



2020 NSSE Results – Table of Contents

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NSSE 2020

Administration Summary

Southern Oregon University

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	<i>First-year</i>	<i>Senior</i>
Submitted population	548	1,249
Adjusted population ^a	451	1,091
Survey sample ^b	451	1,091
Total respondents ^b	140	408
Full completions ^c	99	346
Partial completions	41	62

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Submitted demographic and (if applicable) Topical Module sets.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: go.iu.edu/NSSE-RRFAQ

	<i>First-year</i>				<i>Senior</i>			
	SOU	Pub4YrFT TransInclAdm	PubBaIA & SwSomeGrad	Pub4YrPrim UG<10000	SOU	Pub4YrFT TransInclAdm	PubBaIA & SwSomeGrad	Pub4YrPrim UG<10000
Response rate	31%	24%	26%	25%	37%	25%	26%	28%
Sampling error ^b	+/- 6.9%	+/- 0.9%	+/- 0.6%	+/- 1.0%	+/- 3.8%	+/- 0.8%	+/- 0.6%	+/- 0.8%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see go.iu.edu/NSSE-weights

Representativeness

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	73	57	74	62
Full-time	97	96	84	84
First-time, first-year	89	88	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	2	1	1	1
Asian	2	3	1	2
Black or African American	0	3	2	2
Hispanic or Latino	16	17	10	11
Native Hawaiian/Other Pac. Isl.	2	2	0	1
White	60	56	63	61
Other	0	0	0	0
Foreign or nonresident	4	2	0	1
Two or more races/ethnicities	11	12	12	10
Unknown	2	3	11	11

a. Based on the IPEDS categories submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting^a

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	71	55	63	51
Full-time, male	26	41	22	32
Part-time, female	1	2	11	10
Part-time, male	1	2	5	6

a. Weights were also calculated for students with "Another" or "Unknown" codes for sex.

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variable(s) ^a	Yes	Identified students who completed BCSSE 2019 ^d	N/A
Identified an oversample ^b	No	Customized the report sample ^e	No
Updated to identify ineligible students ^c	Yes		

- a. Institutions had the option to include additional variables in the population file for oversampling or for post hoc analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the BCSSE-NSSE Combined Report.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used ^a	Yes (7, 1%)
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	335, 61%

Additional question sets and companion surveys

Topical module(s)	FY Experiences / Sr Transitions
Customized consortium questions	Sustainability Education Consortium
BCSSE 2019	No
FSSE 2020	No

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	04/13/2020	19%	19%
Reminder 1	04/21/2020	23%	25%
Reminder 2	04/27/2020	26%	31%
Reminder 3	05/05/2020	30%	35%
Final reminder	05/11/2020	31%	37%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Comparison Group 1	Pub4YrFT TransInclAdm* (customized, N=28)
Comparison Group 2	PubBalA & SwSomeGrad (customized, N=62)
Comparison Group 3	Pub4YrPrim UG<10000 (customized, N=30)

Comparison groups for additional question set report(s)

Sustainability Education Consortium	SustQuest AnyInst (default, N=8)
Topical Module: FY Experiences / Sr Transitions	Pub1stYr SrTran<10000 (customized, N=47)

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 TransInclAdm

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2020 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

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

Key:

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

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

High-Impact Practices

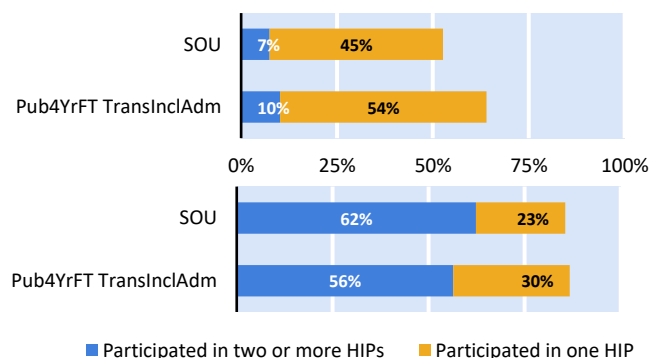
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

