128,802	56								
		4	Very often	150	24	4,267	27	851	29	58,873	26								
			Total	615	100	15,858	100	2,833	100	228,352	100								

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. **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. You may not see all of these symbols in your report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	5	5	178	4	391	3	719	3	2.9	2.8	.12	2.8	.13	2.8	.12	
		2	Sometimes	34	30	1,856	37	4,333	37	8,576	37								
		3	Often	38	36	1,852	36	4,314	37	8,459	36								
		4	Very often	33	29	1,205	24	2,732	23	5,557	24								
		Total		110	100	5,091	100	11,770	100	23,311	100								
b. Asked another student to help you understand course material	CLaskhelp	1	Never	12	10	657	14	1,749	15	2,795	13	2.3	2.4	-.14	2.4	-.10	2.4	-.15	
		2	Sometimes	62	61	2,208	44	5,069	44	10,201	44								
		3	Often	19	17	1,416	28	3,186	27	6,678	28								
		4	Very often	14	12	785	15	1,702	14	3,478	15								
		Total		107	100	5,066	100	11,706	100	23,152	100								
c. Explained course material to one or more students	CLexplain	1	Never	10	9	485	10	1,441	12	2,081	10	2.5	2.5	-.02	2.5	.04	2.5	-.02	
		2	Sometimes	47	45	2,206	44	5,065	43	10,050	44								
		3	Often	34	33	1,636	32	3,580	30	7,704	33								
		4	Very often	15	12	733	15	1,605	14	3,285	14								
		Total		106	100	5,060	100	11,691	100	23,120	100								
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	26	22	1,092	22	2,949	26	4,676	21	2.1	2.3	-.16	2.2	-.08	2.3 *	-.19	
		2	Sometimes	49	49	1,920	38	4,444	38	8,809	38								
		3	Often	22	22	1,322	26	2,821	24	6,226	27								
		4	Very often	9	8	692	13	1,405	12	3,277	14								
		Total		106	100	5,026	100	11,619	100	22,988	100								
e. Worked with other students on course projects or assignments	CLproject	1	Never	11	10	598	13	1,476	13	2,067	10	2.4	2.5	-.13	2.5	-.09	2.6 *	-.21	
		2	Sometimes	52	53	1,965	40	4,854	42	9,067	40								
		3	Often	29	28	1,642	32	3,627	31	8,060	34								
		4	Very often	11	10	799	15	1,588	14	3,689	16								
		Total		103	100	5,004	100	11,545	100	22,883	100								
f. Given a course presentation	present	1	Never	14	14	1,057	22	2,695	24	4,066	19	2.3	2.2	.08	2.1	.17	2.3	.02	
		2	Sometimes	53	51	2,156	43	5,259	45	10,199	45								
		3	Often	27	27	1,243	24	2,551	21	6,009	25								
		4	Very often	9	8	535	10	1,023	9	2,563	11								
		Total		103	100	4,991	100	11,528	100	22,837	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	9	9	528	12	1,161	11	2,049	10	2.7	2.5	.16	2.5	.15	2.6	.12	
		2	Sometimes	31	31	1,849	38	4,411	39	8,509	38								
		3	Often	45	43	1,809	36	4,082	35	8,491	37								
		4	Very often	17	17	720	14	1,704	15	3,428	15								
		Total		102	100	4,906	100	11,358	100	22,477	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	7	8	497	11	1,159	11	2,211	11	2.9	2.6 **	.31	2.6 **	.32	2.6 **	.33	
		2	Sometimes	29	28	1,825	37	4,098	37	8,312	37								
		3	Often	34	36	1,706	35	3,968	34	7,947	35								
		4	Very often	30	29	827	17	1,999	17	3,789	17								
		Total		100	100	4,855	100	11,224	100	22,259	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	7	8	477	11	1,115	11	2,195	11	2.9	2.6 **	.29	2.6 **	.29	2.6 **	.33	
		2	Sometimes	22	24	1,707	35	3,739	34	7,876	36								
		3	Often	38	39	1,630	34	3,961	35	7,783	35								
		4	Very often	29	29	981	20	2,298	20	4,207	19								
		Total		96	100	4,795	100	11,113	100	22,061	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	8	8	223	5	573	6	1,085	5	2.8	2.8	.01	2.8	.03	2.8	.04	
		2	Sometimes	25	27	1,427	31	3,315	30	6,822	31								
		3	Often	39	40	2,121	44	4,887	44	9,775	44								
		4	Very often	23	25	948	20	2,181	20	4,109	19								
		Total		95	100	4,719	100	10,956	100	21,791	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	2	2	112	3	353	4	622	3	3.0	3.0	.08	2.9	.12	2.9	.12	
		2	Sometimes	21	22	1,169	26	2,715	26	5,526	26								
		3	Often	44	48	2,131	45	4,949	46	10,000	46								
		4	Very often	27	28	1,236	26	2,769	25	5,298	25								
		Total		94	100	4,648	100	10,786	100	21,446	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	4	5	151	3	380	4	682	4	2.8	2.9	-.10	2.8	-.06	2.8	-.07	
		2	Sometimes	32	34	1,331	30	3,208	31	6,338	30								
		3	Often	34	38	2,010	44	4,631	43	9,491	45								
		4	Very often	23	23	1,058	23	2,392	22	4,559	22								
		Total		93	100	4,550	100	10,611	100	21,070	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	1	1	94	2	212	2	381	2	3.1	3.0	.16	3.0	.17	3.0	.14	
		2	Sometimes	15	17	984	23	2,323	23	4,410	22								
		3	Often	48	52	2,161	47	5,033	48	10,283	49								
		4	Very often	30	31	1,262	27	2,891	27	5,749	28								
			Total	94	100	4,501	100	10,459	100	20,823	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	20	22	751	17	2,013	20	3,757	19	2.2	2.4	-.19	2.3	-.11	2.3	-.12	
		2	Sometimes	41	45	1,906	42	4,441	42	8,943	43								
		3	Often	22	23	1,158	26	2,497	24	5,260	25								
		4	Very often	10	10	696	15	1,510	14	2,877	14								
			Total	93	100	4,511	100	10,461	100	20,837	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	51	55	1,944	44	5,173	50	9,322	46	1.7	1.9 *	▽	-.22	1.8	-.11	1.9	-.18
		2	Sometimes	27	29	1,450	31	3,051	29	6,570	31								
		3	Often	8	10	710	16	1,417	14	3,243	15								
		4	Very often	7	7	394	9	771	8	1,612	8								
			Total	93	100	4,498	100	10,412	100	20,747	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	41	43	1,447	33	3,713	36	6,479	32	1.8	2.1 **	▽	-.30	2.0 *	-.24	2.0 **	-.29
		2	Sometimes	37	41	1,719	38	3,923	38	8,328	40								
		3	Often	10	11	863	20	1,808	18	3,946	19								
		4	Very often	4	4	399	9	854	8	1,744	9								
			Total	92	100	4,428	100	10,298	100	20,497	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	23	24	961	21	2,374	23	4,417	22	2.1	2.3	-.14	2.2	-.06	2.2	-.08	
		2	Sometimes	41	44	1,886	43	4,639	45	9,238	45								
		3	Often	22	25	1,067	25	2,231	22	4,806	23								
		4	Very often	6	7	505	12	1,045	10	2,049	10								
			Total	92	100	4,419	100	10,289	100	20,510	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	8	10	182	4	449	5	819	4	2.6	2.8 *	▽	-.25	2.9 *	-.26	2.9 **	-.29
		2	Some	28	30	1,216	29	2,820	28	5,498	27								
		3	Quite a bit	42	46	1,988	45	4,604	45	9,104	44								
		4	Very much	14	14	1,001	22	2,352	23	4,953	24								
			Total	92	100	4,387	100	10,225	100	20,374	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	5	5	204	5	481	5	811	4	2.7	2.8	-.17	2.8	-.19	2.9 *	▽	-.22
		2	Some	36	40	1,260	30	2,863	28	5,556	28								
		3	Quite a bit	31	36	1,965	45	4,556	45	9,273	45								
		4	Very much	19	19	925	21	2,249	22	4,591	22								
		Total		91	100	4,354	100	10,149	100	20,231	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	4	4	205	5	455	5	830	5	3.1	2.8 **	.31	2.8 *	.26	2.8 *	.25	
		2	Some	18	21	1,277	30	2,891	29	5,619	29								
		3	Quite a bit	35	40	1,896	44	4,360	43	8,937	44								
		4	Very much	31	34	898	21	2,295	23	4,592	23								
		Total		88	100	4,276	100	10,001	100	19,978	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	5	6	169	4	388	4	751	4	3.1	2.9 *	.27	2.9 *	.25	2.9 *	.26	
		2	Some	13	15	1,153	27	2,592	27	5,194	27								
		3	Quite a bit	36	45	1,987	46	4,546	46	9,222	46								
		4	Very much	32	35	954	23	2,406	24	4,709	23								
		Total		86	100	4,263	100	9,932	100	19,876	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	4	5	171	4	388	4	724	4	3.0	2.9	.12	2.9	.10	2.9	.09	
		2	Some	21	25	1,166	28	2,656	28	5,184	27								
		3	Quite a bit	33	41	1,932	45	4,508	45	9,193	46								
		4	Very much	26	30	979	23	2,335	23	4,681	23								
		Total		84	100	4,248	100	9,887	100	19,782	100								
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	2	2	146	4	290	3	509	3	3.0	3.0	-.04	3.0	-.08	3.0	-.08	
		2	Some	21	25	951	24	2,149	22	4,326	22								
		3	Quite a bit	40	47	1,825	43	4,368	44	8,932	45								
		4	Very much	21	25	1,298	30	3,041	31	5,913	30								
		Total		84	100	4,220	100	9,848	100	19,680	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	5	6	272	7	540	6	884	5	2.9	2.9	.06	2.9	.02	3.0	-.02	
		2	Some	20	23	999	24	2,327	24	4,567	23								
		3	Quite a bit	34	41	1,758	41	4,167	42	8,552	43								
		4	Very much	25	30	1,164	27	2,761	28	5,583	29								
		Total		84	100	4,193	100	9,795	100	19,586	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your first-year students compared with</i>															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
<i>Item wording or description</i>	<i>Variable name^c</i>	<i>Values^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	4	5	205	5	460	5	742	4	3.0	2.9	.05	2.9	.04	3.0	.01	
		2	Some	20	23	1,090	27	2,444	25	4,788	25								
		3	Quite a bit	33	40	1,644	39	3,980	41	8,210	41								
		4	Very much	27	31	1,256	29	2,896	29	5,814	30								
		Total		84	100	4,195	100	9,780	100	19,554	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	9	10	269	7	699	7	1,250	7	2.8	2.9	-.02	2.9	-.01	2.9	-.02	
		2	Some	24	27	1,179	29	2,721	28	5,435	28								
		3	Quite a bit	26	31	1,554	36	3,645	37	7,463	38								
		4	Very much	25	32	1,186	29	2,696	28	5,387	28								
		Total		84	100	4,188	100	9,761	100	19,535	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	9	11	358	9	875	9	1,550	8	2.6	2.8	-.16	2.7	-.14	2.8	-.17	
		2	Some	34	38	1,315	31	3,080	31	6,062	31								
		3	Quite a bit	23	31	1,514	36	3,546	36	7,349	38								
		4	Very much	16	20	991	24	2,217	23	4,491	23								
		Total		82	100	4,178	100	9,718	100	19,452	100								
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	4	5	200	5	400	4	782	4	3.0	2.9	.07	3.0	.05	3.0	.05	
		2	Some	18	20	998	24	2,275	24	4,702	24								
		3	Quite a bit	33	44	1,730	41	4,153	43	8,228	42								
		4	Very much	25	31	1,226	29	2,820	29	5,659	29								
		Total		80	100	4,154	100	9,648	100	19,371	100								
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	2	3	153	4	338	4	616	3	2.9	2.9	-.06	2.9	-.06	3.0	-.08	
		2	Some	24	29	1,050	26	2,396	25	4,672	24								
		3	Quite a bit	34	44	1,781	42	4,314	44	8,763	45								
		4	Very much	20	24	1,162	28	2,570	27	5,248	27								
		Total		80	100	4,146	100	9,618	100	19,299	100								
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	9	11	443	11	1,042	11	1,686	9	2.6	2.6	.03	2.6	.04	2.6	-.01	
		2	Some	26	34	1,483	36	3,440	35	6,841	35								
		3	Quite a bit	28	37	1,462	35	3,486	36	7,316	38								
		4	Very much	15	19	738	18	1,631	17	3,418	18								
		Total		78	100	4,126	100	9,599	100	19,261	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	1	1	152	4	328	4	585	3	3.1	3.1	.07	3.0	.10	3.1	.07	
		2	Some	17	22	844	21	2,012	21	3,883	20								
		3	Quite a bit	32	42	1,723	41	4,158	43	8,495	44								
		4	Very much	30	35	1,405	34	3,090	32	6,260	33								
		Total		80	100	4,124	100	9,588	100	19,223	100								
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	12	15	444	11	963	10	1,916	10	2.5	2.5	-.09	2.6	-.13	2.6	-.13	
		2	Sometimes	32	39	1,613	39	3,593	37	7,275	38								
		3	Often	24	30	1,414	35	3,455	37	6,902	36								
		4	Very often	12	16	593	15	1,423	15	2,839	15								
		Total		80	100	4,064	100	9,434	100	18,932	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	18	22	730	18	1,676	18	3,220	17	2.3	2.4	-.04	2.4	-.04	2.4	-.04	
		2	Sometimes	27	32	1,589	39	3,666	39	7,529	40								
		3	Often	26	35	1,211	30	2,828	30	5,690	30								
		4	Very often	8	11	505	13	1,202	13	2,380	13								
		Total		79	100	4,035	100	9,372	100	18,819	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	16	19	756	19	1,712	18	3,247	17	2.3	2.3	-.04	2.3	-.08	2.3	-.09	
		2	Sometimes	35	45	1,696	43	3,879	41	7,805	41								
		3	Often	20	26	1,151	28	2,745	29	5,638	30								
		4	Very often	7	10	402	10	1,013	11	2,028	11								
		Total		78	100	4,005	100	9,349	100	18,718	100								
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	wrshortnum	0	None	3	3	296	7	753	8	1,206	7	7.1	5.9	.23	6.1	.18	6.4	.13	
		1.5	1-2	16	21	894	23	2,070	22	3,755	20								
		4	3-5	27	36	1,353	34	2,969	32	6,002	32								
		8	6-10	11	13	840	20	1,993	21	4,346	23								
		13	11-15	13	17	322	8	801	9	1,825	10								
		18	16-20	2	3	149	4	340	4	731	4								
		23	More than 20	6	7	154	4	408	5	847	5								
Total		78	100	4,008	100	9,334	100	18,712	100										

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Between 6 and 10 pages	wrmednum	0	None	27	35	1,841	47	4,038	43	7,047	39	2.3	2.1	.05	2.2	.03	2.4	-.02	
	(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	29	34	1,177	28	2,968	31	6,329	33								
		4	3-5	16	23	560	14	1,363	15	3,208	17								
		8	6-10	5	6	283	7	618	7	1,405	8								
		13	11-15	1	1	70	2	173	2	395	2								
		18	16-20	0	0	25	1	51	1	113	1								
		23	More than 20	1	1	27	1	74	1	143	1								
		Total			79	100	3,983	100	9,285	100	18,640	100							
c. 11 pages or more	wrlongnum	0	None	65	80	3,219	80	7,415	79	14,122	76	.7	1.1	-.12	1.1	-.12	1.1	-.13	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	9	13	387	9	1,017	11	2,749	14								
		4	3-5	2	3	152	4	373	4	754	4								
		8	6-10	2	3	108	3	221	3	459	3								
		13	11-15	1	1	85	2	162	2	354	2								
		18	16-20	0	0	19	1	46	1	82	0								
		23	More than 20	0	0	24	1	61	1	123	1								
		Total			79	100	3,994	100	9,295	100	18,643	100							
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									50.2	49.7	.01	50.8	-.01	54.3	-.05	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	2	4	291	8	661	7	1,097	6	3.0	2.8	.12	2.9	.05	2.9	.02	
		2	Sometimes	23	27	1,134	30	2,545	27	4,910	26								
		3	Often	30	39	1,265	30	3,021	32	6,202	33								
		4	Very often	23	30	1,292	31	3,084	33	6,454	34								
			Total	78	100	3,982	100	9,311	100	18,663	100								
b. People from an economic background other than your own	DDeconomic	1	Never	2	4	263	7	592	7	1,027	6	3.1	2.9 *	.25	2.9	.21	2.9	.18	
		2	Sometimes	16	22	1,120	29	2,525	27	4,853	26								
		3	Often	31	37	1,393	34	3,366	36	6,905	37								
		4	Very often	28	37	1,202	29	2,806	30	5,841	31								
			Total	77	100	3,978	100	9,289	100	18,626	100								

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. People with religious beliefs other than your own	DDreligion	1	Never	3	5	373	10	821	9	1,410	8	3.0	2.7 *	.26	2.8	.18	2.9	.15	
		2	Sometimes	21	28	1,222	32	2,710	29	5,237	28								
		3	Often	26	31	1,292	31	2,998	32	6,314	33								
		4	Very often	28	36	1,085	27	2,747	29	5,652	30								
		Total		78	100	3,972	100	9,276	100	18,613	100								
d. People with political views other than your own	DDpolitical	1	Never	7	9	408	11	902	10	1,573	9	2.7	2.7	-.04	2.8	-.12	2.8	-.15	
		2	Sometimes	29	38	1,258	33	2,854	31	5,678	31								
		3	Often	25	30	1,268	31	2,885	31	6,156	33								
		4	Very often	17	22	1,040	25	2,637	28	5,198	28								
		Total		78	100	3,974	100	9,278	100	18,605	100								
e. People with a sexual orientation other than your own	ddsexorient <i>(Comparison data are limited to NSSE 2022.)</i>	1	Never	3	5	350	10	523	10	1,588	9	3.3	2.8 ***	.49	2.8 ***	.43	2.8 ***	.47	
		2	Sometimes	10	13	1,192	31	1,659	28	5,481	30								
		3	Often	25	33	1,215	30	1,887	31	5,911	31								
		4	Very often	40	49	1,207	29	1,886	31	5,610	29								
		Total		78	100	3,964	100	5,955	100	18,590	100								
f. People from a country other than your own	ddcountry <i>(Comparison data are limited to NSSE 2022.)</i>	1	Never	8	11	654	17	1,050	18	2,683	15	2.4	2.4	-.07	2.4	-.05	2.5	-.14	
		2	Sometimes	43	54	1,628	41	2,458	41	7,549	40								
		3	Often	16	21	928	23	1,353	22	4,607	24								
		4	Very often	11	13	761	19	1,100	19	3,776	21								
		Total		78	100	3,971	100	5,961	100	18,615	100								
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	0	0	113	3	251	3	492	3	3.1	2.9 *	.28	2.9 *	.24	2.9 *	.25	
		2	Sometimes	14	19	1,057	28	2,344	26	4,687	26								
		3	Often	38	50	1,821	45	4,259	46	8,683	47								
		4	Very often	24	31	951	24	2,367	25	4,623	25								
		Total		76	100	3,942	100	9,221	100	18,485	100								
b. Reviewed your notes after class	LSnotes	1	Never	5	7	166	4	428	5	809	5	2.8	2.9	-.16	2.9	-.16	2.9	-.15	
		2	Sometimes	25	32	1,136	30	2,574	29	5,275	29								
		3	Often	31	40	1,431	36	3,433	37	6,948	37								
		4	Very often	16	22	1,208	29	2,777	29	5,441	28								
		Total		77	100	3,941	100	9,212	100	18,473	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	5	6	182	5	490	6	888	5	2.7	2.8	-.12	2.8	-.10	2.8	-.11	
		2	Sometimes	22	30	1,187	31	2,676	30	5,469	30								
		3	Often	37	49	1,566	39	3,740	40	7,575	41								
		4	Very often	12	16	1,004	25	2,304	24	4,534	24								
		Total		76	100	3,939	100	9,210	100	18,466	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
	challenge	1	Not at all	0	0	33	1	71	1	151	1	5.2	5.3	-.13	5.3	-.10	5.3	-.12	
		2		1	1	55	2	135	2	226	1								
		3		4	5	212	6	485	6	932	5								
		4		12	16	508	13	1,280	14	2,464	14								
		5		35	46	1,325	33	3,135	34	6,366	34								
		6		13	16	929	23	2,115	23	4,414	24								
		7	Very much	11	15	862	22	1,947	21	3,809	21								
Total		76	100	3,924	100	9,168	100	18,362	100										
11. Which of the following have you done while in college or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern (Means indicate the percentage who responded "Done or in progress.")	Have not decided	17	24	666	17	1,670	19	2,910	17	8%	7%	.04	7%	.06	7%	.04		
		Do not plan to do	12	18	274	8	573	7	1,246	7									
		Plan to do	41	49	2,680	68	6,309	68	12,895	69									
		Done or in progress	6	8	284	7	581	7	1,271	7									
		Total	76	100	3,904	100	9,133	100	18,322	100									
b. Hold a formal leadership role in a student organization or group	leader (Means indicate the percentage who responded "Done or in progress.")	Have not decided	29	39	1,201	30	2,878	31	5,452	30	10%	9%	.04	9%	.05	10%	.02		
		Do not plan to do	20	26	1,042	28	2,523	28	4,693	27									
		Plan to do	18	24	1,271	33	2,912	31	6,279	33									
		Done or in progress	8	10	376	9	799	9	1,837	10									
		Total	75	100	3,890	100	9,112	100	18,261	100									
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom (Means indicate the percentage who responded "Done or in progress.")	Have not decided	32	42	1,442	37	3,459	38	6,469	36	7%	9%	-.08	10%	-.12	11%	-.15		
		Do not plan to do	28	37	918	24	2,152	24	4,615	26									
		Plan to do	10	14	1,145	31	2,543	28	5,098	28									
		Done or in progress	6	7	371	9	921	10	2,012	11									
		Total	76	100	3,876	100	9,075	100	18,194	100									

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

			Your first-year students compared with															
Item wording or description	Variable name ^c	Values ^d	Response options	SOU		Pub4YrFT	PubBal A&S	Pub4YrPrim	SOU	Pub4YrFT	PubBal A&S	Pub4YrPrim						
				Count	%	TranInclAdm	wSomeGrad	UG<10000	Mean	TranInclAdm	wSomeGrad	UG<10000						
					Count	%	Count	%	Count	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
d. Participate in a study abroad program	abroad (Means indicate the percentage who responded "Done or in progress.")		Have not decided	29	38	1,266	32	3,053	34	5,680	31	6%	2% *	.20	2% **	.24	2% *	.20
			Do not plan to do	29	39	1,512	38	3,189	36	6,304	36							
			Plan to do	13	17	1,023	27	2,691	29	5,814	31							
			Done or in progress	5	6	83	2	142	2	400	2							
			Total	76	100	3,884	100	9,075	100	18,198	100							
e. Work with a faculty member on a research project	research (Means indicate the percentage who responded "Done or in progress.")		Have not decided	32	43	1,564	40	3,770	42	7,227	40	6%	5%	.04	5%	.06	5%	.04
			Do not plan to do	22	30	1,033	27	2,218	24	4,418	24							
			Plan to do	17	21	1,086	28	2,683	30	5,642	31							
			Done or in progress	4	6	198	5	408	5	912	5							
			Total	75	100	3,881	100	9,079	100	18,199	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone (Means indicate the percentage who responded "Done or in progress.")		Have not decided	24	32	1,459	38	3,539	39	6,530	36	0%	3%	-.36	2%	-.29	2%	-.30
			Do not plan to do	10	14	503	13	1,030	12	2,161	12							
			Plan to do	42	54	1,808	46	4,327	47	9,100	49							
			Done or in progress	0	0	112	3	174	2	397	2							
			Total	76	100	3,882	100	9,070	100	18,188	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse		1 None	43	55	1,684	44	4,309	47	8,153	44	1.5	1.7 *	-.27	1.6	-.19	1.7 *	-.24
			2 Some	28	39	1,729	45	3,823	42	8,099	45							
			3 Most	5	6	363	10	727	8	1,512	8							
			4 All	0	0	73	2	157	2	307	2							
			Total	76	100	3,849	100	9,016	100	18,071	100							
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	QIstudent		1 Poor	1	2	77	2	237	3	374	2	5.1	5.3	-.14	5.2	-.05	5.3	-.13
			2	5	7	90	2	280	3	425	2							
			3	5	6	184	5	554	6	938	5							
			4	11	15	525	14	1,279	14	2,329	13							
			5	16	21	1,033	27	2,419	27	5,021	28							
			6	25	32	1,014	25	2,169	24	4,778	26							
			7 Excellent	13	17	866	23	1,869	21	3,993	22							
			— Not applicable	0	0	56	2	214	2	228	1							
			Total	76	100	3,845	100	9,021	100	18,086	100							

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your first-year students compared with</i>															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
<i>Item wording or description</i>	<i>Variable name^c</i>	<i>Values^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	
b. Academic advisors	QIadvisor	1	Poor	0	0	125	3	302	3	550	3	5.7	5.3 *	.20	5.3 *	.22	5.3 *	.19	
		2		2	2	142	4	358	4	704	4								
		3		5	7	265	7	663	7	1,224	7								
		4		8	12	496	13	1,184	13	2,287	12								
		5		11	13	704	19	1,753	20	3,549	20								
		6		25	34	873	22	1,935	22	3,998	22								
		7	Excellent	25	32	1,200	31	2,700	30	5,486	30								
		—	Not applicable	0	0	35	1	116	1	283	2								
	Total	76	100	3,840	100	9,011	100	18,081	100										
c. Faculty	QIfaculty	1	Poor	1	1	78	2	188	2	291	2	5.3	5.3	.03	5.3	.00	5.3	-.03	
		2		1	2	119	3	260	3	432	2								
		3		5	6	234	6	508	6	952	5								
		4		11	14	507	13	1,215	14	2,361	13								
		5		21	29	945	25	2,292	25	4,795	26								
		6		22	28	1,083	27	2,367	26	5,085	28								
		7	Excellent	14	20	829	22	1,997	23	3,928	22								
		—	Not applicable	0	0	46	1	163	2	216	1								
	Total	75	100	3,841	100	8,990	100	18,060	100										
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	4	5	130	4	327	4	578	3	4.8	5.1	-.18	5.1	-.16	5.1	-.19	
		2		5	7	130	3	351	4	669	4								
		3		5	8	269	7	629	7	1,209	7								
		4		11	15	518	14	1,188	13	2,425	13								
		5		12	17	761	20	1,732	19	3,735	21								
		6		21	28	813	21	1,749	19	3,797	21								
		7	Excellent	10	13	822	21	1,858	21	3,770	21								
		—	Not applicable	7	8	396	11	1,169	13	1,871	11								
	Total	75	100	3,839	100	9,003	100	18,054	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	7	9	130	4	299	4	527	3	4.5	5.1 **	-0.36	5.1 **	-0.35	5.2 **	-0.40	
		2		3	5	149	4	396	4	684	4								
		3		5	7	274	7	666	7	1,219	7								
		4		12	16	513	14	1,234	14	2,494	14								
		5		20	25	812	21	1,951	22	3,967	22								
		6		14	18	889	22	1,802	19	3,991	22								
		7	Excellent	8	10	862	22	1,980	22	4,010	22								
		—	Not applicable	7	10	215	5	680	8	1,178	7								
Total				76	100	3,844	100	9,008	100	18,070	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	4	6	87	2	202	2	370	2	2.6	2.9 ***	-0.47	3.0 ***	-0.54	3.0 ***	-0.54	
		2	Some	28	38	941	25	1,888	22	3,919	23								
		3	Quite a bit	37	47	1,841	48	4,393	49	8,613	48								
		4	Very much	7	9	969	25	2,495	27	5,119	27								
		Total				76	100	3,838	100	8,978	100								18,021
b. Providing support to help students succeed academically	SEacademic	1	Very little	4	4	198	5	458	5	833	5	2.6	2.9 *	-0.29	2.9 **	-0.30	2.9 **	-0.32	
		2	Some	30	41	976	26	2,246	25	4,469	25								
		3	Quite a bit	31	39	1,610	41	3,800	42	7,732	43								
		4	Very much	11	15	1,047	27	2,460	27	4,944	27								
		Total				76	100	3,831	100	8,964	100								17,978
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	5	6	304	8	679	8	1,279	8	2.8	2.9	-0.15	3.0	-0.16	3.0	-0.19	
		2	Some	22	30	823	22	1,869	22	3,660	21								
		3	Quite a bit	31	41	1,441	37	3,432	38	6,971	39								
		4	Very much	18	23	1,260	33	2,969	33	6,039	33								
		Total				76	100	3,828	100	8,949	100								17,949
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	11	14	403	11	1,019	12	1,923	11	2.6	2.7	-0.14	2.7	-0.14	2.7	-0.16	
		2	Some	20	29	1,183	32	2,649	30	5,416	30								
		3	Quite a bit	35	44	1,384	35	3,236	36	6,555	36								
		4	Very much	10	13	853	22	2,037	22	4,038	22								
		Total				76	100	3,823	100	8,941	100								17,932