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

Senior

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

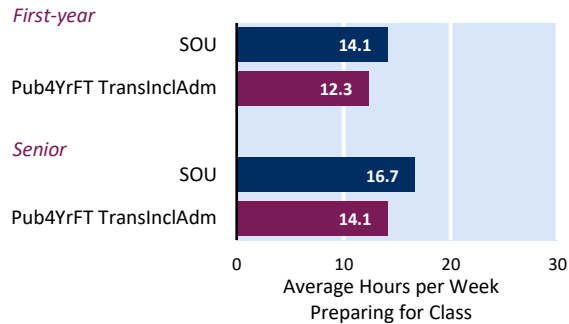


Academic Challenge: Additional Results

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

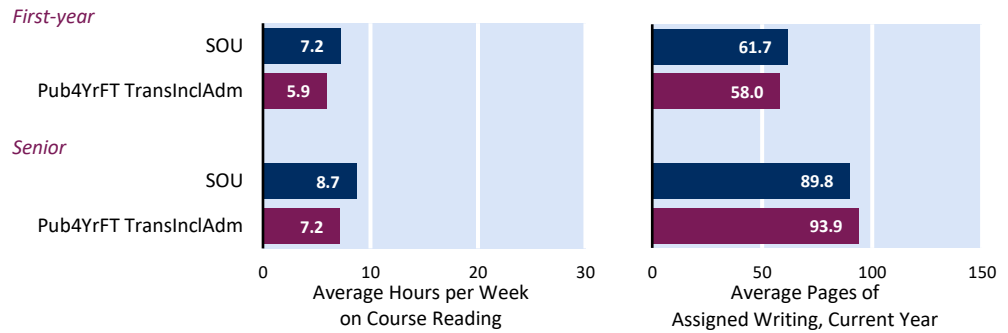
Time Spent Preparing for Class

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



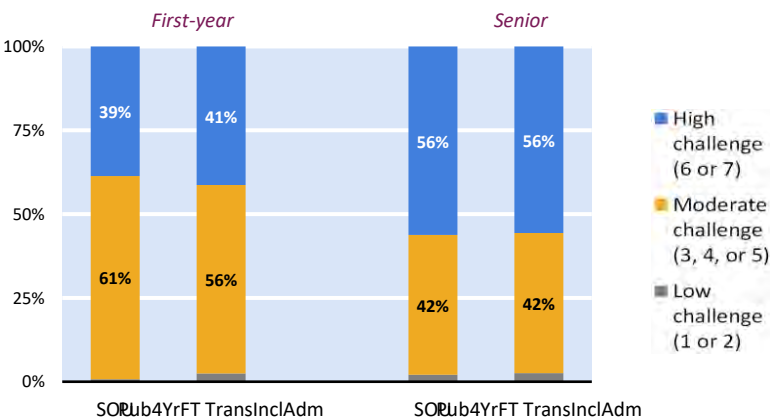
Reading and Writing

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



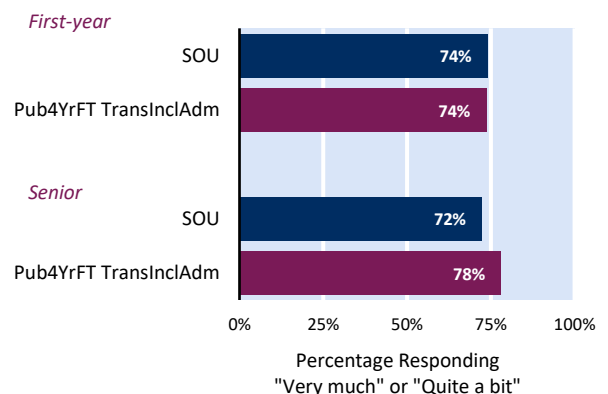
Challenging Students to Do Their Best Work

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



Academic Emphasis

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



Item Comparisons

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

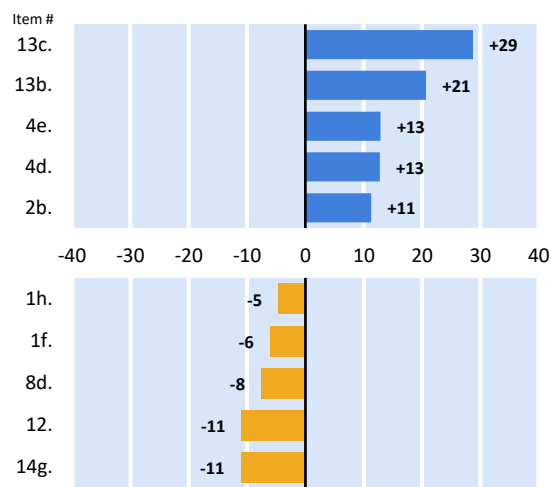
First-year

Highest Performing Relative to Pub4YrFT TransInclAdm

- Quality of interactions with faculty^d (QI)
- Quality of interactions with academic advisors^d (QI)
- Forming a new idea or understanding from various pieces of information^c (HO)
- Evaluating a point of view, decision, or information source^c (HO)
- Connected your learning to societal problems or issues^b (RI)

Lowest Performing Relative to Pub4YrFT TransInclAdm

- Worked with other students on course projects or assignments^b (CL)
- Explained course material to one or more students^b (CL)
- Discussions with... People with political views other than your own^b (DD)
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Institution emphasis on helping you manage your non-academic responsibilities (...)^c (SE)



Percentage Point Difference with Pub4YrFT TransInclAdm

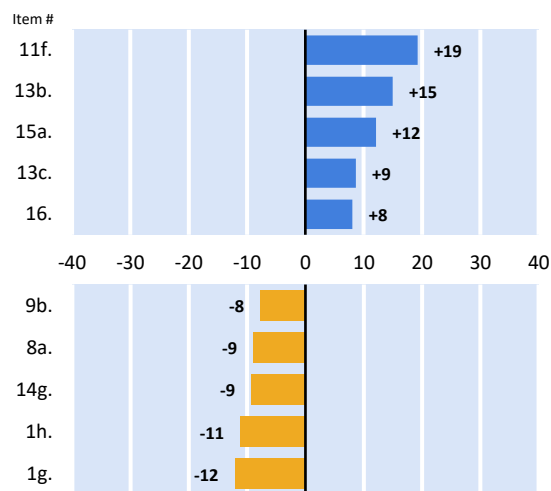
Senior

Highest Performing Relative to Pub4YrFT TransInclAdm

- Completed a culminating senior experience (...) (HIP)
- Quality of interactions with academic advisors^d (QI)
- Spent more than 15 hours per week preparing for class
- Quality of interactions with faculty^d (QI)
- Spent more than 10 hours per week on assigned reading^f

Lowest Performing Relative to Pub4YrFT TransInclAdm

- Reviewed your notes after class^b (LS)
- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Institution emphasis on helping you manage your non-academic responsibilities (...)^c (SE)
- Worked with other students on course projects or assignments^b (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)



Percentage Point Difference with Pub4YrFT TransInclAdm

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

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

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

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

e. Percentage reporting at least "Some."

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

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

How Students Assess Their Experience

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

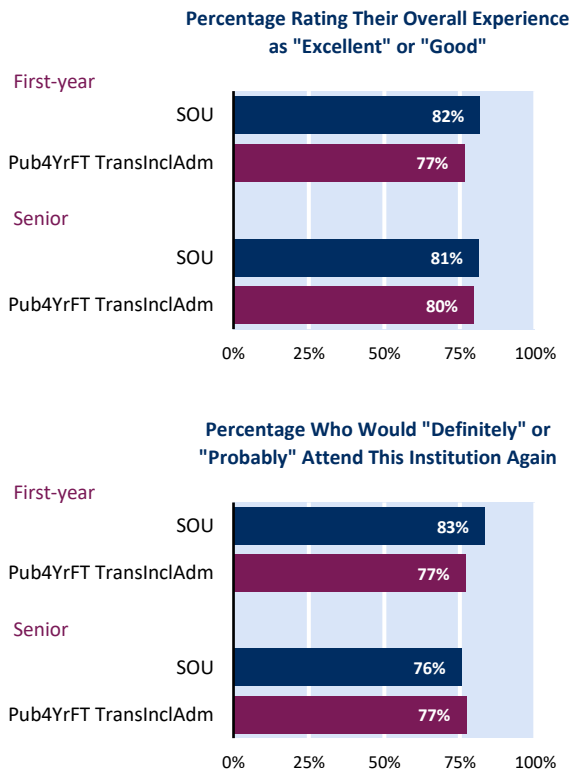
Perceived Gains Among Seniors

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

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	84%
Working effectively with others	73%
Writing clearly and effectively	65%
Acquiring job- or work-related knowledge and skills	62%
Speaking clearly and effectively	60%
Developing or clarifying a personal code of values and ethics	59%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	59%
Analyzing numerical and statistical information	57%
Being an informed and active citizen	52%
Solving complex real-world problems	52%

Satisfaction with SOU

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



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	140	31%	73%	97%
Senior	408	37%	74%	84%

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

Additional Questions

Your institution administered the following additional question sets:

- First-Year Experiences and Senior Transitions**
- Sustainability Education Consortium**

See your *Topical Module* and *Consortium* reports for results.

What is NSSE?