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Providing opportunities to be involved socially	SEsocial	1	Very little	4	7	248	7	779	9	1,106	7	2.7	2.9	-0.16	2.8	-0.09	2.9	-0.18	
		2	Some	23	30	954	25	2,323	26	4,446	25								
		3	Quite a bit	36	47	1,586	41	3,544	40	7,459	41								
		4	Very much	13	16	1,036	26	2,274	25	4,897	27								
			Total	76	100	3,824	100	8,920	100	17,908	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	8	11	276	8	789	9	1,458	8	2.5	2.8 *	-0.29	2.8 *	-0.27	2.8 *	-0.28	
		2	Some	26	35	1,066	29	2,432	28	4,924	28								
		3	Quite a bit	31	42	1,489	38	3,368	37	7,049	39								
		4	Very much	10	12	982	25	2,322	26	4,468	25								
			Total	75	100	3,813	100	8,911	100	17,899	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	25	33	863	22	2,187	24	4,229	24	2.0	2.3 **	-0.35	2.3 **	-0.31	2.3 **	-0.31	
		2	Some	31	41	1,403	37	3,204	36	6,541	37								
		3	Quite a bit	16	21	1,035	27	2,392	27	4,792	27								
		4	Very much	4	5	509	14	1,120	12	2,311	13								
			Total	76	100	3,810	100	8,903	100	17,873	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	6	10	351	10	1,216	14	1,717	10	2.6	2.8	-0.21	2.7	-0.06	2.8	-0.19	
		2	Some	27	36	1,007	27	2,525	29	4,912	28								
		3	Quite a bit	31	40	1,466	38	3,220	36	6,898	38								
		4	Very much	12	14	984	26	1,953	21	4,335	24								
			Total	76	100	3,808	100	8,914	100	17,862	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	14	20	635	17	1,681	19	3,098	18	2.3	2.5	-0.21	2.4	-0.16	2.5	-0.21	
		2	Some	32	41	1,318	35	3,081	35	6,211	35								
		3	Quite a bit	24	30	1,239	31	2,789	31	5,752	32								
		4	Very much	6	8	613	16	1,355	15	2,802	16								
			Total	76	100	3,805	100	8,906	100	17,863	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	3	5	89	2	217	3	431	3	3.0	3.2 *	-0.25	3.2	-0.23	3.2 *	-0.23	
		2	Disagree	10	14	345	9	776	9	1,591	9								
		3	Agree	42	56	2,124	55	5,107	56	10,214	57								
		4	Strongly agree	21	26	1,246	33	2,817	32	5,629	32								
		Total		76	100	3,804	100	8,917	100	17,865	100								
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	4	6	146	4	338	4	698	4	2.8	3.0	-0.23	2.9	-0.21	2.9	-0.22	
		2	Disagree	14	21	637	17	1,549	18	3,104	17								
		3	Agree	48	61	2,236	59	5,197	58	10,364	58								
		4	Strongly agree	9	12	780	21	1,809	20	3,670	21								
		Total		75	100	3,799	100	8,893	100	17,836	100								
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	5	7	152	4	392	5	779	5	2.7	3.0 **	-0.30	2.9 *	-0.23	2.9 *	-0.27	
		2	Disagree	20	28	683	18	1,840	21	3,333	19								
		3	Agree	39	52	2,130	56	4,798	53	9,861	55								
		4	Strongly agree	12	14	842	22	1,884	21	3,896	22								
		Total		76	100	3,807	100	8,914	100	17,869	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	1	1	24	1	40	1	90	1	11.6	13.1	-0.18	14.2 **	-0.32	13.9 *	-0.28	
		3	1-5 hrs	18	27	616	17	1,135	14	2,378	14								
		8	6-10 hrs	15	19	959	25	2,079	23	4,228	24								
		13	11-15 hrs	21	29	836	22	2,014	23	4,074	23								
		18	16-20 hrs	12	15	697	18	1,710	19	3,419	19								
		23	21-25 hrs	2	2	362	9	976	11	1,947	11								
		28	26-30 hrs	2	3	143	4	459	5	859	5								
		33	More than 30 hrs	4	5	158	4	467	5	825	5								
Total		75	100	3,795	100	8,880	100	17,820	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	41	53	1,459	39	3,914	44	6,256	36	3.6	5.4 ** ▽	-.26	4.8	-.18	5.7 ** ▽	-.29	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	18	27	1,075	27	2,500	28	5,431	30								
	8	6-10 hrs	5	7	555	14	1,042	12	2,585	14									
	13	11-15 hrs	6	8	303	8	662	8	1,546	9									
	18	16-20 hrs	3	4	192	5	381	4	970	5									
	23	21-25 hrs	0	0	103	3	199	2	517	3									
	28	26-30 hrs	0	0	47	1	67	1	210	1									
	33	More than 30 hrs	1	1	58	1	105	1	264	2									
	Total		74	100	3,792	100	8,870	100	17,779	100									
c. Working for pay on campus	tmworkonhrs	0	0 hrs	49	66	2,991	79	7,334	82	14,212	80	3.2	2.6	.11	2.2	.18	2.3	.16	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	9	13	157	4	309	4	768	4								
	8	6-10 hrs	6	9	216	5	381	4	1,107	6									
	13	11-15 hrs	4	5	181	5	363	4	785	4									
	18	16-20 hrs	4	5	153	4	304	4	578	3									
	23	21-25 hrs	1	1	40	1	97	1	184	1									
	28	26-30 hrs	1	1	21	1	41	1	63	0									
	33	More than 30 hrs	0	0	25	1	38	0	87	1									
	Total		74	100	3,784	100	8,867	100	17,784	100									
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	49	68	2,105	55	4,950	57	10,689	59	6.1	8.0	-.17	7.5	-.13	7.0	-.09	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	1	1	212	5	504	6	964	5								
	8	6-10 hrs	4	5	257	7	598	7	1,124	6									
	13	11-15 hrs	5	6	261	7	637	7	1,204	7									
	18	16-20 hrs	7	9	329	8	717	8	1,339	8									
	23	21-25 hrs	1	1	227	6	563	6	984	6									
	28	26-30 hrs	2	3	152	4	386	4	605	3									
	33	More than 30 hrs	5	7	249	7	518	6	894	6									
	Total		74	100	3,792	100	8,873	100	17,803	100									
Estimated number of hours working for pay	tmworkhrs										9.3	10.6	-.10	9.7	-.03	9.3	.00		
	(Continuous variable created by NSSE)																		

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	53	72	2,383	63	5,926	67	11,674	66	1.9	2.4	-.09	2.1	-.03	2.1	-.04	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	13	18	951	24	1,989	22	4,229	23								
	8	6-10 hrs	4	5	239	7	473	5	981	6									
	13	11-15 hrs	2	3	101	3	250	3	453	3									
	18	16-20 hrs	0	0	56	2	116	1	227	1									
	23	21-25 hrs	1	1	32	1	57	1	110	1									
	28	26-30 hrs	1	1	11	0	22	0	37	0									
	33	More than 30 hrs	0	0	14	0	33	0	71	0									
	Total			74	100	3,787	100	8,866	100	17,782	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	1	1	98	3	213	3	414	3	13.6	11.9	.20	12.3	.15	12.3	.16	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	13	17	839	22	1,902	21	3,789	21								
	8	6-10 hrs	23	31	1,028	27	2,410	27	4,767	26									
	13	11-15 hrs	6	8	759	20	1,791	20	3,690	21									
	18	16-20 hrs	16	23	517	13	1,196	14	2,473	14									
	23	21-25 hrs	7	8	218	5	535	6	1,100	6									
	28	26-30 hrs	3	4	110	3	253	3	516	3									
	33	More than 30 hrs	5	7	218	6	569	7	1,035	6									
	Total			74	100	3,787	100	8,869	100	17,784	100								
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	61	82	2,727	71	6,341	72	13,050	73	1.8	3.3 *	-0.21	3.0	-0.17	2.9	-0.17	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	6	9	466	12	1,102	12	2,042	11								
	8	6-10 hrs	2	3	204	6	520	6	955	6									
	13	11-15 hrs	2	2	121	3	324	4	622	4									
	18	16-20 hrs	0	0	77	2	165	2	346	2									
	23	21-25 hrs	2	3	50	2	107	1	192	1									
	28	26-30 hrs	0	0	20	1	68	1	99	1									
	33	More than 30 hrs	1	1	119	3	217	3	453	3									
	Total			74	100	3,784	100	8,844	100	17,759	100								

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	23	31	1,516	40	3,794	43	7,756	42	4.1	4.5	-.05	3.9	.03	4.1	.01	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	38	51	1,374	36	3,236	36	6,182	35								
		8	6-10 hrs	4	6	450	12	952	11	2,015	12								
		13	11-15 hrs	5	6	193	5	403	5	865	5								
		18	16-20 hrs	1	1	118	3	207	2	426	3								
		23	21-25 hrs	2	3	51	1	103	1	206	1								
		28	26-30 hrs	0	0	18	1	54	1	95	1								
		33	More than 30 hrs	1	1	65	2	119	1	241	2								
		Total			74	100	3,785	100	8,868	100	17,786								100
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
	reading	1	Very little	7	10	564	15	1,073	13	2,438	14	3.0	2.6 **	.36	2.6 *	.30	2.6 **	.33	
		2	Some	22	31	1,384	37	3,255	38	6,515	37								
		3	About half	16	22	1,093	29	2,588	28	4,963	28								
		4	Most	21	28	551	14	1,395	15	2,797	15								
		5	Almost all	6	9	186	5	536	6	1,011	6								
	Total			72	100	3,778	100	8,847	100	17,724	100								
	tmreadinghrs											6.2	5.6	.10	6.2	.00	6.0	.03	
	(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																		
	tmreadinghrscol	1	0 hrs	1	1	22	1	39	1	87	1								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	36	52	2,214	60	4,737	55	9,752	56								
		3	More than 5, up to 10 hrs	26	34	951	25	2,429	27	4,762	26								
		4	More than 10, up to 15 hrs	1	1	310	8	802	9	1,603	9								
		5	More than 15, up to 20 hrs	6	9	148	4	445	5	809	4								
		6	More than 20, up to 25 hrs	1	1	83	2	228	2	428	2								
		7	More than 25 hrs	1	2	35	1	123	1	219	1								
	Total			72	100	3,763	100	8,803	100	17,660	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																			
a. Writing clearly and effectively	pgwrite	1	Very little	7	10	195	5	489	6	976	6	2.7	2.8	-0.17	2.8	-0.15	2.8	-0.17	
		2	Some	21	28	1,044	28	2,427	28	4,736	27								
		3	Quite a bit	30	44	1,719	46	3,917	44	7,918	45								
		4	Very much	14	18	819	22	2,006	22	4,098	23								
		Total		72	100	3,777	100	8,839	100	17,728	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	16	21	277	8	883	11	1,474	9	2.3	2.8 ***	-0.54	2.7 **	-0.39	2.7 ***	-0.48	
		2	Some	26	37	1,099	29	2,807	32	5,216	29								
		3	Quite a bit	21	31	1,544	41	3,352	38	7,205	41								
		4	Very much	9	11	851	23	1,786	20	3,802	21								
		Total		72	100	3,771	100	8,828	100	17,697	100								
c. Thinking critically and analytically	pgthink	1	Very little	3	5	116	3	264	3	521	3	2.9	3.0	-0.14	3.0	-0.14	3.0	-0.16	
		2	Some	21	28	772	21	1,808	21	3,471	20								
		3	Quite a bit	26	37	1,749	46	4,039	46	8,172	46								
		4	Very much	22	30	1,137	30	2,718	30	5,540	31								
		Total		72	100	3,774	100	8,829	100	17,704	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	19	25	438	11	989	11	2,103	12	2.2	2.6 ***	-0.48	2.7 ***	-0.49	2.6 ***	-0.48	
		2	Some	28	40	1,264	33	2,872	32	5,639	32								
		3	Quite a bit	18	26	1,350	36	3,202	37	6,432	36								
		4	Very much	7	10	726	20	1,759	20	3,529	20								
		Total		72	100	3,778	100	8,822	100	17,703	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	14	19	455	12	1,250	14	2,217	13	2.4	2.7 **	-0.32	2.6	-0.22	2.6 *	-0.27	
		2	Some	25	37	1,154	31	2,888	33	5,706	33								
		3	Quite a bit	25	34	1,411	37	3,023	34	6,260	35								
		4	Very much	8	10	750	20	1,652	19	3,518	20								
		Total		72	100	3,770	100	8,813	100	17,701	100								
f. Working effectively with others	pgothers	1	Very little	12	16	265	7	750	9	1,161	7	2.5	2.8 *	-0.31	2.7 *	-0.24	2.8 *	-0.33	
		2	Some	23	35	1,041	28	2,595	30	4,855	28								
		3	Quite a bit	21	29	1,601	42	3,510	40	7,419	41								
		4	Very much	16	20	865	23	1,965	22	4,261	23								
		Total		72	100	3,772	100	8,820	100	17,696	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	14	21	389	10	982	12	1,756	11	2.5	2.7 *	-0.26	2.7	-0.20	2.7 *	-0.25	
		2	Some	19	25	1,071	29	2,647	30	5,150	29								
		3	Quite a bit	27	39	1,528	40	3,371	38	7,035	39								
		4	Very much	12	15	788	21	1,811	20	3,748	21								
		Total		72	100	3,776	100	8,811	100	17,689	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	7	10	261	7	713	9	1,394	8	2.7	2.9	-0.21	2.8	-0.15	2.8	-0.16	
		2	Some	21	31	984	26	2,341	27	4,773	27								
		3	Quite a bit	29	41	1,501	39	3,416	38	6,914	38								
		4	Very much	15	18	1,034	27	2,355	26	4,624	26								
		Total		72	100	3,780	100	8,825	100	17,705	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	12	17	379	10	990	12	1,798	11	2.4	2.7 *	-0.27	2.6	-0.21	2.6	-0.23	
		2	Some	24	34	1,203	32	2,909	33	5,820	33								
		3	Quite a bit	26	37	1,470	38	3,180	36	6,576	36								
		4	Very much	10	12	736	20	1,753	19	3,528	20								
		Total		72	100	3,788	100	8,832	100	17,722	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	7	9	383	11	1,010	12	1,970	12	2.6	2.7	-0.06	2.6	-0.02	2.7	-0.03	
		2	Some	25	35	1,215	31	2,850	32	5,734	32								
		3	Quite a bit	27	39	1,449	38	3,153	35	6,340	35								
		4	Very much	13	16	750	20	1,824	20	3,705	21								
		Total		72	100	3,797	100	8,837	100	17,749	100								
19. How would you evaluate your entire educational experience at this institution?																			
evalexp																			
		1	Poor	5	7	90	2	235	3	424	3	2.7	3.0 **	-0.37	3.0 **	-0.35	3.0 **	-0.38	
		2	Fair	16	23	689	19	1,650	19	3,129	18								
		3	Good	42	58	2,034	53	4,676	52	9,438	52								
		4	Excellent	9	12	994	26	2,295	26	4,786	27								
		Total		72	100	3,807	100	8,856	100	17,777	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
sameinst																			
		1	Definitely no	10	15	145	4	344	4	746	4	2.8	3.1 **	-0.42	3.1 **	-0.41	3.1 **	-0.40	
		2	Probably no	12	18	603	17	1,379	16	2,761	16								
		3	Probably yes	32	44	1,739	45	4,181	47	8,476	47								
		4	Definitely yes	18	23	1,340	34	3,000	33	5,862	33								
		Total		72	100	3,827	100	8,904	100	17,845	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
21. Do you intend to return to this institution next year?^f																			
	returnexp	No		13	19	176	5	447	5	854	5	76%							
	(Means indicate the percentage who responded "Yes.")	Yes		56	76	3,344	86	7,710	86	15,549	86			86% *	-0.26	86% *	-0.26	86% *	-0.27
		Not sure		4	5	312	9	764	9	1,474	9			▼		▼		▼	
		Total		73	100	3,832	100	8,921	100	17,877	100								
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																			
	covidexp	1	Very little	8	11	181	5	444	5	883	5	2.8							
		2	Some	18	25	750	20	1,728	19	3,576	20			3.1 *	-0.31	3.1 **	-0.32	3.1 *	-0.30
		3	Quite a bit	27	37	1,547	40	3,466	39	7,165	40			▼		▼		▼	
		4	Very much	20	27	1,370	36	3,297	36	6,268	35			▼		▼		▼	
		Total		73	100	3,848	100	8,935	100	17,892	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
												<i>Your seniors compared with</i>							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	1	1	110	2	334	2	578	2	3.3	3.2 *	.17	3.1 **	.24	3.1 **	.20	
		2	Sometimes	32	19	1,343	23	3,855	25	6,208	24								
		3	Often	50	30	2,002	33	5,080	33	8,674	33								
		4	Very often	85	50	2,545	42	6,030	40	10,676	41								
		Total		168	100	6,000	100	15,299	100	26,136	100								
b. Asked another student to help you understand course material	CLaskhelp	1	Never	27	16	973	17	2,572	18	4,041	16	2.3	2.4	-.14	2.4	-.11	2.4 *	-.14	
		2	Sometimes	89	52	2,508	42	6,430	42	11,078	43								
		3	Often	34	21	1,490	25	3,706	24	6,537	25								
		4	Very often	18	11	1,009	16	2,537	16	4,359	16								
		Total		168	100	5,980	100	15,245	100	26,015	100								
c. Explained course material to one or more students	CLexplain	1	Never	20	11	565	10	1,500	10	2,348	9	2.7	2.7	.01	2.6	.05	2.6	.03	
		2	Sometimes	54	32	2,177	36	5,737	38	9,760	38								
		3	Often	59	36	1,941	33	4,819	31	8,470	32								
		4	Very often	35	21	1,295	21	3,175	21	5,436	21								
		Total		168	100	5,978	100	15,231	100	26,014	100								
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	51	31	1,379	24	3,757	26	6,091	24	2.1	2.4 **	-.22	2.3 *	-.16	2.3 **	-.20	
		2	Sometimes	60	36	2,072	35	5,252	35	8,982	35								
		3	Often	37	22	1,458	25	3,605	23	6,334	24								
		4	Very often	18	11	1,042	17	2,543	16	4,490	17								
		Total		166	100	5,951	100	15,157	100	25,897	100								
e. Worked with other students on course projects or assignments	CLproject	1	Never	13	8	590	11	1,581	11	2,204	9	2.7	2.7	-.02	2.7	.00	2.8	-.09	
		2	Sometimes	61	37	1,926	32	4,862	32	7,762	30								
		3	Often	56	34	1,939	32	4,907	32	8,828	34								
		4	Very often	37	22	1,486	25	3,753	25	6,998	27								
		Total		167	100	5,941	100	15,103	100	25,792	100								
f. Given a course presentation	present	1	Never	6	3	764	13	2,082	15	2,870	12	2.9	2.6 ***	.32	2.5 ***	.37	2.6 ***	.26	
		2	Sometimes	53	32	2,165	36	5,538	36	8,968	35								
		3	Often	60	38	1,802	31	4,497	29	8,071	31								
		4	Very often	45	27	1,195	20	2,973	19	5,872	23								
		Total		164	100	5,926	100	15,090	100	25,781	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	6	4	301	6	693	5	1,126	5	3.0	2.9	.07	2.9	.10	2.9	.06	
		2	Sometimes	42	25	1,521	27	4,079	28	6,692	27								
		3	Often	67	41	2,294	39	5,952	39	10,201	40								
		4	Very often	52	30	1,757	29	4,228	28	7,549	29								
			Total	167	100	5,873	100	14,952	100	25,568	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	9	5	370	7	1,009	8	1,636	7	2.9	2.9	.10	2.8	.14	2.8	.12	
		2	Sometimes	41	25	1,618	28	4,342	30	7,356	30								
		3	Often	65	39	2,198	37	5,345	35	9,337	36								
		4	Very often	51	30	1,668	28	4,194	27	7,130	27								
			Total	166	100	5,854	100	14,890	100	25,459	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	5	4	590	11	1,630	12	2,639	11	3.0	2.7 ***	.27	2.7 ***	.32	2.7 ***	.30	
		2	Sometimes	45	27	1,790	31	4,631	32	7,909	32								
		3	Often	61	37	1,900	32	4,721	31	8,287	32								
		4	Very often	55	33	1,553	26	3,825	25	6,494	25								
			Total	166	100	5,833	100	14,807	100	25,329	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	2	1	253	5	712	5	1,179	5	3.1	2.9 **	.21	2.9 ***	.25	2.9 ***	.25	
		2	Sometimes	30	19	1,494	26	3,996	28	6,866	28								
		3	Often	83	51	2,498	43	6,263	42	10,735	42								
		4	Very often	47	30	1,545	26	3,738	25	6,369	25								
			Total	162	100	5,790	100	14,709	100	25,149	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	2	1	160	3	461	4	749	3	3.1	3.0	.10	3.0	.13	3.0	.13	
		2	Sometimes	28	18	1,191	22	3,168	22	5,499	23								
		3	Often	80	50	2,577	45	6,435	44	11,063	44								
		4	Very often	50	31	1,806	31	4,480	30	7,541	30								
			Total	160	100	5,734	100	14,544	100	24,852	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	3	2	127	2	362	3	600	3	3.1	3.0	.11	3.0	.12	3.0	.12	
		2	Sometimes	34	21	1,427	26	3,621	26	6,295	26								
		3	Often	72	46	2,455	43	6,213	42	10,574	43								
		4	Very often	49	31	1,673	29	4,190	29	7,118	29								
			Total	158	100	5,682	100	14,386	100	24,587	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
												<i>Your seniors compared with</i>							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	1	1	61	1	151	1	278	1	3.3	3.2 *	.19	3.2 *	.21	3.2 *	.19	
		2	Sometimes	16	10	837	15	2,229	16	3,598	15								
		3	Often	66	43	2,499	45	6,417	45	11,105	45								
		4	Very often	73	46	2,233	39	5,486	38	9,414	38								
			Total	156	100	5,630	100	14,283	100	24,395	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	18	12	807	14	2,392	18	3,859	16	2.5	2.6	-.06	2.5	.06	2.5	.00	
		2	Sometimes	64	41	2,069	37	5,569	39	9,150	38								
		3	Often	50	32	1,486	27	3,442	24	6,135	25								
		4	Very often	26	16	1,281	22	2,892	20	5,267	21								
			Total	158	100	5,643	100	14,295	100	24,411	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	67	44	2,125	38	5,901	42	9,614	40	1.9	2.1	-.15	2.0	-.06	2.0	-.11	
		2	Sometimes	49	30	1,716	31	4,309	30	7,358	30								
		3	Often	26	17	971	17	2,278	16	4,025	16								
		4	Very often	14	9	808	14	1,755	12	3,309	14								
			Total	156	100	5,620	100	14,243	100	24,306	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	32	21	1,487	27	4,011	29	6,558	27	2.2	2.2	.01	2.2	.09	2.2	.03	
		2	Sometimes	71	45	2,067	37	5,518	39	9,135	38								
		3	Often	34	23	1,210	22	2,860	20	5,195	22								
		4	Very often	16	11	814	14	1,761	12	3,241	13								
			Total	153	100	5,578	100	14,150	100	24,129	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	18	12	1,015	18	3,048	22	4,915	21	2.3	2.4	-.12	2.3	.01	2.3	-.03	
		2	Sometimes	87	55	2,257	40	5,928	42	10,054	42								
		3	Often	40	26	1,453	26	3,319	23	5,834	24								
		4	Very often	11	7	856	16	1,863	13	3,346	14								
			Total	156	100	5,581	100	14,158	100	24,149	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	20	13	406	7	1,050	8	1,852	8	2.5	2.8 ***	-.37	2.8 ***	-.36	2.8 ***	-.35	
		2	Some	61	40	1,681	30	4,230	30	7,278	31								
		3	Quite a bit	55	35	2,223	41	5,543	39	9,366	39								
		4	Very much	18	12	1,241	22	3,262	23	5,504	23								
			Total	154	100	5,551	100	14,085	100	24,000	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your seniors compared with</i>															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
<i>Item wording or description</i>	<i>Variable name^c</i>	<i>Values^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	2	1	159	3	425	3	695	3	3.0	3.1	-.11	3.0	-.07	3.1	-.10	
		2	Some	37	23	1,069	19	2,923	21	4,669	20								
		3	Quite a bit	77	51	2,423	44	6,087	43	10,594	44								
		4	Very much	38	25	1,869	33	4,570	32	7,921	33								
		Total		154	100	5,520	100	14,005	100	23,879	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	2	1	193	4	477	4	790	3	3.1	3.0	.12	3.0	.12	3.0	.10	
		2	Some	26	16	1,179	22	2,979	22	4,984	21								
		3	Quite a bit	79	52	2,345	43	5,961	43	10,240	43								
		4	Very much	45	31	1,771	32	4,481	32	7,704	32								
		Total		152	100	5,488	100	13,898	100	23,718	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	2	1	209	4	581	5	939	4	3.1	3.0	.06	3.0	.10	3.0	.08	
		2	Some	24	16	1,182	22	3,057	22	5,146	22								
		3	Quite a bit	86	58	2,354	43	5,909	43	10,104	43								
		4	Very much	37	25	1,713	31	4,290	30	7,394	31								
		Total		149	100	5,458	100	13,837	100	23,583	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	2	1	174	3	460	4	780	4	3.1	3.0	.09	3.0	.11	3.0	.10	
		2	Some	22	15	1,194	22	3,105	23	5,089	22								
		3	Quite a bit	85	59	2,408	44	6,065	44	10,471	44								
		4	Very much	38	26	1,675	30	4,174	30	7,137	30								
		Total		147	100	5,451	100	13,804	100	23,477	100								
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	2	1	150	3	350	3	564	3	3.2	3.1	.05	3.1	.06	3.2	.03	
		2	Some	24	16	961	18	2,604	19	4,191	18								
		3	Quite a bit	70	46	2,265	42	5,603	41	9,646	41								
		4	Very much	51	36	2,053	38	5,180	38	8,976	38								
		Total		147	100	5,429	100	13,737	100	23,377	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	5	3	278	5	679	5	1,003	5	3.2	3.0 **	.19	3.0 *	.21	3.1 *	.17	
		2	Some	15	10	1,084	20	2,846	21	4,501	19								
		3	Quite a bit	73	50	2,121	39	5,457	39	9,517	40								
		4	Very much	54	37	1,929	36	4,742	35	8,308	36								
		Total		147	100	5,412	100	13,724	100	23,329	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your seniors compared with</i>															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
<i>Item wording or description</i>	<i>Variable name^c</i>	<i>Values^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	3	2	214	4	559	4	847	4	3.2	3.1	.16	3.1 *	.17	3.1	.13	
		2	Some	21	14	1,079	20	2,865	21	4,513	19								
		3	Quite a bit	67	46	2,111	40	5,311	38	9,176	39								
		4	Very much	56	39	2,005	36	4,970	36	8,761	38								
		Total		147	100	5,409	100	13,705	100	23,297	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	9	6	410	8	1,137	9	1,765	8	3.0	2.9	.11	2.9	.15	2.9	.10	
		2	Some	30	20	1,312	24	3,604	27	5,793	25								
		3	Quite a bit	60	41	1,902	35	4,576	33	8,067	34								
		4	Very much	48	33	1,772	32	4,362	31	7,618	33								
		Total		147	100	5,396	100	13,679	100	23,243	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	9	6	387	8	1,045	8	1,576	7	2.8	2.9	-.12	2.9	-.08	2.9	-.13	
		2	Some	40	28	1,379	25	3,706	27	5,933	26								
		3	Quite a bit	72	48	2,004	37	4,913	36	8,687	37								
		4	Very much	26	18	1,619	30	3,979	29	6,979	30								
		Total		147	100	5,389	100	13,643	100	23,175	100								
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	7	4	230	5	541	4	846	4	3.2	3.1	.10	3.1	.12	3.1	.09	
		2	Some	19	13	1,046	20	2,838	21	4,594	20								
		3	Quite a bit	65	44	2,087	38	5,365	39	9,232	40								
		4	Very much	55	39	1,999	37	4,849	36	8,398	37								
		Total		146	100	5,362	100	13,593	100	23,070	100								
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	5	3	191	4	493	4	720	3	3.2	3.1	.09	3.0	.13	3.1	.08	
		2	Some	21	14	1,007	19	2,785	21	4,413	19								
		3	Quite a bit	67	46	2,282	43	5,679	42	9,843	43								
		4	Very much	52	36	1,861	34	4,573	34	8,023	35								
		Total		145	100	5,341	100	13,530	100	22,999	100								
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	7	4	410	8	1,174	9	1,667	8	2.9	2.8	.05	2.8	.11	2.8	.05	
		2	Some	36	27	1,525	28	4,108	30	6,627	29								
		3	Quite a bit	72	49	2,046	39	4,980	36	8,929	38								
		4	Very much	30	20	1,350	25	3,244	24	5,750	25								
		Total		145	100	5,331	100	13,506	100	22,973	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
												<i>Your seniors compared with</i>							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	4	3	167	3	390	3	653	3	3.1	3.1	.00	3.1	.01	3.2	-.01	
		2	Some	18	12	864	16	2,390	18	3,815	17								
		3	Quite a bit	75	52	2,244	42	5,547	41	9,661	42								
		4	Very much	48	33	2,052	38	5,168	38	8,811	38								
		Total		145	100	5,327	100	13,495	100	22,940	100								
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	14	9	603	11	1,421	10	2,411	10	2.6	2.7	-.02	2.7	-.03	2.7	-.04	
		2	Sometimes	48	34	1,764	33	4,526	34	7,580	33								
		3	Often	60	41	1,848	36	4,698	35	8,052	36								
		4	Very often	23	16	1,050	20	2,699	21	4,613	21								
		Total		145	100	5,265	100	13,344	100	22,656	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	21	15	860	16	2,096	16	3,613	16	2.4	2.5	-.06	2.5	-.06	2.5	-.07	
		2	Sometimes	54	37	1,832	34	4,729	35	7,970	35								
		3	Often	51	36	1,656	32	4,112	31	7,029	31								
		4	Very often	17	12	905	17	2,357	18	3,976	18								
		Total		143	100	5,253	100	13,294	100	22,588	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	21	14	876	16	2,070	16	3,571	16	2.5	2.5	.01	2.5	.00	2.5	-.01	
		2	Sometimes	53	36	1,911	36	4,994	37	8,340	37								
		3	Often	53	38	1,603	31	4,070	31	6,978	31								
		4	Very often	16	11	827	16	2,117	16	3,599	16								
		Total		143	100	5,217	100	13,251	100	22,488	100								
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	wrshortnum	0	None	7	5	359	7	904	7	1,400	6	8.7	7.1 **	.25	7.4 *	.20	7.4 *	.20	
		1.5	1-2	16	11	1,010	19	2,379	18	4,009	18								
		4	3-5	36	27	1,581	31	3,893	29	6,684	30								
		8	6-10	36	24	1,084	21	2,840	21	4,918	22								
		13	11-15	23	16	510	10	1,368	10	2,399	11								
		18	16-20	13	8	253	5	677	5	1,188	5								
		23	More than 20	13	9	421	8	1,151	9	1,873	8								
Total		144	100	5,218	100	13,212	100	22,471	100										