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

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

Visit our website: nsse.indiana.edu



NSSE 2020

Engagement Indicators

Southern Oregon University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

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

Seniors

Theme	Engagement Indicator	Your seniors compared with		Your seniors compared with
		Pub4YrFT	TransInclAdm	PubBalA & SwSomeGrad
Academic Challenge	Higher-Order Learning		▽	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning		▽	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions		△	--
	Supportive Environment	--	--	▽

Academic Challenge: First-year students

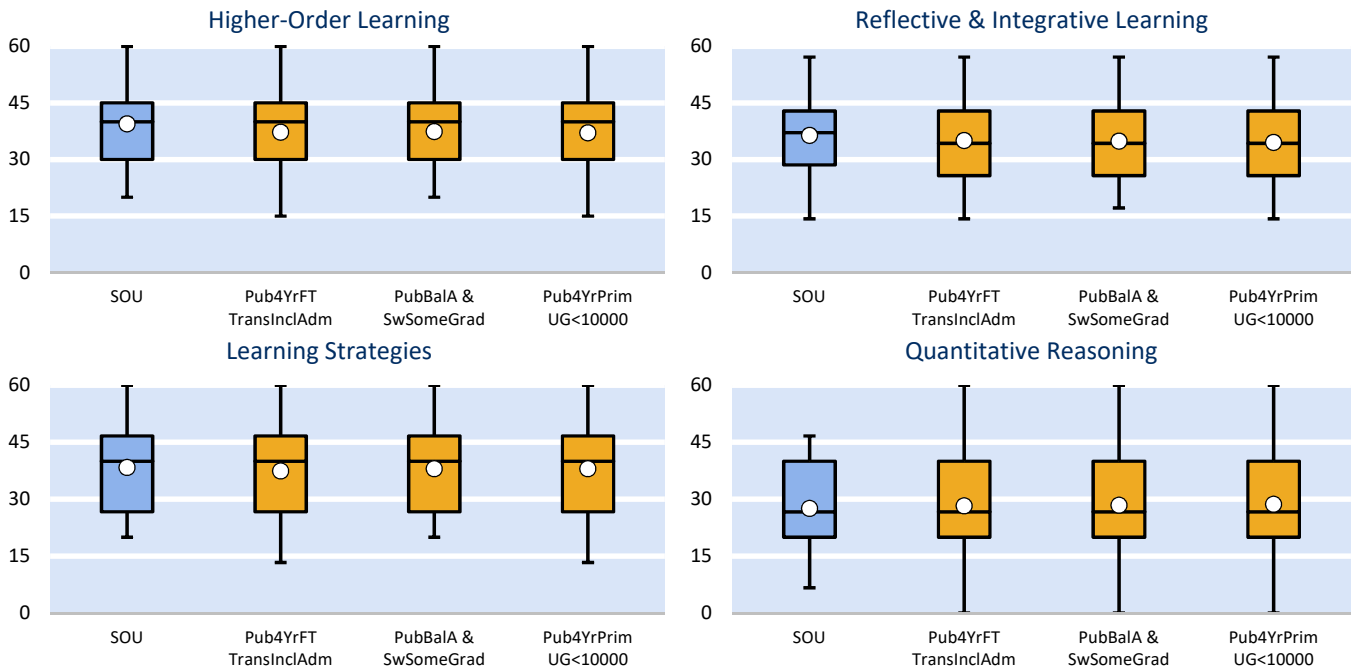
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT Mean	TransInclAdm Effect size	PubBalA & SwSomeGrad Mean	SwSomeGrad Effect size	Pub4YrPrim Mean	UG<10000 Effect size
Higher-Order Learning	39.5	37.3 *	.16	37.4 *	.16	37.1 *	.18
Reflective & Integrative Learning	36.4	35.0	.11	34.9	.12	34.6	.15
Learning Strategies	38.4	37.5	.06	38.1	.02	38.0	.03
Quantitative Reasoning	27.6	28.3	-.04	28.4	-.05	28.6	-.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






















































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 TransInclAdm	PubBalA & SwSomeGrad	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	68	+4 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+7 	+6 	+6 
4d. Evaluating a point of view, decision, or information source	82	+13 	+13 	+14 
4e. Forming a new idea or understanding from various pieces of information	82	+13 	+13 	+14 
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	57	+8 	+6 	+6 
2b. Connected your learning to societal problems or issues	62	+11 	+12 	+13 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+4 	+7 	+9 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-2 	-1 	-2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1 	-1 	-2 
2f. Learned something that changed the way you understand an issue or concept	72	+4 	+5 	+5 
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+7 	+5 	+6 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+9 	+8 	+9 
9b. Reviewed your notes after class	67	+1 	+0 	-0 
9c. Summarized what you learned in class or from course materials	65	+3 	+1 	+1 
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.)	47	-4 	-5 	-7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-1 	+1 	-1 
6c. Evaluated what others have concluded from numerical information	42	+2 	+2 	+0 

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

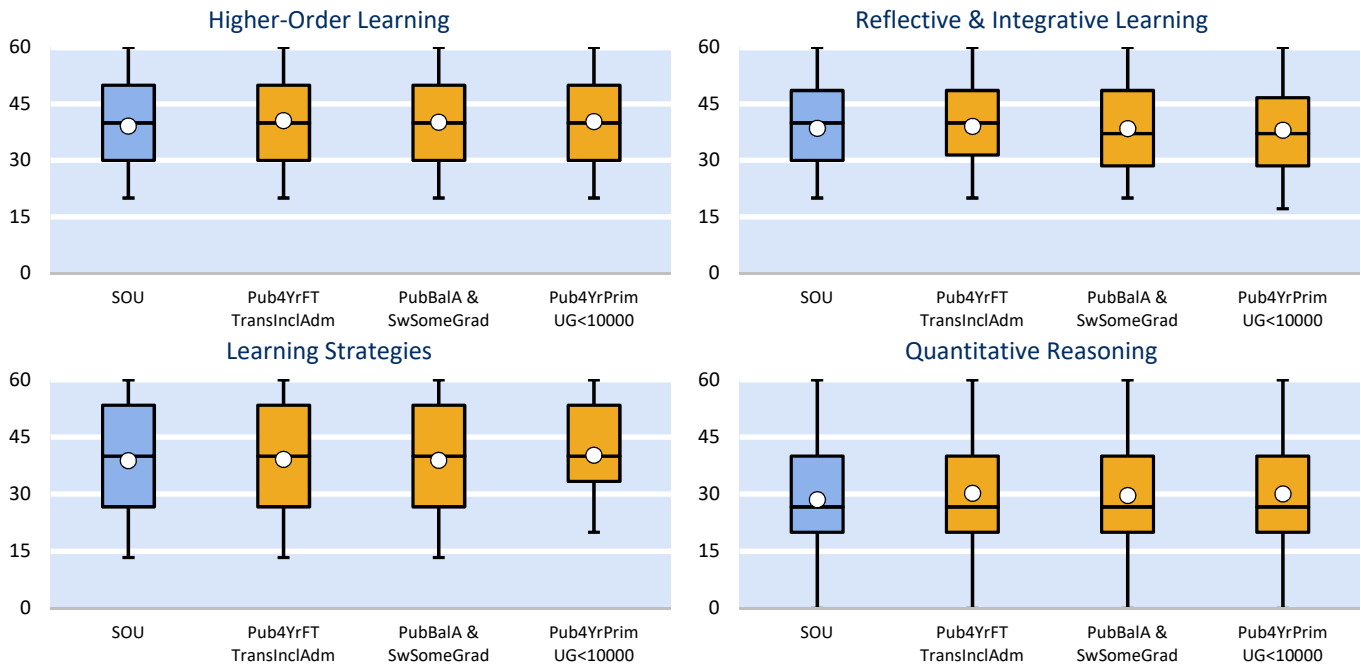
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 TransInclAdm		PubBalA & SwSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	40.6 *	-.11	40.1	-.07	40.4	-.09
Reflective & Integrative Learning	38.6	39.0	-.04	38.4	.01	38.0	.04
Learning Strategies	38.8	39.1	-.02	38.9	-.01	40.2	-.10
Quantitative Reasoning	28.5	30.2	-.10	29.6	-.07	30.1	-.10

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 TransInclAdm	PubBalA & SwSomeGrad	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	73	-3	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-7	-6	-6
4d. Evaluating a point of view, decision, or information source	69	-5	-4	-5
4e. Forming a new idea or understanding from various pieces of information	74	-0	+1	+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	72	+2	+2	+5
2b. Connected your learning to societal problems or issues	64	+0	+2	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+0	+3	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+1	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-0	+1	+1
2f. Learned something that changed the way you understand an issue or concept	68	-6	-4	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	+0	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+4	+3	+2
9b. Reviewed your notes after class	58	-8	-6	-10
9c. Summarized what you learned in class or from course materials	62	-3	-3	-7
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.)	48	-6	-6	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-5	-3	-4
6c. Evaluated what others have concluded from numerical information	45	-1	+1	+0