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

												<i>Your seniors compared with</i>							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Between 6 and 10 pages	wrmednum	0	None	26	18	1,446	28	3,496	27	5,598	25	4.3	3.4 *	.19	3.5 *	.17	3.5 *	.16	
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	39	28	1,714	32	4,235	32	7,398	33								
		4	3-5	41	28	1,116	21	2,982	22	5,199	23								
		8	6-10	24	16	561	11	1,484	11	2,596	12								
		13	11-15	9	6	194	4	533	4	877	4								
		18	16-20	4	3	70	1	179	1	320	1								
		23	More than 20	1	1	94	2	228	2	377	2								
	Total			144	100	5,195	100	13,137	100	22,365	100								
c. 11 pages or more	wrlongnum	0	None	54	37	2,806	54	6,825	52	11,287	50	2.1	1.9	.04	2.0	.02	2.0	.03	
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	57	40	1,505	29	3,967	29	7,036	31								
		4	3-5	20	14	473	9	1,260	10	2,232	10								
		8	6-10	8	5	189	4	494	4	872	4								
		13	11-15	3	2	95	2	291	2	471	2								
		18	16-20	1	1	47	1	130	1	174	1								
		23	More than 20	1	1	84	2	199	2	327	2								
	Total			144	100	5,199	100	13,166	100	22,399	100								
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									91.5	76.7	.15	79.6	.12	79.4	.12	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	6	4	302	6	832	7	1,238	6	2.9	3.0	-.05	3.0	-.02	3.0	-.06	
		2	Sometimes	44	31	1,312	25	3,504	26	5,632	25								
		3	Often	47	32	1,675	32	4,122	31	7,138	31								
		4	Very often	47	33	1,925	37	4,726	36	8,413	37								
		Total		144	100	5,214	100	13,184	100	22,421	100								
b. People from an economic background other than your own	DDeconomic	1	Never	5	4	266	5	687	6	1,097	5	3.0	3.0	.01	3.0	.02	3.0	.00	
		2	Sometimes	34	24	1,301	25	3,356	26	5,594	25								
		3	Often	62	43	1,910	37	4,753	36	8,098	36								
		4	Very often	41	29	1,715	33	4,353	33	7,566	33								
		Total		142	100	5,192	100	13,149	100	22,355	100								

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. People with religious beliefs other than your own	DDreligion	1	Never	7	5	421	9	1,015	8	1,571	7	2.9	2.9	.06	2.9	.04	2.9	.02	
		2	Sometimes	43	29	1,449	28	3,695	28	6,201	28								
		3	Often	51	36	1,711	33	4,307	32	7,426	33								
		4	Very often	42	30	1,612	30	4,129	31	7,162	32								
		Total		143	100	5,193	100	13,146	100	22,360	100								
d. People with political views other than your own	DDpolitical	1	Never	13	9	406	8	1,031	9	1,684	8	2.7	2.9 *	-0.21	2.8 *	-0.18	2.9 *	-0.21	
		2	Sometimes	57	40	1,448	28	3,929	30	6,558	29								
		3	Often	38	26	1,725	33	4,127	31	7,183	32								
		4	Very often	36	25	1,612	30	4,056	31	6,918	31								
		Total		144	100	5,191	100	13,143	100	22,343	100								
e. People with a sexual orientation other than your own	ddsexorient <i>(Comparison data are limited to NSSE 2022.)</i>	1	Never	6	4	450	9	676	9	1,868	9	3.1	2.8 ***	.33	2.8 ***	.30	2.8 ***	.32	
		2	Sometimes	27	20	1,524	30	2,357	29	6,680	31								
		3	Often	54	37	1,654	32	2,654	31	6,949	30								
		4	Very often	56	39	1,555	29	2,628	31	6,826	30								
		Total		143	100	5,183	100	8,315	100	22,323	100								
f. People from a country other than your own	ddcountry <i>(Comparison data are limited to NSSE 2022.)</i>	1	Never	20	15	719	14	1,163	14	2,995	13	2.3	2.5 ***	-0.28	2.5 ***	-0.26	2.5 ***	-0.29	
		2	Sometimes	79	55	2,095	40	3,488	42	9,216	41								
		3	Often	28	19	1,269	25	1,931	23	5,366	24								
		4	Very often	16	11	1,108	21	1,728	21	4,775	22								
		Total		143	100	5,191	100	8,310	100	22,352	100								
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	0	0	124	3	329	3	591	3	3.3	3.1 **	.27	3.1 **	.25	3.1 **	.27	
		2	Sometimes	22	16	1,060	21	2,649	21	4,512	21								
		3	Often	58	39	2,270	44	5,520	42	9,639	43								
		4	Very often	63	45	1,712	33	4,593	35	7,511	33								
		Total		143	100	5,166	100	13,091	100	22,253	100								
b. Reviewed your notes after class	LSnotes	1	Never	11	9	253	5	721	6	1,379	7	2.9	3.0	-0.13	2.9	-0.08	2.9	-0.05	
		2	Sometimes	40	28	1,339	25	3,473	27	6,052	27								
		3	Often	46	31	1,851	36	4,621	35	7,737	35								
		4	Very often	46	32	1,719	33	4,280	32	7,065	31								
		Total		143	100	5,162	100	13,095	100	22,233	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
												<i>Your seniors compared with</i>							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	3	2	229	5	643	5	1,132	5	3.0	3.0	.06	2.9	.11	2.9	.12	
		2	Sometimes	37	26	1,281	25	3,376	26	5,826	27								
		3	Often	55	38	2,051	40	5,086	38	8,701	39								
		4	Very often	47	33	1,601	31	3,979	30	6,572	29								
		Total		142	100	5,162	100	13,084	100	22,231	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
	challenge	1	Not at all	1	1	52	1	162	1	250	1	5.6	5.6	.05	5.5	.08	5.5	.08	
		2		1	1	89	2	225	2	337	2								
		3		4	3	235	5	600	5	1,026	5								
		4		14	10	530	10	1,463	12	2,387	11								
		5		40	30	1,352	26	3,450	26	6,101	27								
		6		42	31	1,204	23	3,126	24	5,425	24								
		7	Very much	40	26	1,661	33	3,981	31	6,549	30								
Total		142	100	5,123	100	13,007	100	22,075	100										
11. Which of the following have you done while in college or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	15	11	526	11	1,593	13	2,227	10	51%	47%	.08	42% *	.19	48%	.06		
		Do not plan to do	21	16	790	16	2,374	19	3,746	18									
		Plan to do	31	21	1,270	26	3,364	27	5,062	23									
		Done or in progress	76	51	2,529	47	5,663	42	11,000	48									
		Total	143	100	5,115	100	12,994	100	22,035	100									
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	16	11	695	14	1,751	14	2,831	13	29%	29%	.00	30%	-.02	32%	-.06		
		Do not plan to do	74	52	2,322	45	6,050	47	10,032	46									
		Plan to do	11	7	542	11	1,208	9	1,927	9									
		Done or in progress	42	29	1,553	29	3,955	30	7,215	32									
		Total	143	100	5,112	100	12,964	100	22,005	100									
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	23	16	856	17	2,135	17	3,393	16	23%	23%	-.01	21%	.04	23%	.00		
		Do not plan to do	76	54	2,351	45	6,499	50	11,036	51									
		Plan to do	11	7	678	14	1,481	11	2,417	11									
		Done or in progress	33	23	1,212	23	2,823	21	5,087	23									
		Total	143	100	5,097	100	12,938	100	21,933	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Participate in a study abroad program	abroad (Means indicate the percentage who responded "Done or in progress.")		Have not decided	30	20	765	16	1,952	16	2,965	14	9%	5% * △	.15	5%	.13	6%	.10	
			Do not plan to do	94	67	3,632	70	9,152	70	15,948	72								
			Plan to do	6	4	456	10	1,135	9	1,751	8								
			Done or in progress	13	9	256	5	711	5	1,298	6								
			Total	143	100	5,109	100	12,950	100	21,962	100								
e. Work with a faculty member on a research project	research (Means indicate the percentage who responded "Done or in progress.")		Have not decided	23	16	936	19	2,341	19	3,549	17	34%	22% *** △	.27	21% *** △	.29	22% *** △	.27	
			Do not plan to do	57	40	2,439	47	6,340	48	11,027	50								
			Plan to do	15	10	597	12	1,504	12	2,402	11								
			Done or in progress	48	34	1,129	22	2,762	21	4,956	22								
			Total	143	100	5,101	100	12,947	100	21,934	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone (Means indicate the percentage who responded "Done or in progress.")		Have not decided	3	2	611	12	1,416	12	2,152	10	72%	44% *** ▲	.58	45% *** ▲	.54	47% *** ▲	.50	
			Do not plan to do	2	1	1,091	21	2,462	20	4,367	20								
			Plan to do	35	25	1,150	23	2,991	24	4,792	22								
			Done or in progress	102	72	2,246	44	6,061	45	10,615	47								
			Total	142	100	5,098	100	12,930	100	21,926	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
	servcourse	1	None	50	37	1,676	34	4,970	40	7,753	37	1.8	1.9	-.12	1.8	.01	1.8	-.04	
		2	Some	74	52	2,505	49	6,063	46	10,825	49								
		3	Most	14	9	691	13	1,440	11	2,541	11								
		4	All	4	3	200	4	395	3	700	3								
		Total		142	100	5,072	100	12,868	100	21,819	100								
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	3	2	63	1	208	2	309	2	5.7	5.6	.08	5.6	.11	5.6	.07	
		2		3	2	93	2	255	2	410	2								
		3		3	2	183	4	523	4	888	4								
		4		12	9	525	10	1,315	10	2,080	10								
		5		28	19	1,262	25	3,104	24	5,203	23								
		6		44	30	1,247	24	3,241	25	5,751	26								
		7	Excellent	48	34	1,606	32	3,932	30	6,763	31								
		—	Not applicable	1	1	103	2	300	3	472	2								
		Total		142	100	5,082	100	12,878	100	21,876	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Academic advisors	QIadvisor	1	Poor	6	4	199	4	663	5	1,002	5	5.5	5.4	.04	5.3	.12	5.4	.07	
		2		7	4	220	4	618	5	930	4								
		3		9	7	323	6	948	7	1,478	7								
		4		11	8	555	11	1,423	11	2,418	11								
		5		24	17	866	17	2,247	17	3,705	17								
		6		30	22	994	19	2,418	19	4,230	19								
		7	Excellent	54	38	1,853	37	4,354	34	7,769	36								
		—	Not applicable	0	0	68	1	188	2	311	2								
Total				141	100	5,078	100	12,859	100	21,843	100								
c. Faculty	QIfaculty	1	Poor	3	2	103	2	254	2	377	2	5.7	5.5	.15	5.5 *	.18	5.6	.13	
		2		6	4	114	2	288	2	429	2								
		3		2	1	237	5	638	5	954	4								
		4		9	6	547	11	1,461	11	2,394	11								
		5		26	19	1,078	21	2,911	22	4,813	22								
		6		46	32	1,409	27	3,412	26	6,068	27								
		7	Excellent	48	35	1,530	30	3,757	30	6,574	31								
		—	Not applicable	1	1	60	1	154	1	236	1								
Total				141	100	5,078	100	12,875	100	21,845	100								
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	8	5	206	4	605	5	925	4	4.7	5.1	-.19	5.0	-.17	5.1 *	-.20	
		2		6	4	195	4	471	4	814	4								
		3		14	10	312	6	816	6	1,387	6								
		4		16	11	587	12	1,503	12	2,606	12								
		5		28	21	864	16	2,144	16	3,795	17								
		6		16	11	832	16	2,111	16	3,646	16								
		7	Excellent	24	16	1,034	21	2,637	21	4,563	21								
		—	Not applicable	30	22	1,045	21	2,573	20	4,108	19								
Total				142	100	5,075	100	12,860	100	21,844	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	6	4	205	4	594	5	934	4	4.9	5.2	-0.12	5.1	-0.08	5.1	-0.10	
		2		13	10	248	5	623	5	986	5								
		3		10	7	351	7	909	7	1,565	7								
		4		11	7	635	12	1,692	13	2,930	13								
		5		32	24	1,002	19	2,560	20	4,347	20								
		6		28	20	1,042	21	2,484	19	4,376	20								
		7	Excellent	31	20	1,292	26	3,167	25	5,333	25								
	—	Not applicable	11	8	308	6	845	7	1,392	6									
	Total			142	100	5,083	100	12,874	100	21,863	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	2	1	100	2	249	2	454	2	3.0	3.1	-0.12	3.1	-0.15	3.1	-0.15	
		2	Some	32	24	1,048	21	2,468	20	4,115	19								
		3	Quite a bit	74	52	2,302	45	5,803	45	9,945	46								
		4	Very much	34	23	1,618	32	4,308	33	7,288	33								
			Total	142	100	5,068	100	12,828	100	21,802	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	10	6	283	6	757	7	1,219	6	2.8	2.9	-0.15	2.9	-0.12	2.9	-0.15	
		2	Some	42	31	1,308	26	3,385	27	5,462	25								
		3	Quite a bit	61	43	2,076	40	5,261	40	9,077	41								
		4	Very much	29	20	1,396	28	3,412	27	5,998	27								
			Total	142	100	5,063	100	12,815	100	21,756	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	13	10	521	10	1,286	11	2,166	10	2.8	2.8	-0.06	2.8	-0.05	2.8	-0.08	
		2	Some	38	26	1,258	25	3,177	25	5,144	24								
		3	Quite a bit	58	42	1,844	37	4,709	36	8,123	37								
		4	Very much	33	22	1,428	28	3,631	28	6,296	29								
			Total	142	100	5,051	100	12,803	100	21,729	100								
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	18	13	627	13	1,734	14	2,943	14	2.6	2.7	-0.11	2.6	-0.05	2.6	-0.06	
		2	Some	51	36	1,498	29	3,914	31	6,560	30								
		3	Quite a bit	44	31	1,717	34	4,135	32	7,248	33								
		4	Very much	29	20	1,204	24	2,992	23	4,964	23								
			Total	142	100	5,046	100	12,775	100	21,715	100								

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NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Providing opportunities to be involved socially	SEsocial	1	Very little	11	8	412	8	1,131	9	1,841	9	2.7	2.8 *	-.19	2.8	-.13	2.8 *	-.18	
		2	Some	47	34	1,353	27	3,624	29	5,672	26								
		3	Quite a bit	62	44	1,923	38	4,759	37	8,493	39								
		4	Very much	22	15	1,346	26	3,258	25	5,679	26								
		Total		142	100	5,034	100	12,772	100	21,685	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	11	7	565	12	1,452	12	2,494	12	2.7	2.8	-.04	2.7	.01	2.7	.00	
		2	Some	42	29	1,384	27	3,659	29	6,081	28								
		3	Quite a bit	64	48	1,832	37	4,567	35	7,913	36								
		4	Very much	23	15	1,252	25	3,074	24	5,177	24								
		Total		140	100	5,033	100	12,752	100	21,665	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	52	36	1,591	31	4,076	32	6,912	32	1.9	2.2 ***	-.31	2.2 ***	-.27	2.2 ***	-.27	
		2	Some	62	45	1,595	31	4,283	33	7,217	33								
		3	Quite a bit	18	13	1,165	24	2,735	21	4,778	22								
		4	Very much	9	6	673	14	1,638	13	2,735	13								
		Total		141	100	5,024	100	12,732	100	21,642	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	22	16	762	16	2,082	17	3,281	16	2.4	2.6 **	-.24	2.5 *	-.18	2.6 **	-.23	
		2	Some	60	43	1,476	29	3,857	30	6,323	29								
		3	Quite a bit	41	30	1,701	34	4,207	32	7,491	34								
		4	Very much	17	12	1,077	21	2,573	20	4,521	21								
		Total		140	100	5,016	100	12,719	100	21,616	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	29	21	979	20	2,503	20	4,299	20	2.2	2.4 ***	-.25	2.4 **	-.23	2.4 **	-.23	
		2	Some	68	49	1,713	34	4,453	35	7,517	35								
		3	Quite a bit	32	23	1,512	30	3,671	28	6,405	29								
		4	Very much	12	8	813	16	2,099	16	3,402	16								
		Total		141	100	5,017	100	12,726	100	21,623	100								
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	4	3	121	3	359	3	562	3	3.3	3.3	-.07	3.3	-.04	3.3	-.04	
		2	Disagree	9	6	321	7	861	7	1,547	7								
		3	Agree	77	54	2,505	49	6,221	48	10,712	49								
		4	Strongly agree	51	37	2,071	42	5,268	42	8,789	41								
		Total		141	100	5,018	100	12,709	100	21,610	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		<i>Your seniors compared with</i>					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	5	4	284	6	846	7	1,348	7	2.9	3.0	-.11	2.9	-.07	3.0	-.09	
		2	Disagree	35	25	896	18	2,228	17	3,792	17								
		3	Agree	72	51	2,540	50	6,394	49	10,910	50								
		4	Strongly agree	28	20	1,286	26	3,249	26	5,543	26								
		Total		140	100	5,006	100	12,717	100	21,593	100								
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	7	5	279	6	775	7	1,241	6	2.8	3.0 *	-0.21	2.9	-0.16	3.0 *	-0.19	
		2	Disagree	39	27	926	18	2,416	19	3,977	18								
		3	Agree	71	51	2,514	50	6,279	48	10,801	49								
		4	Strongly agree	23	17	1,294	26	3,251	26	5,600	26								
		Total		140	100	5,013	100	12,721	100	21,619	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	0	0	21	1	55	0	88	0	16.8	14.7 **	.24	15.6	.14	15.2 *	.19	
		3	1-5 hrs	7	5	669	14	1,415	11	2,618	12								
		8	6-10 hrs	31	23	1,159	24	2,746	22	4,765	22								
		13	11-15 hrs	24	16	1,032	21	2,580	20	4,508	21								
		18	16-20 hrs	36	25	889	18	2,384	19	3,998	18								
		23	21-25 hrs	19	13	529	10	1,534	12	2,372	11								
		28	26-30 hrs	15	10	289	5	825	6	1,419	7								
		33	More than 30 hrs	10	7	419	8	1,155	9	1,794	8								
Total		142	100	5,007	100	12,694	100	21,562	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	81	57	2,357	48	6,198	50	9,824	46	3.4	4.9 ** ▽	-.21	4.6 * ▽	-.17	5.0 ** ▽	-.22	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	39	28	1,199	23	3,060	24	5,397	24								
	8	6-10 hrs	8	5	561	11	1,366	11	2,473	11									
	13	11-15 hrs	3	2	359	7	864	7	1,562	7									
	18	16-20 hrs	5	4	238	5	559	4	1,042	5									
	23	21-25 hrs	1	1	118	2	271	2	544	2									
	28	26-30 hrs	2	1	62	1	133	1	271	1									
	33	More than 30 hrs	3	2	93	2	207	2	404	2									
	Total		142	100	4,987	100	12,658	100	21,517	100									
	c. Working for pay on campus	tmworkonhrs	0	0 hrs	100	72	3,769	76	9,816	78	16,088								75
(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)		3	1-5 hrs	4	3	224	4	518	4	995	4								
8		6-10 hrs	13	10	316	6	685	5	1,500	7									
13		11-15 hrs	7	5	252	5	616	5	1,166	5									
18		16-20 hrs	13	10	259	5	634	5	1,137	5									
23		21-25 hrs	0	0	86	2	184	1	305	1									
28		26-30 hrs	2	1	43	1	76	1	135	1									
33		More than 30 hrs	0	0	50	1	128	1	185	1									
Total		139	100	4,999	100	12,657	100	21,511	100										
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	53	38	1,684	33	4,523	36	7,637	35	13.8	15.1	-.10	14.2	-.03	14.3	-.04	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	10	7	220	4	590	5	1,053	5								
	8	6-10 hrs	6	4	331	6	850	6	1,442	6									
	13	11-15 hrs	11	8	375	8	907	7	1,585	7									
	18	16-20 hrs	10	7	465	9	1,203	9	2,121	10									
	23	21-25 hrs	11	7	446	9	1,084	8	1,787	8									
	28	26-30 hrs	12	8	341	7	883	7	1,379	6									
	33	More than 30 hrs	29	21	1,132	24	2,632	22	4,527	22									
Total		142	100	4,994	100	12,672	100	21,531	100										
Estimated number of hours working for pay	tmworkhrs											17.6	18.2	-.04	17.1	.04	17.4	.02	
	(Continuous variable created by NSSE)																		