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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Learning with Peers: First-year students

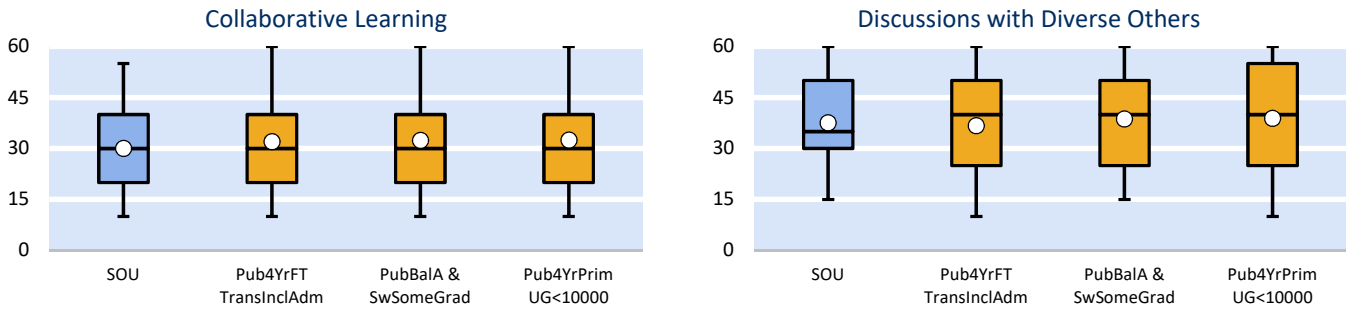
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT Mean	TransInclAdm Effect size	PubBaLA & SwSomeGrad Mean	SwSomeGrad Effect size	Pub4YrPrim Mean	UG<10000 Effect size
Collaborative Learning	30.0	32.0	-.14	32.4 *	-.17	32.4 *	-.17
Discussions with Diverse Others	37.5	36.7	.05	38.7	-.07	38.9	-.08

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.

Collaborative Learning	SOU	Percentage point difference ^a between your FY students and		
		Pub4YrFT TransInclAdm	PubBaLA & SwSomeGrad	Pub4YrPrim UG<10000
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	-3	-5	-5
1f. Explained course material to one or more students	49	-6	-8	-8
1g. Prepared for exams by discussing or working through course material with other students	46	+0	-3	-3
1h. Worked with other students on course projects or assignments	52	-5	-4	-5
<i>Discussions with Diverse Others</i>				
<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	63	-4	-4	-5
8b. People from an economic background other than your own	67	+2	-2	-3
8c. People with religious beliefs other than your own	70	+11	+5	+4
8d. People with political views other than your own	46	-8	-18	-17

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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Learning with Peers: Seniors

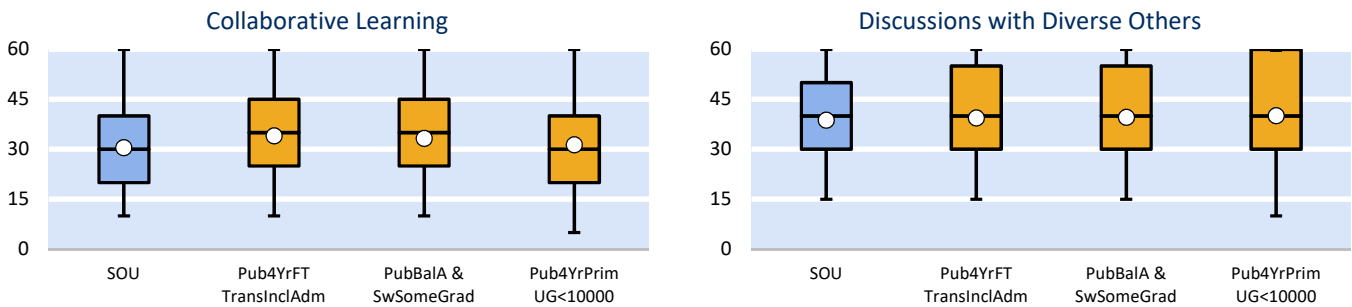
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Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Pub4YrFT TransInclAdm		PubBaIA & SwSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	34.1 ***	-.25	33.2 ***	-.19	31.4	-.06
Discussions with Diverse Others	38.8	39.4	-.04	39.6	-.06	40.1	-.08

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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	SOU	Percentage point difference ^a between your seniors and		
		Pub4YrFT TransInclAdm	PubBaIA & SwSomeGrad	Pub4YrPrim UG<10000
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	41	-4	-3	+2
1f. Explained course material to one or more students	53	-8	-8	-3
1g. Prepared for exams by discussing or working through course material with other students	38	-12	-11	-8
1h. Worked with other students on course projects or assignments	57	-11	-8	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	-9	-5	-8
8b. People from an economic background other than your own	74	+2	+2	+2
8c. People with religious beliefs other than your own	66	-1	-2	-2
8d. People with political views other than your own	57	-1	-8	-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.

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Experiences with Faculty: First-year students

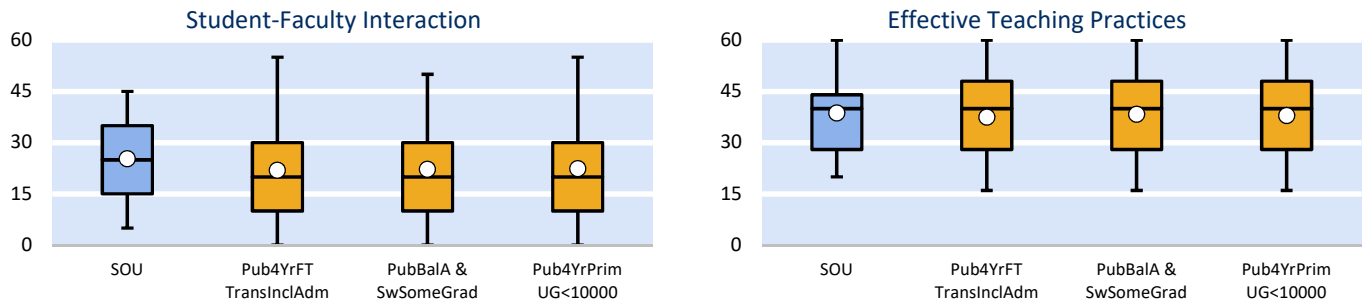
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT TransInclAdm		PubBalA & SwSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.3	21.9 **	.22	22.2 **	.20	22.4 *	.19
Effective Teaching Practices	38.7	37.4	.09	38.3	.03	37.9	.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).

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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 TransInclAdm	PubBalA & SwSomeGrad	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	46	+7	+7	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+3	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+9	+8	+8
3d. Discussed your academic performance with a faculty member	37	+3	+4	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	+0	-2	-3
5b. Taught course sessions in an organized way	77	+11	+6	+7
5c. Used examples or illustrations to explain difficult points	77	+9	+5	+6
5d. Provided feedback on a draft or work in progress	68	+2	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+7	+4	+4

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

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Experiences with Faculty: Seniors

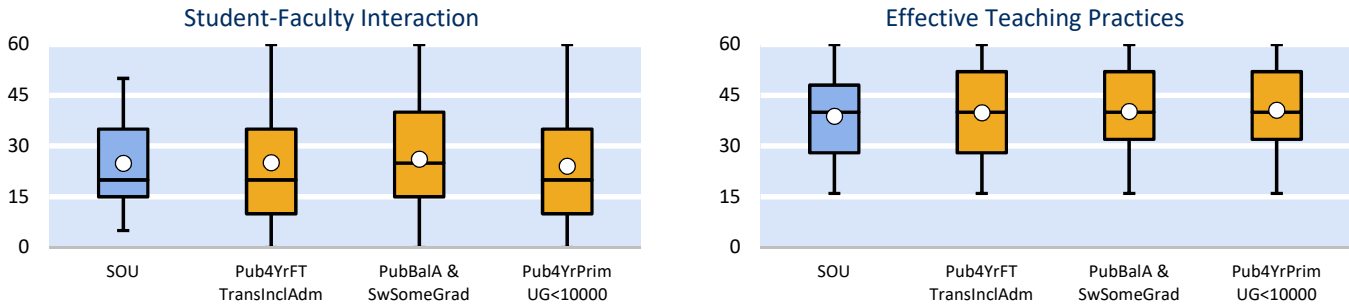
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	TransInclAdm Effect size	PubBalA & SwSomeGrad Mean	SwSomeGrad Effect size	Pub4YrPrim Mean	UG<10000 Effect size
Student-Faculty Interaction	24.8	25.0	-.01	26.0	-.08	24.0	.05
Effective Teaching Practices	38.8	39.8	-.07	40.2	-.10	40.6 *	-.13