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

												<i>Your seniors compared with</i>							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	88	62	2,679	53	7,054	56	12,081	56	2.1	3.5 *** ▽	-0.22	3.1 ** ▽	-0.17	3.0	-0.15	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	37	26	1,420	29	3,494	27	6,123	28								
	8	6-10 hrs	10	7	406	9	990	8	1,534	7									
	13	11-15 hrs	4	3	217	5	522	4	836	4									
	18	16-20 hrs	2	1	106	2	274	2	432	2									
	23	21-25 hrs	0	0	60	1	129	1	212	1									
	28	26-30 hrs	1	1	34	1	64	1	91	0									
	33	More than 30 hrs	0	0	78	2	135	1	221	1									
	Total			142	100	5,000	100	12,662	100	21,530	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	0	0	207	4	491	4	770	4	10.4	10.2	.03	10.7	-0.03	10.7	-0.03	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	44	30	1,487	29	3,506	28	5,918	27								
	8	6-10 hrs	47	34	1,371	27	3,503	27	6,040	28									
	13	11-15 hrs	19	13	876	18	2,264	18	3,943	18									
	18	16-20 hrs	16	12	544	11	1,408	11	2,456	12									
	23	21-25 hrs	6	5	202	4	605	5	963	4									
	28	26-30 hrs	3	2	99	2	280	2	457	2									
	33	More than 30 hrs	6	4	207	4	602	5	968	5									
	Total			141	100	4,993	100	12,659	100	21,515	100								
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	86	61	2,856	56	7,601	60	13,153	61	7.4	7.8	-0.03	6.8	.06	6.7	.07	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	17	12	611	12	1,460	11	2,449	11								
	8	6-10 hrs	4	4	290	6	796	6	1,288	6									
	13	11-15 hrs	1	1	198	4	495	4	783	4									
	18	16-20 hrs	5	3	159	3	391	3	628	3									
	23	21-25 hrs	1	1	85	2	193	2	321	2									
	28	26-30 hrs	3	2	54	1	160	1	262	1									
	33	More than 30 hrs	24	16	736	15	1,550	12	2,630	12									
	Total			141	100	4,989	100	12,646	100	21,514	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	39	26	1,319	27	3,922	32	5,882	28	3.8	5.2 *** ▽	-.20	4.6 * ▽	-.12	4.6 * ▽	-.14	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	78	55	2,263	45	5,620	43	10,205	47								
		8	6-10 hrs	12	9	740	15	1,717	13	3,072	14								
		13	11-15 hrs	9	7	325	7	654	5	1,173	6								
		18	16-20 hrs	2	1	162	3	311	2	542	3								
		23	21-25 hrs	1	1	54	1	140	1	231	1								
		28	26-30 hrs	1	1	34	1	78	1	117	1								
		33	More than 30 hrs	0	0	100	2	232	2	315	2								
		Total		142	100	4,997	100	12,674	100	21,537	100								
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
	reading	1	Very little	11	8	684	14	1,431	12	2,733	13	3.1	2.8 *** △	.27	2.9 ** △	.22	2.8 *** △	.27	
		2	Some	24	18	1,452	29	3,616	29	6,310	30								
		3	About half	53	37	1,434	29	3,663	29	6,137	28								
		4	Most	41	29	990	20	2,726	21	4,402	20								
		5	Almost all	12	9	419	9	1,196	9	1,868	8								
			Total	141	100	4,979	100	12,632	100	21,450	100								
	tmreadinghrs		(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)									9.0	7.0 *** ▲	.31	7.6 * ▲	.20	7.2 ** ▲	.27	
	tmreadinghrscol	1	0 hrs	0	0	21	1	54	0	86	0								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	44	32	2,440	50	5,636	46	10,073	48								
		3	More than 5, up to 10 hrs	48	34	1,391	28	3,606	28	6,170	28								
		4	More than 10, up to 15 hrs	28	19	500	10	1,453	11	2,296	11								
		5	More than 15, up to 20 hrs	11	8	307	6	908	7	1,282	6								
		6	More than 20, up to 25 hrs	8	6	199	4	620	5	988	4								
		7	More than 25 hrs	2	1	103	2	320	2	485	2								
			Total	141	100	4,961	100	12,597	100	21,380	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																			
a. Writing clearly and effectively	pgwrite	1	Very little	7	5	243	5	612	5	938	5	3.0	3.1	-0.06	3.0	-0.03	3.1	-0.06	
		2	Some	30	21	981	19	2,514	20	4,140	19								
		3	Quite a bit	57	41	1,985	39	4,994	39	8,578	40								
		4	Very much	47	33	1,781	36	4,518	35	7,829	36								
			Total	141	100	4,990	100	12,638	100	21,485	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	13	9	300	6	857	8	1,207	6	2.8	3.0 *	-0.20	2.9	-0.13	3.0 *	-0.20	
		2	Some	36	26	1,088	22	2,901	23	4,668	22								
		3	Quite a bit	56	40	1,911	38	4,712	37	8,273	38								
		4	Very much	36	25	1,681	34	4,151	33	7,309	34								
			Total	141	100	4,980	100	12,621	100	21,457	100								
c. Thinking critically and analytically	pgthink	1	Very little	7	5	109	2	307	3	478	3	3.3	3.3	-0.03	3.3	-0.03	3.3	-0.05	
		2	Some	13	9	643	13	1,609	13	2,625	12								
		3	Quite a bit	58	43	1,955	39	4,824	38	8,277	39								
		4	Very much	63	44	2,275	46	5,883	46	10,087	47								
			Total	141	100	4,982	100	12,623	100	21,467	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	25	17	482	10	1,040	8	1,906	9	2.7	2.9	-0.14	2.9	-0.17	2.9	-0.16	
		2	Some	27	19	1,259	25	3,214	25	5,308	24								
		3	Quite a bit	50	36	1,712	34	4,310	34	7,333	34								
		4	Very much	39	28	1,531	32	4,056	33	6,911	33								
			Total	141	100	4,984	100	12,620	100	21,458	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	12	9	349	7	1,003	8	1,604	8	2.8	3.0 *	-0.19	3.0	-0.11	3.0	-0.15	
		2	Some	34	23	1,022	20	2,844	23	4,568	21								
		3	Quite a bit	60	44	1,804	36	4,399	34	7,601	35								
		4	Very much	35	25	1,808	37	4,372	34	7,697	36								
			Total	141	100	4,983	100	12,618	100	21,470	100								
f. Working effectively with others	pgothers	1	Very little	4	3	217	5	605	5	907	5	3.0	3.1	-0.13	3.0	-0.08	3.1	-0.12	
		2	Some	37	25	963	19	2,554	21	4,152	20								
		3	Quite a bit	61	45	1,942	38	4,842	38	8,311	38								
		4	Very much	39	27	1,858	37	4,618	36	8,069	37								
			Total	141	100	4,980	100	12,619	100	21,439	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
<i>Your seniors compared with</i>																			
g. Developing or clarifying a personal code of values and ethics				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
	pgvalues	1	Very little	18	13	410	9	1,116	10	1,849	9	2.7	2.9 *	-0.22	2.9 *	-0.17	2.9 *	-0.19	
		2	Some	37	26	1,128	23	2,936	24	4,871	23								
		3	Quite a bit	53	38	1,766	35	4,406	34	7,592	35								
		4	Very much	33	24	1,678	34	4,155	32	7,132	33								
		Total		141	100	4,982	100	12,613	100	21,444	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
	pgdiverse	1	Very little	8	6	362	8	965	8	1,620	8	2.9	3.0	-0.10	2.9	-0.07	2.9	-0.07	
		2	Some	37	26	1,095	22	2,859	23	4,920	23								
		3	Quite a bit	59	44	1,797	36	4,356	34	7,570	35								
		4	Very much	36	24	1,727	34	4,420	34	7,328	33								
		Total		140	100	4,981	100	12,600	100	21,438	100								
i. Solving complex real-world problems				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
	pgprobsolve	1	Very little	16	11	412	9	1,009	9	1,735	8	2.7	2.9 **	-0.25	2.9 **	-0.24	2.9 **	-0.24	
		2	Some	45	31	1,238	25	3,197	26	5,325	25								
		3	Quite a bit	53	40	1,805	35	4,547	35	7,810	36								
		4	Very much	27	18	1,528	31	3,861	30	6,576	30								
		Total		141	100	4,983	100	12,614	100	21,446	100								
j. Being an informed and active citizen				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
	pgcitizen	1	Very little	15	11	506	11	1,246	11	2,207	11	2.7	2.8	-0.16	2.8	-0.13	2.8	-0.13	
		2	Some	45	32	1,283	26	3,388	27	5,676	27								
		3	Quite a bit	49	36	1,729	34	4,234	33	7,354	34								
		4	Very much	32	21	1,469	30	3,748	29	6,228	29								
		Total		141	100	4,987	100	12,616	100	21,465	100								
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	5	3	157	4	416	4	658	3	3.1	3.2	-0.05	3.2	-0.05	3.2	-0.07	
		2	Fair	21	14	723	14	1,788	14	3,012	14								
		3	Good	68	50	2,291	45	5,706	44	9,585	44								
		4	Excellent	47	32	1,827	37	4,726	38	8,216	38								
		Total		141	100	4,998	100	12,636	100	21,471	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	8	5	282	6	688	6	1,207	6	3.1	3.1	-0.05	3.1	-0.03	3.1	-0.03	
		2	Probably no	18	13	705	14	1,847	15	3,105	14								
		3	Probably yes	67	49	2,017	40	5,093	40	8,702	40								
		4	Definitely yes	48	34	2,000	40	5,047	40	8,531	40								
		Total		141	100	5,004	100	12,675	100	21,545	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Southern Oregon University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																			
	covidexp	1	Very little	7	5	295	6	802	7	1,279	6	3.0	3.1	-.02	3.0	.01	3.1	-.01	
		2	Some	32	22	1,015	20	2,534	20	4,348	20								
		3	Quite a bit	50	37	1,784	35	4,599	36	7,905	36								
		4	Very much	51	36	1,913	39	4,733	37	8,021	37								
			Total	140	100	5,007	100	12,668	100	21,553	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k				Effect size ^e			
	SOU													Comparisons with:			Comparisons with:				Comparisons with:			
		SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000		
1 a. askquest	110	2.90	2.80	2.79	2.80	.084	.013	.009	.006	.88	.84	.83	.84	4,206	9,582	18,185	.221	.179	.225	.12	.13	.12		
b. CLaskhelp	107	2.31	2.44	2.40	2.44	.079	.014	.009	.007	.82	.90	.91	.89	113	109	108	.121	.269	.096	-.14	-.10	-.15		
c. CLexplain	106	2.49	2.51	2.46	2.51	.080	.014	.009	.006	.83	.86	.88	.85	4,169	9,496	18,001	.876	.680	.834	-.02	.04	-.02		
d. CLstudy	106	2.15	2.30	2.23	2.33	.083	.015	.010	.007	.85	.96	.96	.96	112	108	106	.071	.343	.034	-.16	-.08	-.19		
e. CLproject	103	2.37	2.49	2.46	2.56	.078	.014	.009	.007	.79	.90	.88	.87	109	105	103	.132	.292	.021	-.13	-.09	-.21		
f. present	103	2.29	2.22	2.14	2.28	.080	.014	.009	.007	.81	.91	.89	.90	4,103	9,356	17,743	.429	.088	.834	.08	.17	.02		
2 a. RIintegrate	101	2.67	2.53	2.54	2.57	.086	.014	.009	.007	.87	.88	.87	.86	4,027	9,202	17,433	.104	.133	.218	.16	.15	.12		
b. RISocietal	99	2.86	2.58	2.58	2.57	.093	.014	.010	.007	.93	.89	.90	.90	3,970	9,068	17,243	.002	.002	.001	.31	.32	.33		
c. RIDiverse	95	2.91	2.64	2.64	2.61	.094	.015	.010	.007	.91	.92	.92	.91	3,918	8,960	17,062	.005	.005	.002	.29	.29	.33		
d. RIownview	94	2.81	2.80	2.79	2.78	.094	.013	.009	.006	.91	.81	.82	.81	3,843	8,818	16,818	.943	.777	.686	.01	.03	.04		
e. RIPerspect	92	3.02	2.95	2.92	2.92	.080	.013	.009	.006	.77	.79	.80	.79	3,792	8,671	16,510	.427	.266	.260	.08	.12	.12		
f. RInewview	91	2.79	2.86	2.83	2.84	.089	.013	.009	.006	.85	.80	.81	.80	3,707	8,525	16,186	.362	.576	.525	-.10	-.06	-.07		
g. RIconnect	93	3.13	3.00	3.00	3.02	.073	.013	.008	.006	.71	.77	.77	.76	3,668	8,393	15,967	.123	.110	.166	.16	.17	.14		
3 a. SFcareer	91	2.21	2.39	2.32	2.33	.095	.016	.010	.007	.91	.94	.95	.94	3,675	8,394	15,982	.072	.299	.244	-.19	-.11	-.12		
b. SFotherwork	91	1.69	1.90	1.79	1.86	.096	.016	.010	.008	.91	.97	.95	.95	3,666	8,356	15,909	.037	.290	.094	-.22	-.11	-.18		
c. SFdiscuss	90	1.77	2.05	1.99	2.04	.086	.016	.010	.007	.82	.94	.93	.92	3,602	8,243	15,689	.004	.024	.005	-.30	-.24	-.29		
d. SFperform	90	2.14	2.27	2.19	2.22	.091	.016	.010	.007	.87	.92	.91	.90	3,590	8,236	15,700	.183	.595	.428	-.14	-.06	-.08		
4 a. memorize	90	2.64	2.85	2.85	2.88	.090	.014	.009	.007	.85	.82	.82	.82	3,568	8,171	15,578	.018	.014	.006	-.25	-.26	-.29		
b. HOapply	89	2.68	2.82	2.84	2.86	.089	.014	.009	.007	.84	.81	.82	.81	3,535	8,106	15,453	.120	.078	.039	-.17	-.19	-.22		
c. HOanalyze	86	3.05	2.80	2.84	2.85	.092	.014	.009	.007	.85	.82	.83	.82	3,471	7,972	15,236	.005	.018	.022	.31	.26	.25		
d. HOevaluate	84	3.09	2.87	2.89	2.88	.092	.014	.009	.007	.85	.81	.81	.81	3,457	7,912	15,147	.013	.021	.018	.27	.25	.26		
e. HOform	82	2.96	2.86	2.87	2.89	.095	.014	.009	.007	.86	.81	.81	.80	3,440	7,867	15,065	.303	.352	.440	.12	.10	.09		
5 a. ETgoals	81	2.96	2.99	3.02	3.02	.086	.014	.009	.007	.77	.83	.81	.80	3,413	7,833	14,976	.746	.483	.488	-.04	-.08	-.08		
b. ETorganize	81	2.94	2.88	2.92	2.95	.098	.016	.010	.007	.89	.89	.86	.85	3,389	7,791	14,902	.578	.890	.865	.06	.02	-.02		
c. ETexample	81	2.97	2.93	2.94	2.97	.097	.015	.010	.007	.87	.87	.86	.84	3,393	7,775	14,878	.629	.747	.934	.05	.04	.01		
d. ETdraftfb	81	2.84	2.87	2.85	2.86	.109	.016	.010	.007	.99	.90	.91	.90	3,389	7,756	14,858	.825	.953	.884	-.02	-.01	-.02		
e. ETfeedback	80	2.60	2.76	2.73	2.76	.104	.016	.010	.007	.93	.92	.92	.90	3,379	7,722	14,789	.149	.228	.133	-.16	-.14	-.17		
f. etcriteria	77	3.01	2.95	2.97	2.97	.096	.015	.010	.007	.85	.86	.84	.84	3,356	7,664	14,708	.521	.650	.630	.07	.05	.05		
g. etreview	77	2.89	2.94	2.94	2.96	.091	.015	.009	.007	.80	.83	.81	.81	3,350	7,633	14,649	.612	.601	.461	-.06	-.06	-.08		
h. etprefer	75	2.63	2.60	2.60	2.64	.105	.016	.010	.007	.91	.91	.90	.88	3,331	7,611	14,614	.790	.726	.906	.03	.04	-.01		
i. etdemonstrate	77	3.11	3.05	3.03	3.05	.089	.015	.009	.007	.78	.84	.82	.82	3,331	7,608	14,580	.528	.384	.516	.07	.10	.07		

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	SOU													Comparisons with:			Comparisons with:			Comparisons with:		
		SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
6 a. QRconclude	77	2.46	2.54	2.57	2.57	.107	.015	.010	.007	.94	.87	.87	.87	3,284	7,486	14,343	.441	.263	.261	-.09	-.13	-.13
b. QRproblem	77	2.35	2.38	2.38	2.39	.108	.016	.011	.008	.94	.92	.93	.91	3,261	7,432	14,256	.745	.753	.704	-.04	-.04	-.04
c. QRevaluate	76	2.26	2.30	2.33	2.35	.102	.016	.011	.008	.89	.89	.90	.89	3,232	7,416	14,176	.757	.510	.418	-.04	-.08	-.09
7 a. wrshortnum	76	7.14	5.89	6.12	6.42	.721	.096	.066	.048	6.28	5.40	5.66	5.66	77	7,395	14,159	.089	.119	.274	.23	.18	.13
b. wrmednum	77	2.29	2.10	2.18	2.37	.374	.062	.041	.030	3.28	3.49	3.52	3.58	3,214	7,349	14,096	.637	.776	.845	.05	.03	-.02
c. wrlongnum	77	.68	1.08	1.05	1.10	.228	.058	.038	.027	2.00	3.26	3.21	3.20	86	7,360	14,100	.094	.308	.242	-.12	-.12	-.13
— wrpages	76	50.23	49.70	50.80	54.32	6.231	1.408	.930	.674	54.26	78.73	79.09	79.56	3,199	7,300	14,008	.954	.950	.655	.01	-.01	-.05
8 a. DDrace	76	2.96	2.85	2.92	2.94	.098	.017	.011	.008	.85	.96	.95	.93	79	7,379	14,119	.268	.680	.882	.12	.05	.02
b. DDeconomic	75	3.08	2.86	2.90	2.92	.099	.017	.011	.008	.86	.92	.91	.90	3,207	7,364	14,088	.035	.073	.125	.25	.21	.18
c. DDreligion	76	2.99	2.75	2.82	2.85	.105	.017	.011	.008	.92	.96	.96	.94	3,202	7,349	14,075	.028	.113	.207	.26	.18	.15
d. DDpolitical	76	2.66	2.69	2.77	2.80	.107	.017	.011	.008	.93	.97	.97	.95	3,201	7,343	14,064	.754	.303	.208	-.04	-.12	-.15
e. ddsexorient	76	3.26	2.78	2.84	2.81	.101	.017	.014	.008	.88	.97	.97	.96	3,192	4,980	14,053	.000	.000	.000	.49	.43	.47
f. ddcountry	76	2.37	2.44	2.42	2.51	.098	.018	.014	.008	.85	.98	.99	.98	80	78	76	.514	.605	.177	-.07	-.05	-.14
9 a. LSreading	74	3.12	2.90	2.93	2.93	.082	.014	.009	.007	.70	.79	.79	.79	3,173	7,297	13,960	.017	.038	.035	.28	.24	.25
b. LSnotes	75	2.76	2.90	2.90	2.89	.100	.016	.010	.007	.87	.87	.88	.87	3,173	7,294	13,953	.170	.180	.204	-.16	-.16	-.15
c. LSsummary	74	2.75	2.85	2.83	2.84	.092	.015	.010	.007	.80	.85	.86	.85	3,169	7,291	13,945	.303	.380	.365	-.12	-.10	-.11
10 challenge	74	5.17	5.34	5.30	5.32	.129	.023	.015	.011	1.11	1.29	1.29	1.26	78	75	74	.188	.319	.259	-.13	-.10	-.12
11 a. intern ^l	74	8%	7%	7%	7%	.032	.005	.003	.002	--	--	--	--	--	--	--	.709	.587	.693	.04	.06	.04
b. leader ^l	73	10%	9%	9%	10%	.036	.005	.003	.003	--	--	--	--	--	--	--	.722	.661	.883	.04	.05	.02
c. learncom ^l	74	7%	9%	10%	11%	.029	.005	.004	.003	--	--	--	--	--	--	--	.525	.329	.247	-.08	-.12	-.15
d. abroad ^l	74	6%	2%	2%	2%	.028	.003	.002	.001	--	--	--	--	--	--	--	.031	.003	.022	.20	.24	.20
e. research ^l	73	6%	5%	5%	5%	.028	.004	.002	.002	--	--	--	--	--	--	--	.719	.584	.739	.04	.06	.04
f. capstone ^l	74	0%	3%	2%	2%	.000	.003	.002	.001	--	--	--	--	--	--	--	.117	.202	.186	-.36	-.29	-.30
12 servcourse	74	1.51	1.71	1.65	1.68	.071	.013	.008	.006	.61	.73	.71	.71	3,102	7,135	13,610	.022	.101	.043	-.27	-.19	-.24
13 a. QIstudent	74	5.13	5.32	5.20	5.31	.176	.026	.018	.012	1.52	1.41	1.48	1.41	3,043	6,974	13,415	.233	.650	.259	-.14	-.05	-.13
b. QIadvisor	74	5.65	5.33	5.30	5.34	.156	.030	.020	.014	1.35	1.63	1.63	1.62	79	75	74	.048	.029	.049	.20	.22	.19
c. QIfaculty	73	5.30	5.26	5.30	5.35	.154	.027	.017	.012	1.32	1.46	1.44	1.39	3,050	6,975	13,403	.810	.988	.801	.03	.00	-.03
d. QIstaff	67	4.83	5.11	5.09	5.13	.206	.031	.021	.015	1.69	1.62	1.65	1.61	2,765	6,188	12,097	.153	.196	.127	-.18	-.16	-.19
e. QIadmin	67	4.52	5.11	5.09	5.16	.214	.030	.020	.014	1.75	1.63	1.63	1.58	2,924	6,582	12,683	.004	.005	.001	-.36	-.35	-.40

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

First-Year Students

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	SOU	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Comparisons with:			Comparisons with:			Comparisons with:		
														Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
14 a. empstudy	74	2.59	2.95	3.00	3.00	.085	.014	.009	.007	.74	.77	.76	.77	3,091	7,101	13,566	.000	.000	.000	-.47	-.54	-.54
b. SEacademic	74	2.65	2.90	2.91	2.92	.092	.016	.010	.007	.79	.86	.85	.85	3,086	7,094	13,530	.013	.009	.006	-.29	-.30	-.32
c. SElearnsup	74	2.80	2.95	2.95	2.97	.100	.017	.011	.008	.87	.93	.92	.92	3,085	7,080	13,508	.192	.165	.112	-.15	-.16	-.19
d. SEdiverse	74	2.55	2.68	2.69	2.70	.104	.017	.011	.008	.90	.94	.95	.94	3,074	7,069	13,487	.243	.220	.181	-.14	-.14	-.16
e. SEsocial	74	2.73	2.87	2.81	2.88	.094	.016	.011	.008	.81	.89	.91	.88	3,077	7,051	13,466	.177	.455	.126	-.16	-.09	-.18
f. SEwellness	73	2.55	2.81	2.80	2.80	.099	.016	.011	.008	.85	.90	.92	.91	3,064	7,043	13,453	.015	.023	.018	-.29	-.27	-.28
g. SENonacad	74	1.98	2.32	2.28	2.29	.101	.018	.012	.008	.87	.97	.97	.97	78	75	74	.001	.005	.004	-.35	-.31	-.31
h. SEactivities	74	2.59	2.79	2.65	2.76	.099	.017	.012	.008	.86	.94	.96	.93	3,064	7,051	13,432	.071	.579	.112	-.21	-.06	-.19
i. SEevents	74	2.26	2.46	2.42	2.46	.102	.018	.011	.008	.88	.96	.96	.96	3,061	7,045	13,432	.072	.162	.077	-.21	-.16	-.21
15 a. sbmyself	74	3.02	3.19	3.17	3.18	.090	.013	.008	.006	.78	.69	.69	.69	3,060	7,050	13,422	.034	.053	.047	-.25	-.23	-.23
b. sbvalued	73	2.79	2.95	2.94	2.95	.085	.013	.009	.006	.73	.73	.74	.74	3,055	7,028	13,400	.054	.076	.064	-.23	-.21	-.22
c. sbcommunity	74	2.73	2.96	2.91	2.93	.091	.014	.009	.007	.78	.75	.78	.77	3,061	7,047	13,424	.010	.049	.021	-.30	-.23	-.27
16 a. tmprephrs	73	11.62	13.09	14.22	13.90	.932	.145	.098	.069	7.95	7.94	8.14	8.00	3,051	7,021	13,381	.119	.007	.015	-.18	-.32	-.28
b. tmcocurrhrs	71	3.56	5.45	4.76	5.66	.699	.134	.083	.064	5.91	7.28	6.87	7.32	76	72	72	.010	.091	.004	-.26	-.18	-.29
c. tmworkonhrs	72	3.23	2.59	2.22	2.34	.709	.112	.068	.049	6.02	6.10	5.67	5.65	3,040	7,004	13,352	.378	.134	.181	.11	.18	.16
d. tmworkoffhrs	72	6.08	7.99	7.49	6.99	1.221	.203	.128	.090	10.36	11.06	10.66	10.43	3,048	7,012	13,367	.147	.265	.461	-.17	-.13	-.09
— tmworkhrs	72	9.32	10.57	9.69	9.31	1.303	.230	.144	.103	11.06	12.50	11.96	11.88	3,034	6,984	13,320	.401	.790	.998	-.10	-.03	.00
e. tmservicehrs	72	1.94	2.37	2.08	2.10	.550	.088	.054	.039	4.67	4.78	4.51	4.48	3,042	7,001	13,348	.450	.795	.766	-.09	-.03	-.04
f. tmrelaxhrs	72	13.63	11.92	12.30	12.28	1.051	.156	.104	.074	8.92	8.52	8.64	8.53	3,043	7,009	13,351	.095	.195	.183	.20	.15	.16
g. tmcarehrs	72	1.79	3.35	3.00	2.94	.646	.139	.084	.060	5.48	7.57	6.96	6.96	78	73	72	.021	.068	.081	-.21	-.17	-.17
h. tmcommutehrs	72	4.11	4.46	3.92	4.07	.697	.122	.073	.054	5.91	6.67	6.11	6.24	3,038	7,004	13,348	.657	.793	.960	-.05	.03	.01
17 reading	70	2.96	2.58	2.64	2.61	.140	.019	.013	.009	1.17	1.06	1.07	1.08	3,033	6,980	13,304	.003	.013	.006	.36	.30	.33
— tmreadinghrs	70	6.19	5.62	6.21	6.01	.697	.100	.068	.049	5.83	5.43	5.68	5.58	3,021	6,948	13,254	.387	.981	.781	.10	.00	.03

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	SOU	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
18 a. pgwrite	70	2.70	2.84	2.83	2.84	.106	.015	.010	.007	.89	.82	.84	.84	3,033	6,978	13,307	.165	.210	.166	-.17	-.15	-.17
b. pgspeak	70	2.31	2.79	2.66	2.74	.111	.016	.011	.008	.93	.88	.91	.89	3,028	6,965	13,282	.000	.001	.000	-.54	-.39	-.48
c. pgthink	70	2.92	3.03	3.03	3.05	.106	.015	.010	.007	.89	.80	.80	.80	3,030	6,969	13,291	.251	.259	.191	-.14	-.14	-.16
d. pganalyze	70	2.20	2.64	2.65	2.65	.111	.017	.011	.008	.93	.92	.92	.93	3,036	6,964	13,292	.000	.000	.000	-.48	-.49	-.48
e. pgwork	70	2.36	2.66	2.57	2.62	.108	.017	.011	.008	.91	.93	.95	.94	3,029	6,958	13,292	.009	.067	.023	-.32	-.22	-.27
f. pgothers	70	2.53	2.80	2.74	2.81	.119	.016	.011	.008	1.00	.87	.90	.87	72	6,963	70	.026	.047	.019	-.31	-.24	-.33
g. pgvalues	70	2.48	2.72	2.66	2.71	.119	.017	.011	.008	.99	.91	.93	.91	3,036	6,957	13,287	.029	.101	.038	-.26	-.20	-.25
h. pgdiverse	70	2.67	2.87	2.81	2.82	.107	.016	.011	.008	.89	.90	.92	.91	3,042	6,968	13,299	.075	.201	.189	-.21	-.15	-.16
i. pgprobsolve	70	2.44	2.68	2.63	2.65	.110	.017	.011	.008	.92	.91	.93	.92	3,043	6,969	13,310	.028	.082	.051	-.27	-.21	-.23
j. pgcitizen	70	2.62	2.68	2.64	2.65	.104	.017	.011	.008	.87	.91	.94	.94	3,053	6,976	13,335	.591	.847	.788	-.06	-.02	-.03
19 evalexp	70	2.75	3.02	3.01	3.03	.090	.014	.009	.006	.75	.74	.75	.75	3,066	6,994	13,364	.002	.004	.001	-.37	-.35	-.38
20 sameinst	70	2.76	3.10	3.09	3.08	.117	.015	.010	.007	.98	.81	.80	.81	72	70	70	.005	.006	.007	-.42	-.41	-.40
21 returnexp ^l	71	76%	86%	86%	86%	.0513	.0063	.0042	.0030	--	--	--	--	--	--	--	.015	.014	.011	-.26	-.26	-.27
22 covidexp	71	2.79	3.06	3.07	3.05	.115	.016	.010	.007	.97	.86	.87	.86	73	7,061	71	.022	.007	.027	-.31	-.32	-.30

IPEDS: 210146

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
	SOU	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Comparisons with:			Comparisons with:			Comparisons with:		
														Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
1 a. askquest	168	3.30	3.16	3.10	3.13	.061	.011	.007	.005	.79	.84	.86	.85	6,062	14,612	26,446	.029	.002	.008	.17	.24	.20
b. CLaskhelp	167	2.27	2.40	2.38	2.41	.067	.012	.008	.006	.86	.95	.95	.95	178	171	169	.054	.110	.045	-.14	-.11	-.14
c. CLexplain	167	2.67	2.66	2.62	2.64	.072	.012	.008	.006	.93	.92	.92	.91	6,039	14,542	26,298	.887	.512	.727	.01	.05	.03
d. CLstudy	165	2.13	2.35	2.30	2.34	.076	.013	.009	.006	.98	1.02	1.03	1.02	175	169	167	.005	.031	.008	-.22	-.16	-.20
e. CLproject	166	2.70	2.72	2.70	2.78	.069	.013	.008	.006	.90	.95	.96	.94	5,992	14,406	26,041	.830	.996	.256	-.02	.00	-.09
f. present	164	2.89	2.58	2.53	2.64	.066	.012	.008	.006	.84	.95	.97	.96	175	168	165	.000	.000	.000	.32	.37	.26
2 a. RIintegrate	166	2.98	2.91	2.89	2.93	.065	.012	.007	.005	.84	.88	.87	.86	5,922	14,242	25,805	.348	.223	.467	.07	.10	.06
b. RISocietal	165	2.95	2.86	2.82	2.84	.068	.012	.008	.006	.88	.90	.92	.91	5,904	168	25,690	.203	.063	.114	.10	.14	.12
c. RIDiverse	165	2.99	2.73	2.68	2.70	.067	.013	.008	.006	.86	.96	.98	.96	176	169	167	.000	.000	.000	.27	.32	.30
d. RIownview	160	3.09	2.91	2.87	2.88	.057	.011	.007	.005	.72	.84	.85	.84	171	164	162	.003	.000	.000	.21	.25	.25
e. RIPerspect	159	3.11	3.03	3.00	3.01	.058	.011	.007	.005	.73	.80	.82	.81	5,762	13,811	24,998	.219	.103	.115	.10	.13	.13
f. RInewview	157	3.07	2.98	2.97	2.97	.061	.011	.007	.005	.77	.80	.81	.81	5,704	13,653	24,719	.178	.134	.133	.11	.12	.12
g. RIconnect	155	3.34	3.21	3.19	3.20	.055	.010	.006	.005	.69	.74	.74	.74	5,652	13,545	24,510	.023	.011	.019	.19	.21	.19
3 a. SFCareer	157	2.51	2.57	2.45	2.51	.071	.013	.009	.006	.90	.99	1.00	1.00	167	161	159	.428	.417	.975	-.06	.06	.00
b. SFotherwork	155	1.92	2.08	1.98	2.03	.079	.014	.009	.007	.99	1.05	1.03	1.05	5,636	13,497	24,394	.058	.441	.176	-.15	-.06	-.11
c. SFdiscuss	152	2.25	2.24	2.16	2.21	.074	.014	.008	.006	.91	1.00	.98	.99	162	13,403	24,212	.918	.285	.668	.01	.09	.03
d. SFperform	155	2.28	2.40	2.27	2.31	.061	.013	.008	.006	.76	.95	.95	.95	168	160	157	.065	.890	.646	-.12	.01	-.03
4 a. memorize	153	2.45	2.78	2.77	2.76	.070	.012	.008	.006	.86	.87	.88	.89	5,569	13,332	24,068	.000	.000	.000	-.37	-.36	-.35
b. HOapply	153	2.99	3.08	3.04	3.07	.059	.011	.007	.005	.73	.80	.81	.80	163	157	155	.157	.363	.187	-.11	-.07	-.10
c. HOanalyze	151	3.13	3.03	3.03	3.04	.057	.011	.007	.005	.71	.83	.83	.82	5,503	13,129	23,755	.140	.139	.201	.12	.12	.10
d. HOevaluate	149	3.07	3.02	2.99	3.01	.056	.011	.007	.005	.68	.83	.84	.84	160	153	150	.351	.148	.251	.06	.10	.08
e. HOform	146	3.09	3.01	2.99	3.01	.055	.011	.007	.005	.67	.82	.82	.82	157	150	148	.180	.093	.151	.09	.11	.10
5 a. ETgoals	146	3.18	3.14	3.13	3.15	.061	.011	.007	.005	.74	.81	.81	.80	5,428	12,980	23,378	.578	.485	.714	.05	.06	.03
b. ETorganize	146	3.22	3.05	3.03	3.07	.061	.012	.008	.006	.74	.88	.87	.85	157	12,969	23,332	.008	.012	.045	.19	.21	.17
c. ETexample	146	3.21	3.08	3.07	3.11	.062	.012	.008	.006	.75	.85	.86	.84	5,408	12,944	23,298	.063	.039	.126	.16	.17	.13
d. ETdraftfb	146	3.01	2.91	2.87	2.92	.072	.013	.008	.006	.88	.94	.95	.94	155	149	147	.179	.059	.191	.11	.15	.10
e. ETfeedback	146	2.78	2.89	2.86	2.90	.067	.013	.008	.006	.81	.92	.93	.91	156	150	23,152	.103	.251	.107	-.12	-.08	-.13
f. etcriteria	145	3.17	3.09	3.06	3.09	.068	.012	.008	.006	.82	.86	.85	.84	5,352	12,832	23,054	.242	.136	.256	.10	.12	.09
g. etreview	144	3.16	3.08	3.05	3.09	.065	.011	.007	.005	.78	.82	.83	.81	5,330	12,764	22,963	.279	.124	.324	.09	.13	.08
h. etprefer	144	2.85	2.81	2.75	2.81	.066	.013	.008	.006	.79	.91	.92	.90	154	148	146	.516	.134	.532	.05	.11	.05
i. etdemonstrate	144	3.14	3.15	3.13	3.15	.062	.011	.007	.005	.74	.81	.82	.80	153	147	145	.963	.872	.891	.00	.01	-.01

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

Seniors

Variable Name	N					Mean					Standard error ^h					Standard deviation ⁱ					Degrees of freedom ^j					Significance ^k					Effect size ^e				
	SOU					SOU					SOU					SOU					Comparisons with:					Comparisons with:					Comparisons with:				
	SOU	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000									
6 a. QRconclude	144	2.63	2.65	2.66	2.67	.071	.013	.008	.006	.86	.92	.92	.92	5,256	12,559	22,600	.798	.704	.606	-.02	-.03	-.04													
b. QRproblem	142	2.45	2.51	2.51	2.51	.075	.013	.009	.006	.89	.96	.96	.96	5,242	12,498	22,518	.485	.442	.426	-.06	-.06	-.07													
c. QRevaluate	142	2.47	2.47	2.47	2.48	.073	.013	.008	.006	.87	.95	.94	.94	5,206	12,459	22,424	.946	.985	.949	.01	.00	-.01													
7 a. wrshortnum	143	8.72	7.12	7.42	7.42	.553	.091	.060	.044	6.62	6.45	6.65	6.54	5,208	12,425	22,400	.003	.020	.018	.25	.20	.20													
b. wrmednum	143	4.25	3.38	3.47	3.51	.372	.064	.041	.030	4.45	4.52	4.52	4.48	5,183	12,351	22,285	.023	.039	.050	.19	.17	.16													
c. wrlongnum	143	2.09	1.92	2.01	1.97	.276	.057	.037	.026	3.30	4.05	4.08	3.93	5,185	12,381	22,316	.621	.809	.706	.04	.02	.03													
— wrpages	143	91.51	76.66	79.57	79.37	7.469	1.440	.931	.669	89.32	101.79	102.60	99.18	5,140	12,275	22,139	.084	.166	.144	.15	.12	.12													
8 a. DDrace	143	2.95	2.99	2.97	3.00	.075	.013	.009	.006	.90	.93	.94	.93	5,199	12,400	22,337	.550	.792	.479	-.05	-.02	-.06													
b. DDeconomic	141	2.98	2.97	2.96	2.98	.070	.013	.008	.006	.83	.89	.90	.89	5,176	144	22,260	.873	.785	.975	.01	.02	.00													
c. DDreligion	142	2.91	2.85	2.86	2.89	.075	.013	.009	.006	.89	.95	.95	.94	5,179	12,358	22,268	.504	.608	.824	.06	.04	.02													
d. DDpolitical	143	2.66	2.86	2.83	2.86	.080	.013	.009	.006	.96	.94	.96	.95	5,174	12,358	22,248	.012	.031	.013	-.21	-.18	-.21													
e. ddsexorient	142	3.12	2.80	2.83	2.81	.072	.014	.011	.007	.86	.96	.97	.97	151	148	143	.000	.000	.000	.33	.30	.32													
f. ddcountry	142	2.26	2.54	2.51	2.55	.071	.014	.011	.007	.84	.98	.98	.98	152	148	144	.000	.001	.000	-.28	-.26	-.29													
9 a. LSreading	142	3.29	3.07	3.08	3.07	.061	.011	.007	.005	.73	.80	.81	.81	5,149	12,303	22,153	.001	.003	.001	.27	.25	.27													
b. LSnotes	142	2.86	2.98	2.93	2.91	.081	.013	.008	.006	.97	.89	.91	.92	148	12,306	22,135	.163	.373	.526	-.13	-.08	-.05													
c. LSsummary	141	3.03	2.97	2.93	2.92	.070	.012	.008	.006	.83	.86	.88	.87	5,145	12,294	22,129	.455	.198	.160	.06	.11	.12													
10 challenge	141	5.64	5.58	5.52	5.53	.097	.019	.013	.009	1.15	1.36	1.38	1.34	152	145	143	.519	.236	.276	.05	.08	.08													
11 a. intern ^l	142	51%	47%	42%	48%	.0421	.0071	.0045	.0034	--	--	--	--	--	--	--	.361	.025	.465	.08	.19	.06													
b. leader ^l	142	29%	29%	30%	32%	.0383	.0065	.0042	.0032	--	--	--	--	--	--	--	.984	.858	.476	.00	-.02	-.06													
c. learncom ^l	142	23%	23%	21%	23%	.0354	.0060	.0037	.0029	--	--	--	--	--	--	--	.893	.667	.960	-.01	.04	.00													
d. abroad ^l	142	9%	5%	5%	6%	.0236	.0031	.0020	.0016	--	--	--	--	--	--	--	.047	.075	.178	.15	.13	.10													
e. research ^l	142	34%	22%	21%	22%	.0399	.0059	.0037	.0028	--	--	--	--	--	--	--	.001	.000	.000	.27	.29	.27													
f. capstone ^l	141	72%	44%	45%	47%	.0380	.0070	.0045	.0034	--	--	--	--	--	--	--	.000	.000	.000	.58	.54	.50													
12 servcourse	141	1.78	1.88	1.77	1.81	.061	.011	.007	.005	.72	.79	.76	.76	5,059	12,078	21,691	.143	.862	.618	-.12	.01	-.04													
13 a. QIstudent	140	5.71	5.60	5.55	5.60	.117	.020	.013	.009	1.38	1.36	1.40	1.37	4,961	11,780	21,240	.372	.195	.380	.08	.11	.07													
b. QIadvisor	140	5.49	5.41	5.27	5.37	.143	.025	.016	.012	1.69	1.72	1.79	1.74	4,998	11,895	21,393	.614	.157	.434	.04	.12	.07													
c. QIfaculty	139	5.74	5.52	5.49	5.56	.119	.021	.013	.010	1.40	1.46	1.46	1.41	4,998	11,926	21,462	.072	.039	.126	.15	.18	.13													
d. QIstaff	110	4.74	5.06	5.04	5.08	.167	.028	.018	.013	1.75	1.73	1.76	1.73	4,009	9,604	17,530	.052	.079	.040	-.19	-.17	-.20													
e. QIadmin	130	4.94	5.15	5.09	5.11	.155	.025	.016	.012	1.77	1.71	1.73	1.70	4,768	11,280	20,328	.162	.338	.252	-.12	-.08	-.10													

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	SOU	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
14 a. empstudy	141	2.97	3.06	3.09	3.09	.061	.011	.007	.005	.72	.78	.78	.78	150	144	142	.137	.052	.053	-.12	-.15	-.15
b. SEacademic	141	2.77	2.90	2.87	2.90	.071	.012	.008	.006	.84	.87	.88	.87	5,048	12,034	21,630	.071	.165	.067	-.15	-.12	-.15
c. SElearnsup	141	2.77	2.83	2.81	2.84	.077	.014	.009	.007	.91	.96	.97	.96	5,038	12,024	21,602	.451	.550	.362	-.06	-.05	-.08
d. SEdiverse	141	2.58	2.69	2.64	2.65	.080	.014	.009	.007	.95	.98	.99	.98	5,032	11,998	21,588	.197	.529	.444	-.11	-.05	-.06
e. SESocial	141	2.65	2.83	2.77	2.82	.069	.013	.009	.006	.82	.92	.93	.92	5,019	145	21,555	.025	.088	.037	-.19	-.13	-.18
f. SEwellness	139	2.71	2.75	2.71	2.72	.069	.014	.009	.007	.81	.96	.96	.96	149	142	140	.594	.899	.962	-.04	.01	.00
g. SENonacad	140	1.88	2.20	2.15	2.16	.072	.015	.009	.007	.85	1.03	1.02	1.02	151	144	142	.000	.000	.000	-.31	-.27	-.27
h. SEactivities	139	2.37	2.61	2.55	2.60	.075	.014	.009	.007	.89	.99	1.00	.99	148	142	140	.002	.023	.003	-.24	-.18	-.23
i. SEevents	140	2.18	2.43	2.41	2.41	.072	.014	.009	.007	.85	.98	.99	.98	150	144	142	.001	.002	.002	-.25	-.23	-.23
15 a. sbmyself	140	3.25	3.30	3.28	3.28	.059	.010	.007	.005	.69	.70	.73	.72	5,003	11,931	21,475	.446	.641	.643	-.07	-.04	-.04
b. sbvalued	139	2.88	2.97	2.94	2.95	.065	.012	.008	.006	.76	.82	.85	.84	4,988	11,932	21,443	.211	.428	.308	-.11	-.07	-.09
c. sbcommunity	139	2.80	2.97	2.93	2.96	.066	.012	.008	.006	.78	.82	.84	.83	4,994	11,938	21,478	.016	.058	.022	-.21	-.16	-.19
16 a. tmprephrs	141	16.84	14.72	15.59	15.16	.690	.125	.082	.060	8.19	8.74	8.85	8.75	4,992	11,911	21,426	.004	.096	.023	.24	.14	.19
b. tmcocurrhrs	141	3.36	4.91	4.55	5.02	.574	.106	.066	.051	6.81	7.38	7.18	7.50	150	144	142	.009	.040	.004	-.21	-.17	-.22
c. tmworkonhrs	138	3.56	3.12	2.90	3.11	.560	.097	.061	.045	6.59	6.73	6.60	6.61	4,981	11,869	21,367	.446	.242	.419	.07	.10	.07
d. tmworkoffhrs	141	13.80	15.08	14.20	14.28	1.144	.193	.123	.092	13.59	13.39	13.38	13.37	4,977	11,891	21,389	.264	.726	.673	-.10	-.03	-.04
— tmworkhrs	138	17.57	18.15	17.08	17.35	1.111	.199	.127	.093	13.06	13.83	13.79	13.58	4,958	11,834	21,301	.626	.677	.851	-.04	.04	.02
e. tmservicehrs	141	2.15	3.50	3.12	2.99	.348	.090	.054	.039	4.13	6.26	5.80	5.62	159	147	21,397	.000	.006	.076	-.22	-.17	-.15
f. tmrelaxhrs	140	10.45	10.24	10.73	10.70	.664	.115	.077	.056	7.86	8.03	8.32	8.18	4,978	11,880	21,381	.765	.692	.711	.03	-.03	-.03
g. tmcarehrs	140	7.44	7.80	6.79	6.69	1.061	.174	.106	.078	12.56	12.12	11.43	11.43	4,976	142	141	.729	.544	.483	-.03	.06	.07
h. tmcommutehrs	141	3.80	5.15	4.56	4.62	.378	.096	.059	.041	4.49	6.69	6.38	6.05	159	147	143	.001	.048	.032	-.20	-.12	-.14
17 reading	140	3.12	2.80	2.87	2.81	.090	.017	.011	.008	1.06	1.16	1.15	1.15	149	143	141	.001	.007	.001	.27	.22	.27
— tmreadinghrs	140	8.98	6.99	7.65	7.24	.518	.091	.061	.044	6.13	6.33	6.65	6.45	4,947	11,821	21,244	.000	.018	.001	.31	.20	.27

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

Southern Oregon University

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	SOU	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000	Pub4YrFT TranInclAdm	PubBal A&S wSomeGrad	Pub4YrPrim UG<10000
18 a. pgwrite	140	3.02	3.07	3.05	3.07	.072	.012	.008	.006	.85	.87	.87	.86	4,975	11,858	21,353	.493	.715	.460	-.06	-.03	-.06
b. pgspeak	140	2.82	3.00	2.94	3.00	.077	.013	.009	.006	.91	.90	.93	.89	4,959	11,844	21,331	.019	.123	.019	-.20	-.13	-.20
c. pgthink	140	3.26	3.28	3.28	3.29	.068	.011	.007	.005	.80	.78	.79	.78	4,968	11,847	21,343	.760	.729	.590	-.03	-.03	-.05
d. pganalyze	140	2.75	2.88	2.91	2.90	.088	.014	.009	.007	1.04	.96	.95	.96	4,967	142	141	.110	.070	.079	-.14	-.17	-.16
e. pgwork	140	2.84	3.02	2.95	2.99	.076	.013	.009	.006	.89	.93	.95	.94	4,966	11,841	21,351	.028	.181	.071	-.19	-.11	-.15
f. pgothers	140	2.97	3.08	3.05	3.08	.067	.013	.008	.006	.79	.87	.88	.87	149	143	141	.100	.269	.116	-.13	-.08	-.12
g. pgvalues	140	2.73	2.94	2.89	2.91	.081	.014	.009	.007	.96	.95	.97	.96	4,969	11,837	21,319	.011	.044	.024	-.22	-.17	-.19
h. pgdiverse	139	2.87	2.96	2.94	2.94	.072	.014	.009	.006	.85	.94	.95	.94	4,964	142	21,308	.265	.340	.402	-.10	-.07	-.07
i. pgprobsolve	140	2.65	2.89	2.88	2.88	.076	.014	.009	.006	.90	.95	.94	.94	4,972	11,840	21,334	.004	.006	.004	-.25	-.24	-.24
j. pgcitizen	140	2.68	2.83	2.81	2.81	.079	.014	.009	.007	.93	.97	.98	.97	4,975	11,840	21,347	.062	.116	.113	-.16	-.13	-.13
19 evalexp	140	3.12	3.15	3.15	3.17	.064	.011	.007	.005	.76	.80	.81	.80	4,987	11,876	21,363	.582	.585	.395	-.05	-.05	-.07
20 sameinst	140	3.11	3.15	3.13	3.14	.069	.012	.008	.006	.81	.87	.87	.87	148	143	21,440	.565	.702	.696	-.05	-.03	-.03
21 covidexp	139	3.04	3.07	3.04	3.05	.075	.013	.008	.006	.88	.91	.92	.90	4,996	11,901	21,451	.778	.926	.928	-.02	.01	-.01

IPEDS: 210146

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h . See page 2 for more details.
- f. Statistical comparison uses z -test to compare the percentage who responded "Done or in progress" or "Yes."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. 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 comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress" or "Yes."



NSSE 2022

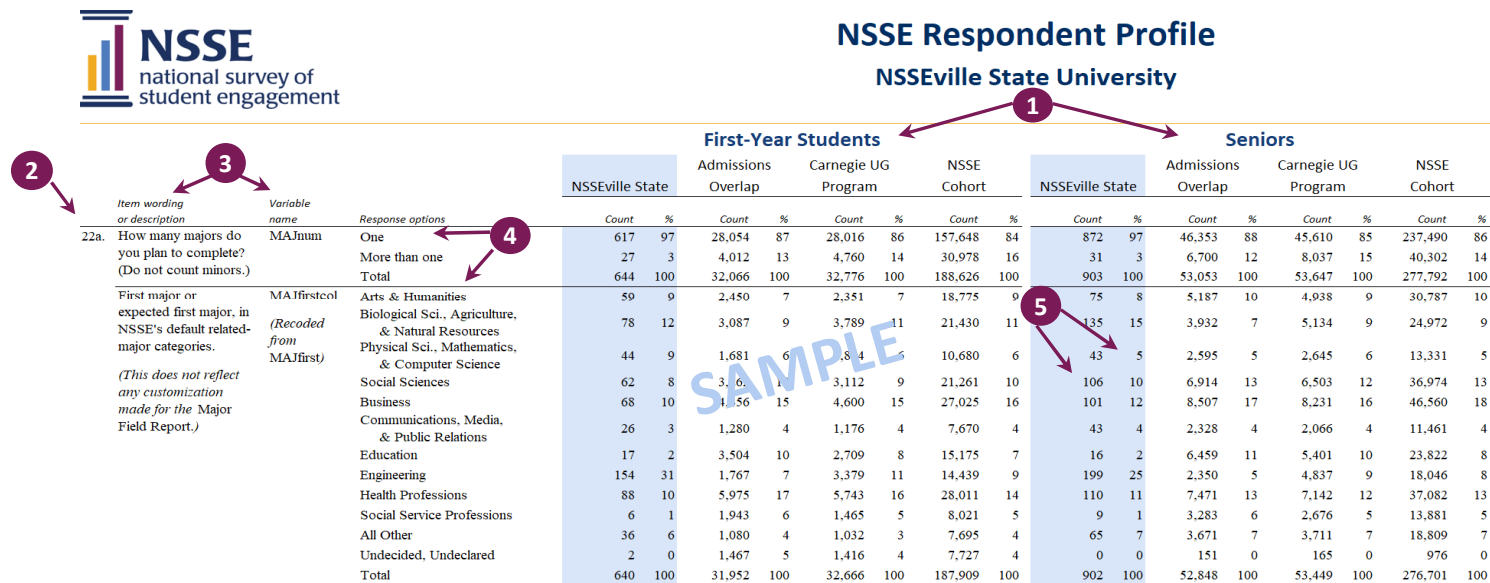
Respondent Profile

Southern Oregon University

NSSE 2022 Respondent Profile

About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact your NSSE Project Services team.



		First-Year Students								Seniors							
		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
Item wording or description	Variable name	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
	More than one	27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
	Total	644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirst	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
	Arts & Humanities	78	12	3,087	9	3,789	11	21,430	11	135	15	3,932	7	5,134	9	24,972	9
	Biological Sci., Agriculture, & Natural Resources	44	9	1,681	6	1,844	6	10,680	6	43	5	2,595	5	2,645	6	13,331	5
	Physical Sci., Mathematics, & Computer Science	62	8	3,061	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
	Social Sciences	68	10	1,556	5	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
	Business	26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
	Communications, Media, & Public Relations	17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
	Education	154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
	Engineering	88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
	Health Professions	6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
	Social Service Professions	36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
	All Other	2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
	Undecided, Undeclared	640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

- Class level:** As reported by your institution.
 - Item numbers:** Numbering corresponds to the survey facsimile available on the NSSE website.
 - Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
 - Response options:** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).
 - Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.
- Note: Column percentages are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			SOU		Pub4YrFT		PubBal A&S		Pub4YrPrim		SOU		Pub4YrFT		PubBal A&S		Pub4YrPrim		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
23a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	67	91	3,521	91	8,248	91	16,120	89	121	87	4,391	88	11,214	88	18,859	87	
		More than one	7	9	362	9	765	9	1,917	11	19	13	646	12	1,490	12	2,798	13	
		Total	74	100	3,883	100	9,013	100	18,037	100	140	100	5,037	100	12,704	100	21,657	100	
	First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	20	29	260	7	692	8	1,353	7	24	17	410	8	1,004	8	1,638	7
			Biological Sci., Agriculture, & Natural Resources	6	8	336	9	1,133	12	1,799	10	16	12	343	7	1,358	11	1,916	9
			Physical Sci., Mathematics, & Computer Science	5	8	208	6	559	7	993	7	9	7	231	5	773	7	1,062	5
			Social Sciences	11	16	382	10	1,032	11	1,975	11	30	21	540	11	1,584	12	2,579	11
			Business	6	10	452	13	1,132	14	2,855	17	15	11	613	13	1,952	16	3,595	17
			Communications, Media, & Public Relations	1	1	151	4	316	4	693	4	5	4	175	3	449	3	741	3
			Education	6	9	578	13	1,006	11	1,740	9	17	11	752	13	1,298	10	2,160	9
			Engineering	0	0	100	3	365	5	766	5	0	0	103	2	467	5	823	5
			Health Professions	8	11	745	19	1,590	17	3,187	17	6	5	1,024	20	1,949	15	3,853	17
			Social Service Professions	4	5	312	8	545	6	1,244	7	9	6	425	8	845	7	1,492	7
All Other	2	3	190	6	293	4	758	5	7	5	344	8	869	7	1,490	8			
Undecided, Undeclared	1	1	94	2	210	2	416	2	0	0	12	0	21	0	36	0			
Total	70	100	3,808	100	8,873	100	17,779	100	138	100	4,972	100	12,569	100	21,385	100			
Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	1	13	53	14	135	18	352	18	5	29	71	11	239	16	432	15	
		Biological Sci., Agriculture, & Natural Resources	1	13	8	2	30	4	83	4	1	5	16	3	69	5	111	4	
		Physical Sci., Mathematics, & Computer Science	0	0	11	4	42	7	114	7	0	0	19	3	86	6	151	7	
		Social Sciences	2	34	39	13	107	15	297	16	2	10	92	15	220	16	427	16	
		Business	1	13	46	15	105	16	284	18	1	7	79	15	221	17	412	16	
		Communications, Media, & Public Relations	0	0	7	2	19	3	39	2	1	5	19	4	43	3	76	3	
		Education	1	13	69	17	81	10	198	10	4	21	139	22	185	12	353	13	
		Engineering	0	0	2	1	18	3	42	3	0	0	8	2	27	3	60	3	
		Health Professions	0	0	51	17	82	11	126	7	2	10	69	11	137	9	231	9	
		Social Service Professions	1	13	25	7	43	7	125	7	2	12	50	9	87	6	164	7	
		All Other	0	0	16	6	26	4	72	4	0	0	29	5	59	5	156	6	
		Undecided, Undeclared	0	0	6	2	12	2	45	3	0	0	6	1	14	1	26	1	
		Total	7	100	333	100	700	100	1,777	100	18	100	597	100	1,387	100	2,599	100	
24. What is your class level?	class	Freshman/First-year	56	77	3,248	83	7,524	84	15,304	85	0	0	10	0	31	0	62	0	
		Sophomore	13	20	429	14	1,057	13	1,945	13	0	0	41	1	93	1	180	1	
		Junior	2	3	47	2	148	2	243	1	7	5	309	6	820	7	1,481	7	
		Senior	0	0	18	1	24	0	61	0	129	93	4,466	90	11,424	90	19,199	89	
		Unclassified	0	0	9	0	24	0	62	0	2	1	128	3	210	2	480	3	
		Total	71	100	3,751	100	8,777	100	17,615	100	138	100	4,954	100	12,578	100	21,402	100	

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			SOU		Pub4YrFT		PubBal A&S		Pub4YrPrim		SOU		Pub4YrFT		PubBal A&S		Pub4YrPrim	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25. What types of courses have you taken at this institution this current school year?	coursetype	Mostly in-person courses	49	70	2,426	61	3,755	46	12,905	73	56	42	2,058	41	3,947	33	9,630	46
		Mostly remote courses (online, web-based, Zoom, etc.)	6	9	295	10	2,121	23	1,050	6	36	24	1,160	25	4,456	36	4,772	23
		Mostly hybrid or blended courses that combine in-person and remote instruction	4	6	411	13	1,342	15	1,295	8	12	10	550	12	1,565	12	2,254	11
		A balanced mix of the above course types	12	16	576	17	1,431	16	2,153	13	33	24	1,124	22	2,378	19	4,463	21
		Total	71	100	3,708	100	8,649	100	17,403	100	137	100	4,892	100	12,346	100	21,119	100
26. What have most of your grades been up to now at this institution?	grades	C- or lower	2	3	153	5	257	3	442	3	0	0	22	0	51	0	65	0
		C	2	2	131	4	283	3	459	3	2	1	52	1	127	1	208	1
		C+	3	5	226	7	424	5	799	5	3	2	160	3	384	3	611	3
		B-	5	9	224	6	514	6	981	6	6	4	232	5	651	5	952	5
		B	6	9	580	16	1,363	16	2,739	16	18	13	633	13	1,779	14	2,804	13
		B+	11	15	637	17	1,603	18	3,159	18	9	7	839	18	2,235	18	3,684	17
		A-	22	29	715	19	1,920	21	3,918	22	24	18	1,046	20	2,767	21	4,840	22
		A	20	27	1,056	27	2,363	27	5,004	28	76	55	1,949	38	4,525	36	8,154	38
Total	71	100	3,722	100	8,727	100	17,501	100	138	100	4,933	100	12,519	100	21,318	100		
27. Did you begin college at this institution or elsewhere?	begincol	Started here	62	86	3,349	89	7,887	90	15,961	91	40	30	2,389	47	6,167	48	11,275	52
		Started elsewhere	9	14	356	11	791	10	1,441	9	98	70	2,516	53	6,270	52	9,899	48
		Total	71	100	3,705	100	8,678	100	17,402	100	138	100	4,905	100	12,437	100	21,174	100
28. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	0	0	162	4	334	4	639	4	16	12	435	9	1,019	9	1,750	9
	attend_com	Community or junior college	11	16	353	11	773	10	1,389	8	89	65	2,081	44	5,561	46	8,553	42
	attend_col	4-year college or university other than this one	8	12	415	13	820	10	1,546	10	37	26	1,490	31	3,288	27	5,588	27
	attend_none	None	46	66	2,739	72	6,640	75	13,557	77	32	24	1,759	34	4,556	35	8,581	39
	attend_other	Other	4	6	109	3	248	3	450	3	7	6	143	3	344	3	563	3
29. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	7	11	378	11	768	9	1,425	9	11	8	462	9	1,061	9	1,764	9
		Bachelor's degree (B.A., B.S., etc.)	35	49	1,625	44	3,792	44	7,427	44	50	38	1,828	38	4,752	39	8,209	40
		Master's degree (M.A., M.S., etc.)	20	27	1,095	28	2,673	30	5,677	32	47	34	1,823	36	4,504	35	7,817	36
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	9	13	602	16	1,425	16	2,815	16	29	21	800	16	2,159	17	3,436	16
		Total	71	100	3,700	100	8,658	100	17,344	100	137	100	4,913	100	12,476	100	21,226	100

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
30. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	8	12	169	5	494	5	955	6	9	6	289	6	999	7	1,574	7
		High school diploma or G.E.D.	12	18	899	25	1,943	22	3,482	20	29	21	1,230	25	2,812	22	4,582	22
		Attended college, but did not complete degree	6	7	442	13	977	12	1,660	10	18	13	522	11	1,312	11	2,186	10
		Associate's degree (A.A., A.S., etc.)	5	6	414	11	859	10	1,562	9	12	8	599	12	1,439	11	2,297	11
		Bachelor's degree (B.A., B.S., etc.)	14	20	953	25	2,293	27	4,930	28	43	31	1,271	26	3,275	27	5,788	28
		Master's degree (M.A., M.S., etc.)	19	28	643	17	1,681	20	3,657	21	19	14	773	16	2,029	17	3,589	17
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	7	9	167	5	391	5	1,028	6	6	5	213	5	554	4	1,108	5
		Total	71	100	3,687	100	8,638	100	17,274	100	136	100	4,897	100	12,420	100	21,124	100
First-generation status (Neither parent holds a bachelor's degree.)	firstgen (Recoded from parented.)	Continuing generation	40	57	1,763	47	4,365	52	9,615	55	68	51	2,257	46	5,858	48	10,485	50
		First-generation	31	43	1,924	53	4,273	48	7,659	45	68	49	2,640	54	6,562	52	10,639	50
		Total	71	100	3,687	100	8,638	100	17,274	100	136	100	4,897	100	12,420	100	21,124	100
31. What is your gender identity?	genderid	Man	20	36	1,040	37	2,480	39	5,345	40	32	29	1,246	34	3,546	37	6,097	37
		Woman	36	44	2,518	60	5,824	57	11,282	56	86	57	3,494	63	8,499	60	14,380	60
		Another gender identity	9	11	74	2	201	2	371	2	8	6	80	1	197	2	348	2
		I prefer not to respond	6	9	61	2	165	2	343	2	11	8	89	2	207	2	364	2
		Total	71	100	3,693	100	8,670	100	17,341	100	137	100	4,909	100	12,449	100	21,189	100
32a. Are you an international student?	internat	No	69	97	3,558	96	8,419	97	16,602	96	134	98	4,730	97	12,122	97	20,513	97
		Yes	2	3	125	4	226	3	704	4	3	2	163	3	309	3	619	3
		Total	71	100	3,683	100	8,645	100	17,306	100	137	100	4,893	100	12,431	100	21,132	100
b. [If answered "yes"] Country of citizenship, collapsed into regions by NSSE. Responses to country22 are in the data file.	countrycol22 (Recoded from country22. Comparisons limited to NSSE 2022.)	Africa Sub-Saharan	0	0	14	16	25	24	73	14	0	0	16	11	14	10	56	13
		Asia	2	100	26	24	23	19	158	29	0	0	41	29	46	31	152	29
		Canada	0	0	7	6	4	5	27	5	0	0	13	8	5	3	25	4
		Europe	0	0	17	19	23	20	120	21	0	0	20	16	30	20	82	14
		Latin America and Caribbean	0	0	21	23	30	24	150	24	2	100	22	15	37	22	154	33
		Middle East and North Africa	0	0	3	4	4	3	16	4	0	0	7	7	5	3	18	3
		Oceania	0	0	4	6	4	4	19	3	0	0	19	14	15	11	18	3
		Unknown region/uncoded	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	100	92	100	113	100	563	100	2	100	138	100	152	100	505	100		

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
33. How would you describe yourself? (Select all that apply.)	re_amind	American Indian or Alaska Native	5	7	120	4	179	2	397	2	8	5	116	2	236	2	502	2
	re_asian	Asian	9	14	207	6	612	7	1,242	7	8	7	279	6	859	7	1,366	7
	re_black	Black or African American	3	5	933	32	1,449	19	2,250	16	3	2	940	23	1,557	14	2,323	13
	re_latino	Hispanic or Latina/o	10	16	403	11	1,507	16	2,876	16	12	8	525	10	2,027	15	3,417	15
	re_mena	Middle Eastern or N. African	0	0	33	1	116	2	209	1	3	2	33	1	172	2	247	1
	re_pacific	Native Hawaiian/Other Pac. Islander	3	4	56	2	97	1	232	1	5	4	89	2	154	1	277	1
	re_white	White	58	80	2,364	56	5,603	63	11,715	65	115	84	3,228	62	8,204	65	14,388	67
	re_another	Another race or ethnicity	0	0	60	2	122	1	209	1	1	1	54	1	159	1	253	1
	re_pnr	I prefer not to respond	0	0	54	1	165	2	401	2	7	6	156	3	369	3	639	3
Racial or ethnic identification	re_all19	American Indian or Alaska Native	1	1	19	1	28	0	82	0	2	1	34	1	61	1	151	1
	(Items re_amind to re_pnr recoded where each student is represented only once)	Asian	4	6	124	4	436	5	875	5	3	2	197	4	639	5	1,001	5
		Black or African American	0	0	760	27	1,125	16	1,693	13	2	1	803	20	1,311	12	1,865	10
		Hispanic or Latina/o	5	7	206	5	951	9	1,848	10	4	3	296	6	1,390	10	2,355	10
		Middle Eastern or N. African	0	0	15	0	57	1	103	1	0	0	18	0	114	1	149	1
		Native Hawaiian/Other Pac. Islander	2	3	14	1	25	0	108	1	1	1	44	1	68	1	146	1
		White	44	59	2,036	48	4,769	53	10,162	56	98	71	2,870	55	7,281	57	12,711	59
		Another race or ethnicity	0	0	17	1	47	1	81	0	1	1	27	1	72	1	126	1
		Multiracial	15	23	449	12	1,048	13	1,959	11	19	14	453	9	1,138	10	2,021	9
	I prefer not to respond	0	0	54	1	165	2	401	2	7	6	156	3	369	3	639	3	
	Total	71	100	3,694	100	8,651	100	17,312	100	137	100	4,898	100	12,443	100	21,164	100	
34. Are you a member of a social fraternity or sorority?	greek	No	71	100	3,454	94	8,169	95	15,989	93	132	98	4,454	91	11,285	91	19,164	90
		Yes	0	0	241	6	487	5	1,327	7	3	2	442	9	1,150	9	1,995	10
		Total	71	100	3,695	100	8,656	100	17,316	100	135	100	4,896	100	12,435	100	21,159	100
35. Which of the following best describes where you are living while attending college?	living18	Campus housing (other than a fraternity or sorority house)	48	70	2,356	64	4,746	55	10,796	61	21	16	632	13	1,579	13	3,503	17
		Fraternity or sorority house	0	0	16	0	19	0	46	0	0	0	16	0	53	0	95	0
		House, apartment, or other residence within walking distance to campus	2	2	201	5	452	6	943	5	28	21	936	18	2,279	18	3,717	17
		House, apartment, or other residence farther than walk. dist. to campus	19	24	990	27	2,944	34	5,073	31	75	55	2,793	58	7,298	58	12,049	57
		Not applicable: No campus, entirely online program, etc.	2	3	97	3	411	5	310	2	11	8	481	10	1,127	10	1,632	9
		Not applicable: Homeless or in transition	0	0	8	0	26	0	45	0	0	0	17	0	47	0	77	0
		Total	71	100	3,668	100	8,598	100	17,213	100	135	100	4,875	100	12,383	100	21,073	100
36. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	64	90	3,312	90	7,898	91	15,285	89	127	94	4,569	94	11,810	95	19,741	94
		Yes	6	10	365	10	717	9	1,938	11	8	6	312	6	586	5	1,348	6
		Total	70	100	3,677	100	8,615	100	17,223	100	135	100	4,881	100	12,396	100	21,089	100

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			SOU		Pub4YrFT		PubBal A&S		Pub4YrPrim		SOU		Pub4YrFT		PubBal A&S		Pub4YrPrim		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	65	94	3,596	98	8,480	98	16,965	98	126	93	4,653	94	11,845	94	20,132	95	
		Yes	3	6	73	2	129	2	261	2	8	7	227	6	557	6	962	5	
		Total	68	100	3,669	100	8,609	100	17,226	100	134	100	4,880	100	12,402	100	21,094	100	
38a. Do you have a disability or condition that impacts your learning, working, or living activities?	disability21	No	40	56	2,811	78	6,616	77	13,157	77	79	59	3,828	79	9,792	79	16,504	78	
		Yes	23	33	696	17	1,596	18	3,290	18	46	34	868	17	2,070	17	3,751	17	
		I prefer not to respond	7	11	174	5	429	5	841	5	10	7	201	4	574	5	904	4	
		Total	70	100	3,681	100	8,641	100	17,288	100	135	100	4,897	100	12,436	100	21,159	100	
b. [If answered "yes"] Which of the following impacts your learning, working, or living activities? (Select all that apply.)		Sensory disability																	
		dis_vision	Blind or low vision	0	0	33	5	74	5	152	5	2	4	31	4	74	4	118	3
		dis_hearing	Deaf or hard of hearing	0	0	27	4	62	4	113	4	5	11	40	5	84	5	160	5
		Physical disability																	
		dis_walking	Mobility condition that affects walking	0	0	38	6	69	4	163	5	4	8	62	9	157	9	292	8
		dis_nonwalking	Mobility condition that does not affect walking	0	0	17	3	29	2	68	2	3	7	28	4	60	3	125	4
		dis_speech	Speech or communication disorder	0	0	22	3	39	2	73	2	1	2	12	2	26	1	67	2
		dis_brain	Traumatic or acquired brain injury (TBI)	0	0	11	2	21	1	38	1	1	2	23	3	50	3	112	3
		Mental health or developmental disability																	
		dis_anxiety	Anxiety	18	77	497	69	1,120	67	2,270	66	29	63	589	65	1,442	69	2,554	67
		dis_adhd	Attention deficit or hyperactivity disorder (ADD or ADHD)	13	57	261	39	603	39	1,245	38	14	31	327	38	745	36	1,397	37
		dis_autism	Autism spectrum	3	14	65	10	160	12	300	10	9	20	81	10	168	9	317	9
		dis_depress	Depression	13	54	390	54	871	53	1,733	51	22	47	455	50	1,122	53	2,008	52
		dis_ptsd	Post-Traumatic Stress Disorder (PTSD)	5	19	110	15	158	14	456	13	17	35	187	21	269	20	783	21
		dis_othmental	Another mental health or developmental disability (schizophrenia, eating disorder, etc.)	7	29	100	14	306	17	557	16	9	19	121	14	331	16	551	14
Another disability or condition																			
dis_chronic	Chronic medical condition (asthma, diabetes, Crohn's disease, etc.)	4	15	135	19	278	17	619	18	13	27	197	22	445	21	800	21		
dis_learning	Learning disability	2	10	125	18	283	18	590	19	8	18	149	17	320	16	587	16		
dis_intellect	Intellectual disability	0	0	11	1	20	1	58	2	1	2	14	2	13	1	42	1		
dis_notlisted	Disability or condition not listed	3	14	46	6	126	8	247	7	5	10	57	7	143	7	263	7		

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2022 Respondent Profile

Southern Oregon University

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<i>(Comparison data are limited to NSSE 2022).</i>	disability_all22 <i>(Items dis_vision to dis_notlisted recoded where each student is represented only once.)</i>	Blind or low vision	0	0	3	0	7	0	25	0	0	0	6	0	6	0	21	0
		Deaf or hard of hearing	0	0	7	0	10	0	36	0	0	0	11	0	15	0	30	0
		Mobility condition that affects walking	0	0	4	0	7	0	24	0	0	0	8	0	10	0	40	0
		Mobility condition that does not affect walking	0	0	0	0	1	0	4	0	0	0	1	0	5	0	16	0
		Speech or communication disorder	0	0	0	0	1	0	4	0	0	0	0	0	2	0	7	0
		Traumatic or acquired brain injury (TBI)	0	0	0	0	1	0	2	0	0	0	2	0	4	0	6	0
		Anxiety	1	1	30	1	56	1	156	1	2	1	39	1	60	1	166	1
		Attention deficit or hyperactivity disorder (ADD or ADHD)	4	6	39	1	53	1	207	1	3	2	47	1	62	1	207	1
		Autism spectrum	0	0	9	0	14	0	34	0	0	0	7	0	16	0	45	0
		Depression	0	0	6	0	9	0	21	0	0	0	7	0	9	0	35	0
		Post-Traumatic Stress Disorder (PTSD)	0	0	2	0	2	0	5	0	1	1	2	0	1	0	15	0
		Another mental health or developmental disability (schizophrenia, eating disorder, etc.)	0	0	0	0	4	0	9	0	1	1	5	0	3	0	31	0
		Chronic medical condition (asthma, diabetes, Crohn's disease, etc.)	0	0	30	1	39	1	114	1	2	2	21	1	36	0	113	1
		Learning disability	0	0	19	1	43	1	125	1	1	1	23	0	46	1	124	1
		Intellectual disability	0	0	0	0	1	0	3	0	0	0	0	0	1	0	3	0
		Disability or condition not listed	1	2	9	0	12	0	43	0	0	0	15	0	19	0	46	0
		Multiple disabilities or conditions	17	24	534	13	798	14	2,449	13	36	26	664	13	1,032	13	2,812	13
		No disability or condition	40	56	2,811	78	4,189	76	13,157	77	79	59	3,828	79	6,144	78	16,504	78
		Prefer not to respond	7	11	174	5	261	5	841	5	10	7	201	4	350	5	904	4
Total	70	100	3,677	100	5,508	100	17,259	100	135	100	4,887	100	7,821	100	21,125	100		
39. Which of the following best describes your sexual orientation?	sexorient17	Straight (heterosexual)	32	49	2,730	76	6,262	74	12,951	76	77	58	3,833	79	9,593	78	16,351	78
		Bisexual	16	22	432	11	991	11	1,780	10	21	15	426	8	1,124	8	1,889	8
		Gay	3	4	46	2	116	2	219	2	2	2	67	2	200	2	328	2
		Lesbian	4	5	79	2	190	2	299	1	4	3	85	1	189	1	370	2
		Queer	8	11	77	2	183	2	372	2	15	11	87	2	212	2	402	2
		Questioning or unsure	3	4	82	2	215	2	399	2	1	1	65	1	152	1	275	1
		Another sexual orientation	1	1	86	2	221	2	346	2	1	1	79	2	213	2	333	2
		I prefer not to respond	3	4	148	4	457	5	926	5	14	10	253	5	721	6	1,182	6
Total	70	100	3,680	100	8,635	100	17,292	100	135	100	4,895	100	12,404	100	21,130	100		

NSSE 2022 Respondent Profile

Southern Oregon University

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000		SOU		Pub4YrFT TranInclAdm		PubBal A&S wSomeGrad		Pub4YrPrim UG<10000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Institution-reported information (Variables provided by your institution in your NSSE population file.)																		
Institution-reported: Sex	IRsex19	Female	72	54	3,602	61	8,273	59	15,869	57	116	60	4,414	64	10,782	61	18,194	60
		Male	37	44	1,527	39	3,577	41	7,607	42	51	37	1,634	36	4,609	39	7,902	39
		Another	2	2	0	0	0	0	3	0	4	2	0	0	0	0	1	0
		Unknown	0	0	6	0	9	0	13	0	0	0	7	0	14	0	218	1
		Total	111	100	5,135	100	11,859	100	23,492	100	171	100	6,055	100	15,405	100	26,315	100
Institution-reported: Race or ethnicity	IRrace	American Indian or Alaska Native	3	2	17	0	53	1	134	1	3	2	30	0	62	1	186	1
		Asian	1	1	116	2	554	5	1,023	5	3	2	181	3	672	5	1,087	4
		Black or African American	0	0	932	23	1,575	17	2,597	15	6	4	1,028	20	1,728	14	2,416	11
		Hispanic or Latino	12	12	479	9	1,871	15	3,684	15	8	4	578	9	2,269	14	4,087	15
		Native Hawaiian/Other Pac. Islander	2	2	12	0	12	0	158	1	3	2	40	1	49	0	157	1
		White	57	49	2,632	44	6,197	52	13,108	54	116	68	3,435	54	8,580	58	15,437	59
		Other	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
		Foreign or nonresident	3	3	99	2	155	2	619	3	1	1	109	2	217	2	574	3
		Two or more races/ethnicities	19	18	252	5	497	5	883	4	13	7	267	5	480	4	903	3
		Unknown	14	14	480	14	444	4	680	3	18	11	178	6	348	2	783	3
Total	111	100	5,019	100	11,358	100	22,886	100	171	100	5,847	100	14,405	100	25,630	100		
Institution-reported: Class level	IRclass	First-year	111	100	5,135	100	11,859	100	23,492	100	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	171	100	6,055	100	15,405	100	26,315	100
		Total	111	100	5,135	100	11,859	100	23,492	100	171	100	6,055	100	15,405	100	26,315	100
Institution-reported: First-time first-year (FTFY) student	IRftfy	Not first-time first-year	18	17	641	15	1,499	15	3,008	14	171	100	6,039	100	15,090	97	25,919	98
		First-time first-year	93	83	4,494	85	10,360	85	20,484	86	0	0	16	0	314	3	395	2
		Total	111	100	5,135	100	11,859	100	23,492	100	171	100	6,055	100	15,404	100	26,314	100
Institution-reported: Enrollment status	IRenrollment	Not full-time	4	4	213	5	554	6	927	5	31	18	1,284	22	3,074	23	5,402	24
		Full-time	107	96	4,922	95	11,305	94	22,565	95	140	82	4,771	78	12,331	77	20,913	76
		Total	111	100	5,135	100	11,859	100	23,492	100	171	100	6,055	100	15,405	100	26,315	100
Institution-reported: Age category	IRagecol	19 or younger	89	80	4,480	85	10,660	88	20,938	87	2	1	23	0	114	1	148	1
		20-23	17	15	431	10	863	9	1,759	9	80	46	3,680	59	9,832	61	17,000	63
		24-29	5	5	83	2	156	1	324	2	35	21	1,049	18	2,544	17	4,188	16
		30-39	0	0	84	2	115	1	284	1	29	18	672	12	1,568	11	2,712	11
		40-55	0	0	43	1	53	0	154	1	21	12	530	10	1,146	8	1,939	8
		Over 55	0	0	12	0	11	0	27	0	4	2	100	2	200	2	325	1
		Total	111	100	5,133	100	11,858	100	23,486	100	171	100	6,054	100	15,404	100	26,312	100

About This Report

The NSSE Institutional Report displays core survey results for your students alongside those of three comparison groups and provides additional comparison group results for Topical Modules and consortium questions. In May, your institution was invited to customize these groups via a form on the Institution Interface.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all prior and current year NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that chose not to customize received default groups that provide relevant comparisons for most institutions.

Prior-year NSSE participants are identified with an asterisk (*) in the institution lists below.

NSSE Core Survey Comparison Group 1

Name: Pub4YrFT TranInclAdm

Number of institutions: 22

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: Public 4 year institutions, 2500-10000 UG enrl with high number of transfer in students and an inclusive admissions policy.

List of institutions:

- California University of Pennsylvania (California, PA)
- Colorado State University Pueblo (Pueblo, CO)
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- Framingham State University (Framingham, MA)
- Frostburg State University (Frostburg, MD)
- Jackson State University (Jackson, MS)
- Kutztown University of Pennsylvania (Kutztown, PA)
- Millersville University of Pennsylvania (Millersville, PA)
- Minot State University (Minot, ND)
- Missouri Western State University (Saint Joseph, MO)
- Norfolk State University (Norfolk, VA)
- North Carolina Central University (Durham, NC)
- Salem State University (Salem, MA)
- Shepherd University (Shepherdstown, WV)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Southwestern Oklahoma State University (Weatherford, OK)
- University of Hawai'i at Hilo (Hilo, HI)
- University of Nebraska at Kearney (Kearney, NE)
- University of North Alabama (Florence, AL)
- University of South Carolina Aiken (Aiken, SC)
- University of South Carolina Upstate (Spartanburg, SC)
- Winston-Salem State University (Winston-Salem, NC)

NSSE Core Survey Comparison Group 2

Name: PubBal A&S wSomeGrad

Number of institutions: 51

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: Public 4 year, UG enrl between 2500 and 10000 with balanced Arts & Scweinces and some graduate student programs.

List of institutions:

- Alabama State University (Montgomery, AL)
- Alcorn State University (Alcorn State, MS)*
- Angelo State University (San Angelo, TX)*
- Austin Peay State University (Clarksville, TN)*
- California State University-Bakersfield (Bakersfield, CA)
- Central Connecticut State University (New Britain, CT)*
- Clarion University of Pennsylvania (Clarion, PA)
- College of Charleston (Charleston, SC)
- The College of New Jersey (Ewing, NJ)
- Colorado State University Pueblo (Pueblo, CO)
- East Central University (Ada, OK)*
- Eastern New Mexico University (Portales, NM)
- Eastern Oregon University (La Grande, OR)*
- Edinboro University of Pennsylvania (Edinboro, PA)
- Fitchburg State University (Fitchburg, MA)*
- Framingham State University (Framingham, MA)
- Francis Marion University (Florence, SC)
- Frostburg State University (Frostburg, MD)
- Humboldt State University (Arcata, CA)*
- Indiana University East (Richmond, IN)*
- Indiana University Northwest (Gary, IN)
- Indiana University of Pennsylvania (Indiana, PA)
- Indiana University Southeast (New Albany, IN)*
- Jackson State University (Jackson, MS)
- Keene State College (Keene, NH)
- Kutztown University of Pennsylvania (Kutztown, PA)
- Lander University (Greenwood, SC)
- Louisiana State University-Shreveport (Shreveport, LA)
- Millersville University of Pennsylvania (Millersville, PA)
- Morehead State University (Morehead, KY)*
- Norfolk State University (Norfolk, VA)
- Northern Michigan University (Marquette, MI)*
- Radford University (Radford, VA)
- Ramapo College of New Jersey (Mahwah, NJ)
- Shepherd University (Shepherdstown, WV)
- Stockton University (Galloway, NJ)
- Texas A&M University - Corpus Christi (Corpus Christi, TX)*
- Truman State University (Kirksville, MO)
- University of Hawai'i at Hilo (Hilo, HI)
- University of Houston-Victoria (Victoria, TX)
- University of Illinois Springfield (Springfield, IL)
- University of Massachusetts Dartmouth (North Dartmouth, MA)*
- University of Michigan-Dearborn (Dearborn, MI)
- University of the District of Columbia (Washington, DC)
- University of Washington Bothell (Bothell, WA)*
- University of Wisconsin-River Falls (River Falls, WI)
- Virginia State University (Petersburg, VA)
- West Texas A&M University (Canyon, TX)

- Western Colorado University (Gunnison, CO)
- Western Connecticut State University (Danbury, CT)*
- Winthrop University (Rock Hill, SC)*

NSSE Core Survey Comparison Group 3

Name: Pub4YrPrim UG<10000

Number of institutions: 105

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: Public 4 year institutions with high or very high proportion of undergraduate and no doctorate programs.

List of institutions:

- Alabama A&M University (Normal, AL)
- Auburn University at Montgomery (Montgomery, AL)
- Augsburg University (Minneapolis, MN)
- Bemidji State University (Bemidji, MN)
- Bentley University (Waltham, MA)
- Bethune-Cookman University (Daytona Beach, FL)
- Black Hills State University (Spearfish, SD)
- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- Bryant University (Smithfield, RI)
- California State University-Bakersfield (Bakersfield, CA)
- California State University-Channel Islands (Camarillo, CA)
- California University of Pennsylvania (California, PA)
- Christopher Newport University (Newport News, VA)
- The Citadel, The Military College of South Carolina (Charleston, SC)
- Clarion University of Pennsylvania (Clarion, PA)
- College of Charleston (Charleston, SC)
- The College of New Jersey (Ewing, NJ)
- Colorado Mesa University (Grand Junction, CO)
- Colorado State University Pueblo (Pueblo, CO)
- Dakota State University (Madison, SD)
- Davenport University (Grand Rapids, MI)
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- Eastern Connecticut State University (Willimantic, CT)
- Eastern New Mexico University (Portales, NM)
- Edinboro University of Pennsylvania (Edinboro, PA)
- Elmhurst University (Elmhurst, IL)
- Emerson College (Boston, MA)
- Fairleigh Dickinson University-College at Florham (Madison, NJ)
- Florida Southern College (Lakeland, FL)
- Framingham State University (Framingham, MA)
- Francis Marion University (Florence, SC)
- Fresno Pacific University (Fresno, CA)
- Frostburg State University (Frostburg, MD)
- Grambling State University (Grambling, LA)
- High Point University (High Point, NC)
- Indiana University Northwest (Gary, IN)
- Inter American University of Puerto Rico-Ponce Campus (Mercedita, PR)
- Iona College (New Rochelle, NY)
- Ithaca College (Ithaca, NY)
- Keene State College (Keene, NH)
- Kutztown University of Pennsylvania (Kutztown, PA)
- Lander University (Greenwood, SC)
- Lock Haven University (Lock Haven, PA)
- Manhattan College (Bronx, NY)
- McNeese State University (Lake Charles, LA)
- Metropolitan State University (Saint Paul, MN)
- Midwestern State University (Wichita Falls, TX)
- Millersville University of Pennsylvania (Millersville, PA)

- Milwaukee School of Engineering (Milwaukee, WI)
- Minnesota State University Moorhead (Moorhead, MN)
- Minot State University (Minot, ND)
- Missouri Western State University (Saint Joseph, MO)
- Monmouth University (West Long Branch, NJ)
- Montana State University Billings (Billings, MT)
- Nevada State College (Henderson, NV)
- Nicholls State University (Thibodaux, LA)
- Norfolk State University (Norfolk, VA)
- North Carolina Central University (Durham, NC)
- Northeastern State University (Tahlequah, OK)
- The Ohio State University at Newark (Newark, OH)
- Olivet Nazarene University (Bourbonnais, IL)
- Oregon Institute of Technology (Klamath Falls, OR)
- Plymouth State University (Plymouth, NH)
- Purdue University Northwest (Westville, IN)
- Ramapo College of New Jersey (Mahwah, NJ)
- Rhode Island College (Providence, RI)
- Rockhurst University (Kansas City, MO)
- Rollins College (Winter Park, FL)
- St. Edward's University (Austin, TX)
- St. Francis College (Brooklyn Heights, NY)
- Saint Xavier University (Chicago, IL)
- Salem State University (Salem, MA)
- Shepherd University (Shepherdstown, WV)
- Shippensburg University of Pennsylvania (Shippensburg, PA)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Southern Arkansas University (Magnolia, AR)
- Southern Connecticut State University (New Haven, CT)
- Southwest Minnesota State University (Marshall, MN)
- Southwestern Oklahoma State University (Weatherford, OK)
- Texas A&M University-San Antonio (San Antonio, TX)
- Trinity University (San Antonio, TX)
- Truman State University (Kirksville, MO)
- University of Guam (Mangilao, GU)
- University of Mary Washington (Fredericksburg, VA)
- University of Michigan-Dearborn (Dearborn, MI)
- University of Nebraska at Kearney (Kearney, NE)
- University of New Haven (West Haven, CT)
- University of North Alabama (Florence, AL)
- University of Portland (Portland, OR)
- University of Richmond (Richmond, VA)
- University of Scranton (Scranton, PA)
- University of South Carolina Aiken (Aiken, SC)
- University of South Carolina Upstate (Spartanburg, SC)
- The University of Tampa (Tampa, FL)
- The University of Tennessee Martin (Martin, TN)
- University of the District of Columbia (Washington, DC)
- The University of West Florida (Pensacola, FL)
- University of Wisconsin-River Falls (River Falls, WI)
- Upper Iowa University (Fayette, IA)
- Utica University (Utica, NY)
- Virginia State University (Petersburg, VA)
- Wayland Baptist University (Plainview, TX)

- West Texas A&M University (Canyon, TX)
- Western Colorado University (Gunnison, CO)
- York College of Pennsylvania (York, PA)

Additional Question Set 1 Comparison Group (Academic Advising)

Name: PubAcadAdv<10000

Number of institutions: 44

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: Any public 4 year administering the Academic Advising question set with 2500-10000 UG enrl.

Excludes doctorate granting institutions.

List of institutions:

- Alabama A&M University (Normal, AL)
- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- California State University-Channel Islands (Camarillo, CA)
- California University of Pennsylvania (California, PA)
- Christopher Newport University (Newport News, VA)
- The Citadel, The Military College of South Carolina (Charleston, SC)
- Clarion University of Pennsylvania (Clarion, PA)
- The College of New Jersey (Ewing, NJ)
- Colorado Mesa University (Grand Junction, CO)
- Colorado State University Pueblo (Pueblo, CO)
- Dakota State University (Madison, SD)
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- Edinboro University of Pennsylvania (Edinboro, PA)
- Frostburg State University (Frostburg, MD)
- Keene State College (Keene, NH)
- Kutztown University of Pennsylvania (Kutztown, PA)
- Lock Haven University (Lock Haven, PA)
- McNeese State University (Lake Charles, LA)
- Metropolitan State University (Saint Paul, MN)
- Midwestern State University (Wichita Falls, TX)
- Millersville University of Pennsylvania (Millersville, PA)
- Minot State University (Minot, ND)
- Montana State University Billings (Billings, MT)
- Nicholls State University (Thibodaux, LA)
- North Carolina Central University (Durham, NC)
- The Ohio State University at Newark (Newark, OH)
- Plymouth State University (Plymouth, NH)
- Purdue University Northwest (Westville, IN)
- Ramapo College of New Jersey (Mahwah, NJ)
- Rhode Island College (Providence, RI)
- Shippensburg University of Pennsylvania (Shippensburg, PA)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Southern Arkansas University (Magnolia, AR)
- Southern Connecticut State University (New Haven, CT)
- Southwestern Oklahoma State University (Weatherford, OK)
- Texas A&M University-San Antonio (San Antonio, TX)
- Truman State University (Kirksville, MO)
- University of Michigan-Dearborn (Dearborn, MI)
- University of Nebraska at Kearney (Kearney, NE)
- University of South Carolina Aiken (Aiken, SC)
- University of South Carolina Upstate (Spartanburg, SC)
- The University of Tennessee Martin (Martin, TN)
- University of Wisconsin-River Falls (River Falls, WI)
- Western Colorado University (Gunnison, CO)

Additional Question Set 2 Comparison Group (First-Year Experiences & Senior Transitions)

Name: Pub1stYrSrTran<10000

Number of institutions: 22

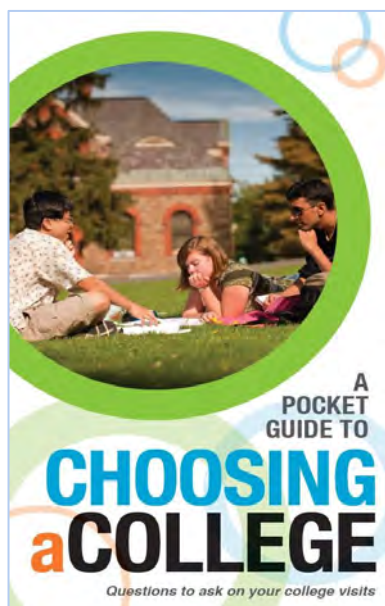
Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: Any public 4 year administering the first-year, senior transitions question set with 2500-10000 UG enrl. Excludes doctorate granting institutions.

List of institutions:

- Bemidji State University (Bemidji, MN)
- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- California State University-Bakersfield (Bakersfield, CA)
- California University of Pennsylvania (California, PA)
- Clarion University of Pennsylvania (Clarion, PA)
- College of Charleston (Charleston, SC)
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- Edinboro University of Pennsylvania (Edinboro, PA)
- Framingham State University (Framingham, MA)
- Governors State University (University Park, IL)
- Indiana University Northwest (Gary, IN)
- Kutztown University of Pennsylvania (Kutztown, PA)
- Lander University (Greenwood, SC)
- Lock Haven University (Lock Haven, PA)
- Millersville University of Pennsylvania (Millersville, PA)
- Minot State University (Minot, ND)
- Missouri Western State University (Saint Joseph, MO)
- Shippensburg University of Pennsylvania (Shippensburg, PA)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Texas A&M University-San Antonio (San Antonio, TX)
- University of Guam (Mangilao, GU)
- The University of Tennessee Martin (Martin, TN)

A Pocket Guide to Choosing a College: NSSE 2022 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 2022 Answers from Students*, part of your NSSE *Institutional Report 2022*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2022 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 2022 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 2022* 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

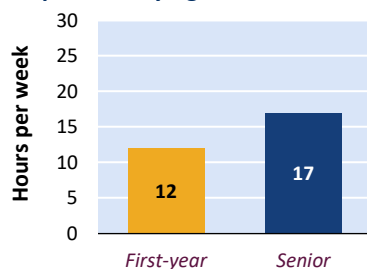


The following responses were provided by 282 SOU students on the 2022 survey.

Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 12 hours per week preparing for class while seniors spent an average of 17 hours per week.



Do courses challenge students to do their best?^a

31% 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 50 pages of writing and seniors estimated an average of 92 pages.

How much reading is expected?

FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 9 hours per week.

How often do students make course presentations?^b

35% of FY students and 65% of seniors frequently gave course presentations.

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

69% of FY students frequently included diverse perspectives in course discussions or assignments.

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

46% of FY students frequently used numerical information to examine a real-world problem or issue; 57% 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

47% of FY students rated the quality of their interactions with faculty as high.

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

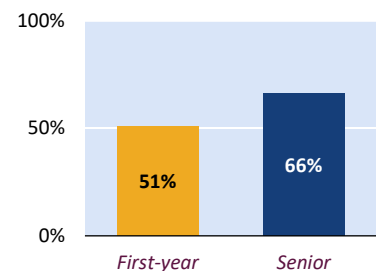
33% of FY and 47% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?^c

73% 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

51% of FY students and 66% 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

16% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

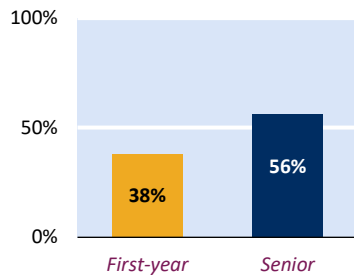
How many students work on research projects with faculty?

6% of FY students and 34% 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

38% of FY students and 56% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

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

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

29% 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, 53% frequently had discussions with people with different political views, 75% frequently had discussions with people from a different economic background, and 69% 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

64% of FY students said the institution substantially emphasized the use of learning support services.

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

66% of FY students and 60% of seniors gave the quality of their interactions with academic advisors a high rating.

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

50% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

70% of FY and 83% 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, 72% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

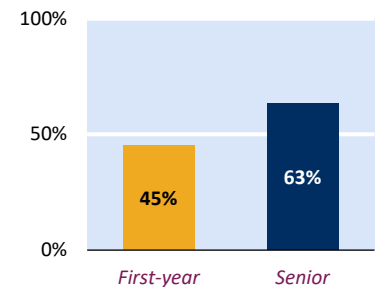
By their senior year, 9% of students had studied abroad.

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

By spring of their senior year, 51% 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 63% of seniors said at least some of their courses included a community-based service-learning project.



Notes

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



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NSSE 2022

Student Comments

Southern Oregon University

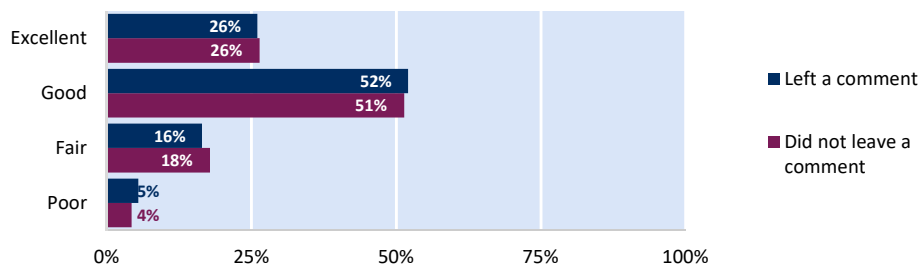
This report displays confidential comments your students provided in response to up to three open-ended questions. Eight such questions appear in Topical Modules (Academic Advising; Career and Workforce Preparation; Civic Engagement; Experiences with Online Learning; First-Year Experiences and Senior Transitions; HIP Quality) 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 further divided into 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 gender identity. End-of-survey comments are sorted by overall satisfaction, enrollment status, and gender identity. Information for variables other than satisfaction and gender identity was provided by your institution.

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 "NSSE22 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.

36 first-year students and 75 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	Gender	Response
First-year	Full-time	Man	Alison Rutledge, helped me come to a final decision major wise and helped me plan for classes I would need here to help me succeed at my transfer school.
First-year	Full-time	Man	Mary Patridge - good advise
First-year	Full-time	Man	my advisor and Honors Foundations instructor Warren Hedges has been very helpful in my navigating major and minor path, as well as Mary Patridge
First-year	Full-time	Man	Deborah Brown; Bridge Advisor, Accelerated Baccalaureate Program Coordinator, University Seminar & Undergraduate Studies Professor
First-year	Full-time	Man	Advisor
First-year	Full-time	Man	Craig
First-year	Full-time	Man	Academic success advisor
First-year	Full-time	Man	Head of the biology department helped me plan what classes to take throughout my college career.
First-year	Full-time	Man	My Student Success Coordinator who helped me come up with plans for every terms classes
First-year	Full-time	Man	Karen Bolda
First-year	Full-time	Woman	family
First-year	Full-time	Woman	Alison Rutledge
First-year	Full-time	Woman	my family
First-year	Full-time	Woman	Advisor not assigned to me
First-year	Full-time	Woman	My academic advisors
First-year	Full-time	Woman	My USEM teacher, Laura Jessup
First-year	Full-time	Woman	My professors and friends. I talk to them about what I need help with and what I plan on doing
First-year	Full-time	Woman	My advisor
First-year	Full-time	Woman	My major academic advisor has provided me with a plan, my assigned academic advisor is nice and has shown me resources to use
First-year	Full-time	Woman	Laura Jessup. She actually checks in with you, and wants to make sure you're doing okay and if you have any questions.
First-year	Full-time	Woman	First year advisor. He set me towards whatever help I needed and was always there.
First-year	Full-time	Woman	I'm not sure if I'm meant to name names, but my general academic advisor Dave Kahn. He has been extremely helpful with questions about college at large and with pulling strings and organizing class load prior to each term.
First-year	Full-time	Woman	My roommate has been the most helpful because she is the same major as me and is a year older then me so she knows what I need.
First-year	Full-time	Another gender identity	Karen Bolda has thoroughly explained what each degree path looks like as well as what I need to do in order to achieve my goals.
First-year	Full-time	Another gender identity	J
First-year	Full-time	Another gender identity	upperclassmen in my field of study
First-year	Full-time	Another gender identity	Dr. Deb Brown has been my hero. Her patience, empathy, passion, and strong sense of humor have been an absolute blessing. Talking with and listening to Dr. Deb are honestly my favorite things about attending this institution.
First-year	Full-time	Another gender identity	My assigned academic advisor and my director for honors college
First-year	Full-time	Another gender identity	Myself

36 first-year students and 75 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	Gender	Response
First-year	Full-time	Prefer not to respond	Craig Stillwell, he actively has us make appointments to talk about goals
First-year	Full-time	Prefer not to respond	My Academic Advisor as they have helped me get prepared for my classes and ready for any challenges I have had to face during my time here.
First-year	Full-time	Prefer not to respond	Honors Advisors and Bridge Mentors
First-year	Full-time	Prefer not to respond	My academic advisor who has been assigned to me because he is the one that I know when, how, and where I can set up an appointment to meet with him. He is also very understanding if I happen to come across any troubles or concerns.
First-year	Full-time	Prefer not to respond	I have one Prof. who has given me the most support and encouragement. They have found and sent me a number of opportunities to help further my career experience. They have also given me the space to be open about my struggles and needs.
First-year	Not full-time	Man	USEM teach MR. Kahn has been the most help by far. He is excellent in every aspect of teaching.
First-year	Not full-time	Woman	Mary Partridge. She was assigned to me specifically because of my Education major, and she was the first one to send me the PDF of the 4-year coursework matrix for my major, and also helps me build my schedule each term.
Senior	Full-time	Man	Tanya Blakeley, she's been there every step of the way and guides to me to the necessary resources if I have questions or needs she's unable to meet. Very prompt, efficient, and communicative when contacted.
Senior	Full-time	Man	Samantha E.
Senior	Full-time	Man	Professors. We've had conversations and also they've helped me get started on LinkedIn.
Senior	Full-time	Man	Honestly couldn't say
Senior	Full-time	Man	My DCIN Advisors, mainly because of our long term relationships, and that they were able to keep track of my goals and how to best help.
Senior	Full-time	Man	My department chair. God information, quick responses, caring attitude.
Senior	Full-time	Man	Professor Defreez has helped me solidify my goals and figure out a plan for what comes after my CS Degree.
Senior	Full-time	Man	A friend who was able to help me in more ways than the school ever has done.
Senior	Full-time	Man	Dr. E. Jamie Trammell
Senior	Full-time	Man	Derr
Senior	Full-time	Man	Robin Williams, Craig Wright, and Kasey Mohammad. All three were instrumental to my academic success.
Senior	Full-time	Man	Dr. David Parker had been very helpful in informing his students of available programs, certificates and clubs on campus, and has encouraged students that are unaware of the opportunities that the University provides to dig deeper and get the most out of their education.
Senior	Full-time	Woman	Mary Partridge, She has always been available to answer questions and help me with registration problems when my advisor was unavailable
Senior	Full-time	Woman	Amanda Casto has always been available when concerns arise.
Senior	Full-time	Woman	My advisor and math professors have taken a lot of time helping me decide what I want to do after I graduate. They were really awesome in not only advising me, but also helping me achieve my goals.
Senior	Full-time	Woman	My TRIO advisor is the only one that cares about me and really helps me and I don't expect them to stay long
Senior	Full-time	Woman	Lea Griess

36 first-year students and 75 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	Gender	Response
Senior	Full-time	Woman	Léa Griess, Dr. Condon and Dr.Holmes, Mrs. Griess was my first contact at SOU. We started to talk on March 2020 and I decided to keep her as my advisor. She helped me to put together a program before I started on fall 2020that help me to conclude my degree in 7 terms. She was always answering my emails promptly and answered all my questions. Moreover it was with letter of recommendations from this three people that I was accepted to the masters in clinical mental health counseling at SOU. Dr. Holmes and Dr. Condon have been the most helpful instructors in anything I needed. I just wish that all faculty was like this three people that helped a non conventional student like me to accomplish my goals.
Senior	Full-time	Woman	All advisors related to my majors.
Senior	Full-time	Woman	Robin Williams. She has been available for any questions and given thorough and accurate information every step of the way.
Senior	Full-time	Woman	My advisor for helping me through the required coursework and the student health and wellness center for helping me with my mental well-being and overall ability to succeed in balancing school and life
Senior	Full-time	Woman	Chris Mahan in keeping me on the right track for deadlines and classes.
Senior	Full-time	Woman	Lea Griess has helped me have a better understanding on the type of classes that I needed to complete to graduate.
Senior	Full-time	Woman	Faculty and teaching staff not assigned to advise me, but offered advice and help as a professional in the field
Senior	Full-time	Woman	Dee Fretwell, Mark Siders, and Jeremy Carlton. These three have been active in advising me in various areas of my education and future decisions. Especially Dee Fretwell, she has gone above and beyond to ensure I finish my time at SOU and continues to provide amazing life advice. I really owe a good chunk of my time at SOU and success to her.
Senior	Full-time	Woman	Dennis Slattery and Dee Fretwell
Senior	Full-time	Woman	My degree faculty
Senior	Full-time	Woman	My academic advisors for psychology have been the most helpful in trying to help me with my future goals in my career.
Senior	Full-time	Woman	Everyone
Senior	Full-time	Woman	Slawta and Patridge
Senior	Full-time	Woman	My extended family, they are available
Senior	Full-time	Woman	Dr. Paddock was the most helpful. She asked what my goals were and helped me to create a plan that met them. She was always straightforward with me and also very kind.
Senior	Full-time	Woman	My advisor
Senior	Full-time	Woman	Tanya Blakely, Dr. Greene
Senior	Full-time	Woman	La Bonty, the cell bio teacher. She gives me a list of classes that will be offered, so I can plan a schedule out to graduate.
Senior	Full-time	Woman	My mentor from my internship, talking through not only interest but lifestyles that go along with career options.
Senior	Full-time	Woman	Dr.Greene is the only SOU staff who has ever talked to me about my future/present. I have reached out for help from student services, other professors, administration, and more, but never received any help from anyone besides Dr. Greene.
Senior	Full-time	Woman	Dr. Casto, because she always answers my questions quickly and provided help with recommendations
Senior	Full-time	Woman	Erik Sol and Amy Patridge
Senior	Full-time	Woman	My chosen academic advisor, who is one of my professors. The general art advisor was terrible.
Senior	Full-time	Woman	My advisor, Dr. Mark Shibley
Senior	Full-time	Woman	My degree advisor has been the most helpful. He genuinely takes interest in my plans and takes the time to speak with me about them.
Senior	Full-time	Woman	Parents, advisor at SOU, independent therapist

36 first-year students and 75 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	Gender	Response
Senior	Full-time	Woman	Edward Derr was my assigned academic advisor, but I do wish I had been assigned with someone who helped me more with my future goals in applying to the MAT program and could advise me in that respect.
Senior	Full-time	Woman	My BFA mentor
Senior	Full-time	Woman	Erica Knotts, she is just kind and cares about you and your future.
Senior	Full-time	Woman	I have an advisor that has frequently been my professor who has guided me a lot in one of my majors. We don't meet often, but they always have good advice and are willing to help
Senior	Full-time	Woman	Chris Mahan in Trio
Senior	Full-time	Woman	Lisa Wileman
Senior	Full-time	Woman	My Major advisor was the most helpful. Also, my spanish professors were helpful as well. I also seeked help from my friends. But really they were the ones who provided the most help in navigating college. The advisors set to help me, didnt at all.
Senior	Full-time	Woman	Tiffany Morey was most helpful with my degree and applying it to my future career.
Senior	Full-time	Another gender identity	Dr. Cherstin Lyon is a rockstar. She is the honors advisor and has been incredibly helpful in keeping me on-task, organized, and prepared with all my projects and required courses.
			Max Brooks a friendly and helpful guy! Great to chat with about more ambiguous "future" questions, as well as more specific tasks like making resumes and cover letters, as well as applying to jobs!
			Robert Arellano is the EMDA superstar. He has a positive attitude, approaches us all with genuine interest, and is very flexible to schedule with.
Senior	Full-time	Another gender identity	Vincent Smith, prompt in responding and resolving issues.
Senior	Full-time	Another gender identity	Alison Rutledge my advisor has been the most helpful because she helps make sure I'm getting all my classes not only to graduate but also have my med scho pre-reqs. She also helps me figure out if some of my classes from other institutions can be substituted for requirements at this school.
Senior	Full-time	Another gender identity	Chad Thatcher when it comes to planning in OAL. Chris Mahan through TRIO for my psychology, since I have been unable to meet with my psychology advisor.
Senior	Full-time	Prefer not to respond	The Business department. The art department is horrible for advising and help.
Senior	Full-time	Prefer not to respond	Karen Bolda. Karen has been most consistently available, and willing to answer any questions I have.
Senior	Full-time	Prefer not to respond	The connections I've made through my Student Government position and my on-campus internship have been by far the most influential to my success as a student and my preparation for a career
Senior	Full-time	Prefer not to respond	The professors in my art classes have been the most active in their student's well being and career/school planning.
Senior	Not full-time	Man	Moneeka Settles is an exceptional advisor, educator, and human. I wouldn't have finished my degree without her support and guidance.
Senior	Not full-time	Woman	My academic councilors
Senior	Not full-time	Woman	Academic Advisor

36 first-year students and 75 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	Gender	Response
Senior	Not full-time	Woman	Leah Greiss and Professor Bill Hughes
Senior	Not full-time	Woman	my adviser
Senior	Not full-time	Woman	Lea Griess helped me with financial aid papers, and what courses to take.
Senior	Not full-time	Woman	Assigned advisor
Senior	Not full-time	Woman	Kylan DeVries
Senior	Not full-time	Woman	Making sure that I don't feel out of the loop; dealing with my physical and other disabilities. Making sure that the information given is clear and makes sense to me.
Senior	Not full-time	Woman	Samantha Eaton
Senior	Not full-time	Woman	Dr. LaBonty. Giving positive encouragement and recently, offering help where others have ignored/discouraged me.
Senior	Not full-time	Woman	K.C. Sam has been the most helpful to me and responds whenever I need clarification about courses I needed and when to take them.
Senior	Not full-time	Woman	My academic advisor and my student success co-ordinator have both been very helpful to me in terms of my academic planning.
Senior	Not full-time	Woman	My assigned advisor, told me I need to start taking a specific class soon.
Senior	Not full-time	Another gender identity	My major advisor, because she cares about me and my well-being and offers a lot of help with my academic progress
Senior	Not full-time	Prefer not to respond	KC Sam always responds quickly.

33 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	Gender	Response
Senior	Full-time	Man	I realize that it is my responsibility to partake of the things available on campus. I did find difficulty in obtaining tutors for courses and therefore my parents hired private tutors. I have been happy at SOU.
Senior	Full-time	Man	They could have told me about career opportunities. I almost never heard about things in my field, and if I did, they weren't really paying jobs as much as unpaid almost internships.
Senior	Full-time	Man	Told me to go to another school
Senior	Full-time	Man	I think that the Healthcare Administration Major would benefit from further access to certificate programs offered by the University. I think it would be helpful if the degree plan included either/or classes that allow students to complete a certificate by the end of the degree. I think that including certification as a requirement with concentrations gives the student a more competitive edge in the workplace.
Senior	Full-time	Woman	Have taken courses that were not necessary for my degree.
Senior	Full-time	Woman	They could have helped me not get dismissed from OHSU's satellite campus more and not messed up dual enrollment fin aid sk bad. Additionally, I wish it felt like more people cared about me, but they only care about traditional students. And then there's lots of referrals for help to services that just have more red tape. My whole experience was so difficult that I can't wait to be done with it all. Had they also had online creative writing courses I would have stayed another year and gotten a minor, but that was messed up as well. 2020 was the worst year of my life there.
Senior	Full-time	Woman	<p>I am a non-conventional student (46 year old mother, wife ,and emigrant from Brazil, English is my second language). I understand much of the institutions clubs and opportunities are geared towards younger students or people without commitments. I would like to say it is necessary to have an older or no conventional club at the institution as people with kids and family may be not available during the hours other groups met . Maybe my life is to be busy and I would not be able to attend anyways. I believe also that communication is a very important tool between faculty and students. I had some difficulty with a couple instructors to keep communication open. Some never ever answered the emails. That needs to change. One Professor in particular last year was not clear about the way her class and assignments were graded and never answered my questions about it . If I had not acquired extra points in her class , due to outside class work</p> <p>I would have get an B and not an A- which still hurt my GPA. I am still upset with the lack of communication and perceived lack of interest from the particular instructor. I think if a instructor acts likes that with a 46 year old how the particular instructor acts with 18-22 year old people? In sum communication needs to be better even if a student has taken online classes. For some faculty we need to stick to syllabus and not the feeling or maybe unconscious bias about a student.</p>
Senior	Full-time	Woman	Perhaps provide a financial advisor to help find better ways to look for scholarships for my current education or further education. There are some professors that have also been helpful, but I know they are busy and have their own work to do.
Senior	Full-time	Woman	I think that having an advisor(s) that help students continue on to graduate programs by helping them understand what is needed to continue towards that kind of path.
Senior	Full-time	Woman	More outreach on how to apply for graduate school
Senior	Full-time	Woman	N/A
Senior	Full-time	Woman	The resources offered are not well advertised to students and are not easily accessible for students. These resources often have extremely lengthy wait times for accessing them and need the proper management in place to reduce the bureaucratic barriers in place.
Senior	Full-time	Woman	With the exception of Dr. Paddock and Dr. Robert, my experience with academic advisors was very poor. I didn't feel like I could get ahold of them effectively and they did not outline major expectations clearly.
Senior	Full-time	Woman	Yes, they don't know anything about the career I want to work in, so they are no help in that. They could of had advisors that weren't teachers so the advisor's would know information on what classes to take when to graduate on schedule. Have enough staff to teach classes that are needed, severely understaffed.

33 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	Gender	Response
Senior	Full-time	Woman	YES!!! I would have liked to have real advice from the beginning. I had not spoken to anyone for the first year of my time at sou. I was able to finally find an advisor that I had requested to switch to my junior year, however, it was difficult to switch my major by then. I wanted to be a high school health teacher but due to bad advising, I ended up in an elementary education degree path. I had no help from any student services, I reached out many times. Even in person, I was treated terribly by the financial aid staff member, to the extent that a fellow student spoke out about how to mean the school staff was. I know that COVID was difficult, but I received no help prior to covid. I also sat on student government and had very negative interactions with the admin, dising student concerns and voices to the extent of students wanting to maybe hold a strike. I also started a school club, which was very difficult due to a lack of help from faculty, and the club board director was very unhelpful and dismissive of me and fellow club members. This school has passionate students who want to make a change in the world, however, the bureaucracy and lack of connection from the administration is stifling students' desire to be a part of the school community.
Senior	Full-time	Woman	Provided better mental health care, not just emergent or in crisis care. Also taken more of a step to help plan my college path.
Senior	Full-time	Woman	I think this is tricky to answer because each student is so different in their needs. I transferred here after experience at two four-year universities, and studying abroad, so I had a lot of experience and came with momentum for what I wanted to do going forward at SOU. My advisor and professors in the SOAN department have been the most amazing resources for me thus far.
Senior	Full-time	Woman	No
Senior	Full-time	Woman	Yes, I was not told or asked if I was going to apply to the MAT once I graduated, or before is when the application was due, but no one told me! It was very hard to imagine getting it together before the due date with my schooling in progress, so I have to apply late. I have asked for some clarifying answers from faculty and financial aid and have received less than helpful responses. I feel alone in the Masters application process.
Senior	Full-time	Woman	More connection with the local community/work force to encourage more job opportunities. Covid has gotten in the way of some of those connections, but there is still not a lot of planning to prepare students for after graduation. Maybe it is more of an issue of a lack of local opportunities
Senior	Full-time	Woman	This is such a general question. I think that I would say I wish my advisor would have cared more about my education. My Spanish major advisor was amazing at helping me with courses and planning my four years when I met her. However, my general advisor at some point advised me to take the wrong classes, that almost meant I couldnt graduate. I stopped relying on him and instead relied on my major advisor and my spanish professors and friends to help me. I wish the university encouraged far more communication from advisors to students. I understand both entities get busy, but sometimes students are left alone in the college world. Yes we are adults, but even as adults we need help.
Senior	Full-time	Another gender identity	Just want to say KAREN BOLDA is a bogus advisor. She does not have any good info, and as freshman she was completely and entirely unhelpful. She gets 0/5 stars from me. I also would love for the EMDA Capstone to be required for 12 credits instead of just 4, I don't get why its only one quarter when other majors take it for three quarters.
Senior	Full-time	Another gender identity	Taught us how to actually finds jobs, or assigned coursework that could be applied to future jobs so we had valuable skills (more than just GIS and data analysis)
Senior	Full-time	Another gender identity	No, all of the faculty are open to giving advice about classes, careers, or if you're struggling.

33 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	Gender	Response
Senior	Full-time	Prefer not to respond	The Faculty Academic Advisors do not have time for every student they are too busy. The culture in the Art department is super toxic and discriminatory especially from the faculty and they set that standard for the students. It is incredibly unprofessional. The Business department is professional and worth the effort. Every paid employee in a leadership, teaching or management position should be trained for ethics and accountability the Housing Director is horribly discriminatory and rude and judgmental The Housing and Billing departments will misuse their authority to discriminate on those they do not like. This university needs some serious housekeeping and accountability training... students don't trust that they will be treated fairly and most of them leave,,, there is a horrible retention rate. The EDI department only cares about protected identities.. it does not protect the civil rights of all students equally. It is extremely toxic and unjust honestly.
Senior	Full-time	Prefer not to respond	I wish m major advisor/advisors in general had discussed in detail what career paths would be available to me with my major. Learning the specifics of my career field just in time for graduation has been stressful.
Senior	Full-time	Prefer not to respond	Administration could of put more investments in grant writing and gallery skills. As a student employee, I felt unappreciated. Some faculty put a lot of tasks on me without offering any training, assistance, or much compensation. I felt like blame was put on students instead of the institution for the quality not being up to a certain standard. Certain faculty members that held a lot of knowledge were unresponsive to me as a student employee that was running public events for the art department. Administration needs to be more involved in the events they want to happen.
Senior	Not full-time	Man	This survey is way to long.
Senior	Not full-time	Woman	SOU has done so much to help students continue to meet our enrollment goals during Covid times. Teachers have adapted their syllabus, created ways for group work to continue, provided IT help becuase we were romte learning for so long, and inquired after our mental health, taking time for us to share and to feel reinforced in our mental health. I deeply appreciate it.
Senior	Not full-time	Woman	no
Senior	Not full-time	Woman	Perhaps I would have liked to not take some science courses that were about the body.
Senior	Not full-time	Woman	Less group work. There is often 2+group projects in each class meaning I have to contend with 6-8 different groups of people at once and it becomes more about managing personalities and motivators than actually learning the course material, developing problem solving skills and contributing to the feild. Also recording class sessions for long distance commuters and independent learners.
Senior	Not full-time	Woman	I would love to have access to a Master's program online regarding child development or mental health.

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. 28 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	Gender	Response
Excellent	Full-time	Prefer not to respond	The most significant learning experience was taking a statistics class with Dr. Kim. I am personally very bad at mathematics and tend to steer away from the subject as much as I can. However, since statistics was one of my requirements, I took it in the fall. I expected to absolutely dread the class, but the professor made it so much better. The professor was very passionate and it was infectious in the way that you also want to engage with the material. The class was challenging but memorable and I thoroughly enjoyed the class. Professors can truly make or break a class, and this professor truly made the class.
Good	Full-time	Man	The Introduction to Pacific Islanders Course I'm taking this term has changed my life! For the first time I actually have peers in class who look like me, speak like me, and can relate to my culture and lived experiences. Thank you for offering this class, I am learning so much. I even decided to change my major because this is what I want to do, to become an advocate for my people and for equity and justice. Please offer more course in Pacific Islander studies.
Good	Full-time	Man	The most significant learning experience was when I failed math 111 with a D+. Because it was an eye opener in getting my stuff straight, use all the resources at my disposal, and getting still the help and support I need. And from that I am learning about math 111 better at this term than I did in the winter.
Good	Full-time	Man	Learning about the atrocious acts of violence perpetrated by our government
Good	Full-time	Man	Critical thinking was a class I enjoyed a lot. It helped me question what I know and learn how to find truth. I think it is a class that everyone should take, as I have come to realize that there are a lot of uneducated college students here. To many times have I had to interact with students that believe a bunch of false things from what they heard. Rumors in college are just the same as in middle school. This is why I think the critical thinking class should be required and this is why it is a very significant experience I had.
Good	Full-time	Man	The Long discussions I've had with one of my Professors, who I've taken many classes from, discussing my future goals, career path, how to get there, and other things in a similar vein
Good	Full-time	Woman	My USEM class was amazing and my professor was a great help in finding other resources.
Good	Full-time	Woman	This institution has taught me who I am and has allowed me to find my people. I learned a lot academically, but I've learned even more about myself.
Good	Full-time	Woman	I would say that just being in USEM was a learning experience about college itself, and I was lucky enough to get a really good teacher who is truly invested in her students futures.
Good	Full-time	Woman	Winter term was very hard. I was learning a lot of hard concepts while taking 18 credits. During this time, I was able to work with my classmates and professors to better understand the material that was given
Good	Full-time	Woman	The format of Dr. Hammer's USEM class really allowed me to open up and get into class discussions. I gained a lot of confidence in her class through discussions and writing assignments, and her encouragement, along with that of the rest of the class, has really made me grow a lot as a student.
Good	Full-time	Woman	I am an international student, so I was afraid of getting used to a new environment. However, the professor and students are very kind to me and explain to me easy to understand. I could make many friends here and I enjoy being with them:)
Good	Full-time	Woman	ERS 399 has really made me broaden my horizons. It feels like a close knit class who all engage together to discuss the culture and history of Pacific Islanders. Its a completely different perspective than is common in this region and facinating and enjoyable. The instructor focuses heavily on student engagement with the material on more than an academic level, which is exelent for a course like this.
Good	Full-time	Another gender identity	I think my most significant learning experience I've had so far was in Theatre Foundations where I learned about all of the resources that are available to me at this school. I met all the faculty in the theatre department and learned a lot about what they do, along with other places like the SHWC and Hannon Library.
Good	Full-time	Another gender identity	Of the many lessons and teachable moments I've experienced at this institution, the most notable is that of learning itself. I am wildly unwell this year for medical and personal reasons, to the extent that I cannot keep up with my studies. There is no end in sight, and I expect my grades to drop. I expect to have a hard time coming back for the fall semester. But I do not believe in education for the sake of education, and so have strategically chosen a degree that will allow me to take specific classes that I actually care about. The rest is extra. This is my time and money. I'm learning that it is okay to not always be a star student. I'm a 29-year-old freshman and I have nothing to prove and no one to impress. I have to let myself not be okay for a while.

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. 28 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	Gender	Response
Good	Full-time	Another gender identity	The most significant learning experience I've had is from my Native American Studies classes where I was able to dive deeper into subjects that I didn't know almost anything about which opened my perspective on the world.
Good	Full-time	Prefer not to respond	One of the most significant learning experience I have had from this institution is from my intro to GSWS class. That was one of the classes that I have been dying to take as I have been questioning about everything about myself and thought it would an educational experience.
Good	Full-time	Prefer not to respond	I have taken a number of Native American Studies courses, all of which have given me amazing learning experiences. My experiences with the NAS faculty have been life changing.
Good	Not full-time	Man	The USEM classes have taught me more about writing in 3 semesters then my high school was able to do in 4 years. Great class and MR. Kahn is a fantastic and fun teacher to be around.
Fair	Full-time	Man	I really can't think of a specific instance, I feel like I've had equally significant experiences in almost all of my classes this past school year.
Fair	Full-time	Man	Learning how far the drain the institution is financially
Fair	Full-time	Man	The beginning of the year was great, unfortunately some personal things happened in my life that cause some changes and every since everything for me has been going down hill.
Fair	Full-time	Man	The most significant thing I've learned about myself here is that I'm completely content; and that scares me. I haven't talked to anyone my age since I started coming here, I work 35 hours a week at an aluminum mill in Medford, and I do my assignments when I get home from that. Just Rinse-repeat since first month of my freshman year, but what's odd, I'm not sad about it, I don't think "I haven't even talked to anyone close to my age since Highschool ended." I just, sorta go through the motions, and have got some time. That's the most valuable thing I've learned about myself, in a way, I can numb myself to emotion and feeling, I wouldn't have learned that had I not come here.
Fair	Full-time	Man	The most significant learning experience for me has been my introduction to Pacific islander studies class. Learning about marginalized community from someone with that lived experience feels much more genuine than someone who is teaching from facts and statistics.
Fair	Full-time	Woman	No
Fair	Full-time	Another gender identity	No
Poor	Full-time	Woman	The most significant learning experience I had was in Creative Writing. I learned a lot about writing and I can tell it improved my writing all around. But I also learned about future careers and paths I could take. It was like there was a whole new world opened to me that I had been ignoring. I also learned a lot about myself and what I want to do with my life. I think that a holistic approach is what more professors need to focus on.
Poor	Not full-time	Another gender identity	I have learned the effectiveness of bandwagoning and crowd appeal on our nation's youth. Politics are being enforced in classes more than ever, this institution is more a hub of propaganda than a university.

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 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	Gender	Response
Excellent	Full-time	Man	I have really enjoyed all the business classes in particular Prof Siders classes. Also, learning to stick with it an take accounting more than once to pass !
Excellent	Full-time	Man	This would probably be a student job I had through the Student Publicity Center. It helped my develop skills in my area of interest, photography and videography, and on top of that, I was able to work on a project with a group of international students. This experience shaped some of my interests in other cultures (and inspired me to study abroad this summer), and gave me an inspiration for the kind of work that I would want to do in the future. On top of this, I was able to work with an incredible team with great organization and leadership. I would like to see more students take advantage of these kinds of opportunities!
Excellent	Full-time	Man	The help that I get from all of the faculty has been very helpful for me. Also, the veteran's resources have been lifesaving for me in this chapter of my life.
Excellent	Full-time	Woman	The math faculty had the biggest impact on my experience. They were amazing. I appreciate all of the time they spent not only helping me with my coursework, but also helping me plan for my future and achieve my goals.
Excellent	Full-time	Woman	In the second term of my junior year here at SOU, the final assignment for my narrative and audio design class was a group assignment that was 7 minutes long. Over those final weeks of the course, I was able to take on the role of project lead and manager. I wrote the script, distributed tasks, made final calls on cuts and audio bits, and even was able to do a voice acting role. That project helped to shape the way that I went about all major group assignments going forward and has helped me to earn my current paid internship as in project management at a video game development company. I appreciate SOU for giving me the opportunity to find my calling in the many in-depth, experimental final projects we've been assigned throughout the years, where I was able to grow and better understand what I want out of my career after graduation.
Excellent	Full-time	Woman	The most significant learning experience occurred this year when I opted for all online classes. This challenged me to become much more computer and technology literate and provided valuable opportunities for career preparation.
Excellent	Full-time	Woman	Kayaking the Smith River as I entered the environmental science program.
Excellent	Full-time	Woman	Honestly any significant learning experience has all been through courses with Mark Siders and Dee Fretwell. Literally every class I have had with them has had such a huge impact and created major learning experiences for me. With Dee the biggest outcome of it all is being able to participate in the 100,000 strong in Americas program with students from Guanajuato, Mexico. Taking everything I have learned from my time with the business department and courses with Dee to finally put them together and apply them for this program/course.
Excellent	Full-time	Woman	My student teaching year
Excellent	Full-time	Woman	There have been many, including a literature research project freshman year in the HON101 sequence, analytical chemistry and instrumental analysis courses, and the chemistry capstone.
Excellent	Full-time	Woman	The most significant growth that I have seen in myself (technical, interpersonal, and intrapersonal) occurred during the international expedition in 2021. This was life changing and truly provided the most opportunity for growth.
Excellent	Full-time	Woman	I liked what I learned in the classes, it helped me in my work, I gained so many experiences.
Excellent	Full-time	Woman	I would say being able to take care of myself when two of my faculty members failed at their jobs on multiple occasions was a very big learning experience. It's pessimistic, but I think it prepares me for people not doing their jobs in the real world.
Excellent	Full-time	Woman	The SOAN class on Poverty, Policy, and Family. Read some amazing articles and did a lot of great coursework that altered my views and solidified my goal of becoming a social worker.
Excellent	Full-time	Woman	School
Excellent	Full-time	Woman	Creating my art exhibition and showing on campus at the student galleries
Excellent	Not full-time	Woman	For my PS class, our class was divided in half and had to represent opposing sides of a fictitious country. I was on the side of the underdogs and it was really challenging to get fellow team members to care to fight together as a group. BUT we rallied and the team became animated and fought hard for our side. I was proud of how our team came together and was able to understand that we had to fight in a united way, for us to get to achieve our collective goals before we could then come to agreement on how each of our own targets could be achieved.
Excellent	Not full-time	Woman	The most significant learning experience I had is that rules exist for a reason and if not followed they can lead to trouble.
Good	Full-time	Man	The most significant learning experience I have had is when my teachers bring in outside professionals to guest speak. They always seem to teach me a lot in five minutes.

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 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	Gender	Response
Good	Full-time	Man	The most significant learning experience I had was the opportunity to take a job for the CS Department. In this role I have learned skills that are not taught in any class, specifically system administration. The CS Lab has allowed me to experiment and learn with tools I would otherwise not have access to at home. I am currently working on ways to make this space accessible for others to use and learn as well. I absolutely love this job and wish other students to have this opportunity after I am gone so that they can learn and pass on their knowledge to other students.
Good	Full-time	Man	Working with my internship in conjunction with my Capstone. Also, actually going into the field to see work first-hand.
Good	Full-time	Man	Dr. David Parker's GIS in Business provided the tools and the environment to explore a vast data base of information. The course provided a framework for how to present the information but the experiential learning component made the course applicable to almost any major. I was impressed by the flexibility of the program and how a tool like ArcGIS can change the world.
Good	Full-time	Woman	Two classes I took as electives were the most significant. A Spanish class I took for my minor in Spanish given by Dr.Connor (SPAN 441- Cultura afro-Hispana/afro latina) a Woman and gender class given by Dr.Haah (PSY 497 Psychology of Women and gender). Opened my mind for the real causes of racism and misogynist feelings in our society . I am planning to be a counselor and researcher and those classes are the ones I never could afford to miss. I deep believe this classes should be part of core classes for anyone interested to work with the public.
Good	Full-time	Woman	Expanding my current skills with Emerging Media Digital Arts
Good	Full-time	Woman	The most significant experience I've had is a social psychology course that utilized course concepts to develop a fundraiser for a local nonprofit. Learning about the concepts academically and then working together to generate real money for an important organization really cemented the real-world effect of the concepts.
Good	Full-time	Woman	The practicums in the Health and PE department that was lead by Joel Perkins had the most significant experience on me. It gave me a look at what it is like in the real world by observing physical therapists
Good	Full-time	Woman	My capstone class. I didn't really feel like I had learned much until that class made me put it all together.
Good	Full-time	Woman	n/a
Good	Full-time	Woman	I have learned so much from the Native American Studies classes I took with Brook Colley. I think everyone should have to take at least one NAS class at some point. I think everyone should have to take a multicultural class of some kind, and I find Alma Alvarez incredibly insightful, inspiring and thoughtful when learning from her. Merrilyne Lyndahl shares wonderful pedagogical skills in teaching, and Dr. Perrow's narrative class was wonderful. I think creative writing should not be so separate for English majors, and should be offered by more teachers than just Craig Wright.

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 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	Gender	Response
Good	Full-time	Woman	<p>I can describe several. Taking Environmental Science in the Fall of 2018, taking Phonetics Fall of 2019, taking SPAN 425 Winter of 2021, and taking intermediate painting winter of 2022.</p> <p>The Environmental Science class is the most difficult class I have ever taken. Not only because of the content of the course but because of the harsh change I saw from high school to college. In that class I realized that I was completely alone and that it was up to me to continue fighting my way through college. I almost failed, but I kept going because I knew that I wanted to finish my degree.</p> <p>Taking Phonetics with Dr. Holmes was absolutely life changing. Not only is she a formidable professor, but in that class I realized that choosing Spanish as my major was the best decision I took and furthermore, I realized that I wanted to have a career in phonetics and phonology. I realized in that class what my career was going to be, and it changed the course of what I thought I'd do after college.</p> <p>The Spanish class with Dr. Chacon introduced me to the movie that I wrote my capstone about. That class with him explored different topics about what it is to be a child in Latin America and how it is reflected in literature and cinematography. It is a course that made me fall in love completely with analyzing and going deeper into the content that I consume.</p> <p>The sculpture class I took with Professor Pierce was incredible. He is an amazing human being. He reminded me of who I am outside of academia and gave me a mirror to look at myself as the incredible artist that I am. The class allowed me to follow my creativity and challenged me in many unexpected ways. It allowed me to become a better artist and better human.</p> <p>My time in this institution has been indescribable. I have learned so much from my professors, who really are the ones that shaped the experience for me. Without them, I would not choose this institution again, as it falls short without its professors. I have also learned a lot from my classmates, who have enriched me with their different ideas and concepts. I am leaving this institution at the end of spring saddened that my time was cut short with them due to the pandemic, but I am looking forward to what is to come.</p>
Good	Full-time	Another gender identity	<p>The most significant learning experience I had was through my internship, where I was a TA. It helped me develop really useful skills and teach students the way I think they actually learn.</p>
Good	Full-time	Another gender identity	<p>This is my first year at this institution, in repeat classes and I haven't felt like I've had a significant learning experience yet. The faculty have been very approachable, friendly, and seem invested in student success. In one class lecture one day we talked about renaming biological processes after what they did instead of the white men that are credited with writing them up. We also discussed how to approach important discoveries and balancing them against the views of the scientist and whether they were detrimental to society. There is an emphasis on recognizing scientists who are underrepresented.</p>
Good	Full-time	Prefer not to respond	<p>Being a part of Student Government during a global pandemic and a time of major transition within the institution taught me how to operate in a corporate environment, apply the skills I had been learning in class, and refine my public speaking and written communication skills to better fit with real world applications. I also learned how to forge and maintain professional relationships, and how to lead a team.</p>
Good	Not full-time	Man	<p>Every class provided me with something that I could apply if used creatively... except Spanish. Please get rid of the foreign language requirement. It serves no purpose for people who have no desire to learn a foreign language. I've been in the military for 20 years and have traveled and lived all over the world and I still only speak one language (English).</p>
Good	Not full-time	Woman	<p>I feel everything I have done has been significant, I would not change any of the things I have learned so far.</p>
Good	Not full-time	Woman	<p>Practicum experiences</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 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	Gender	Response
Good	Not full-time	Woman	I learned that my emotional and learning disabilities make it very difficult to be successful academically.
Good	Not full-time	Woman	I spent months working on a short story with one of my professors. His investment in my work helped me grow as a writer.
Fair	Full-time	Woman	Dr. Greene's courses have been the most influential and have helped with inner guidance and figuring out who I am as a professional in the field of education.
Fair	Full-time	Woman	My sophomore year I couldn't get an appointment with the academic advisor I was assigned to. After a month without response I reached out to the Dean of Students. I was able to get an appointment after that but the advisor was not kind nor was he helpful. At that point I decided to take my registration and course selection into my own hands. Even though I've had good advisors since, I don't feel I can fully trust them to help me navigate to graduation and therefore I still monitor my progress closely.
Fair	Full-time	Woman	The thing I learned the most from this school is how to write lab reports for science based classes.
Fair	Full-time	Prefer not to respond	My peers created their own support community and many of my professors went above and beyond their pay grade to help students create big projects. My biggest frustration was with the way administration and some faculty treated student employees. The expectations of new student employees to take on large responsibilities without training and for little pay was unreasonable and created a lot of burnout. As a student employee working for the galleries, I had many supportive professors, but the faculty and administration that I needed to connect to resources and knowledge were often unresponsive. I often expressed needing help and being over worked and still had some faculty, whom would not offer me any time or help, be critical to me about not doing enough. Student employees needs more of a voice and administration needed to be more involved, but much of this was due to being understaffed and underpaid.
Fair	Not full-time	Woman	One class that I enjoyed was about mental disorders. I learned a lot about them.
Poor	Full-time	Woman	That SOU and OHSU care only about money, not students. Their instructors almost killed me and no one cared.
Poor	Full-time	Prefer not to respond	The most significant has been when I have worked directly with community organizations because the organizational members outside of the university are kind, friendly and value my efforts.