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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Student-Faculty Interaction	SOU %	Percentage point difference ^a between your seniors and		
		Pub4YrFT TransInclAdm	PubBalA & SwSomeGrad	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	46	+1	-2	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-4	-6	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	-2	-4	+1
3d. Discussed your academic performance with a faculty member	39	+1	-0	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+0	-0	-1
5b. Taught course sessions in an organized way	73	-0	-3	-4
5c. Used examples or illustrations to explain difficult points	73	-2	-4	-4
5d. Provided feedback on a draft or work in progress	68	+4	+4	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-2	-5	-6

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Campus Environment: First-year students

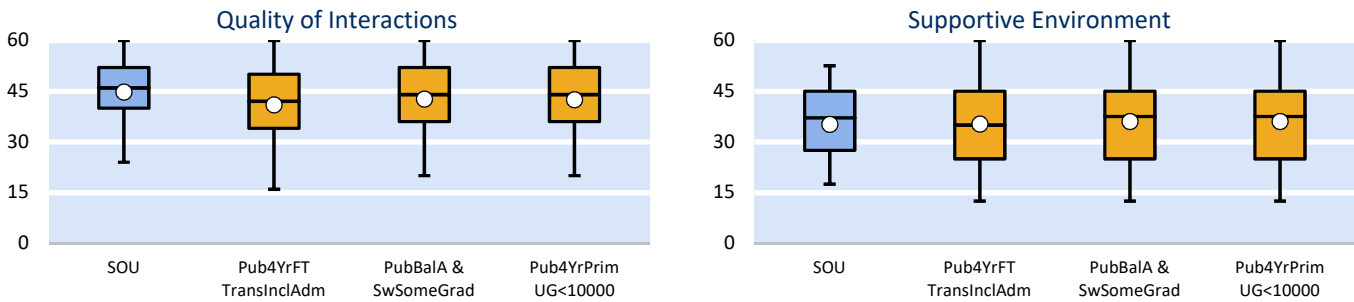
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SOU Mean	Your first-year students compared with					
		Pub4YrFT TransInclAdm		PubBalA & SwSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	41.0 ***	.29	42.7	.17	42.5 *	.18
Supportive Environment	35.2	35.3	.00	36.0	-.06	36.1	-.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).

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Quality of Interactions	SOU %	Percentage point difference ^a between your FY students and		
		Pub4YrFT TransInclAdm	PubBalA & SwSomeGrad	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	+4	-0	-1
13b. Academic advisors	68	+21	+16	+17
13c. Faculty	74	+29	+23	+24
13d. Student services staff (career services, student activities, housing, etc.)	51	+10	+5	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+9	+3	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+5	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	75	+3	-1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-2	-1	-1
14e. Providing opportunities to be involved socially	68	+2	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+10	+8	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-11	-8	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+1	-3	-4
14i. Attending events that address important social, economic, or political issues	53	+2	+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.

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Campus Environment: Seniors

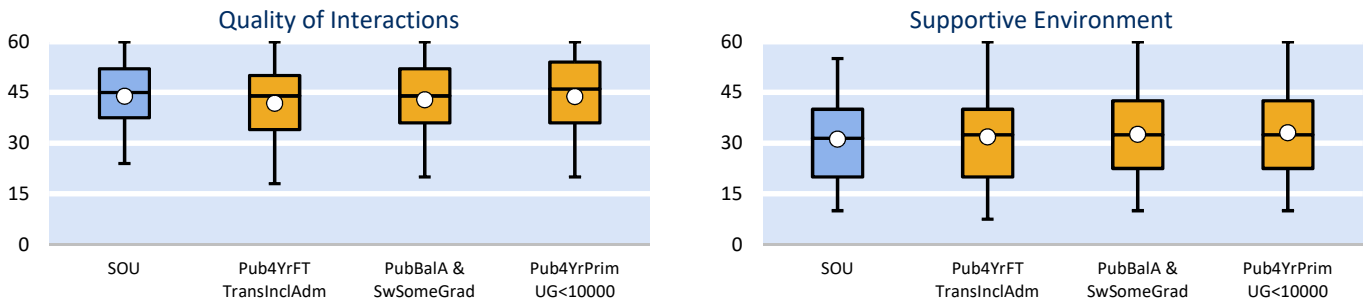
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Mean Comparisons

Engagement Indicator	SOU Mean	Your seniors compared with					
		Pub4YrFT TransInclAdm		PubBalA & SwSomeGrad		Pub4YrPrim UG<10000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	41.8 ***	.16	42.8	.09	43.8	.00
Supportive Environment	31.2	31.8	-.04	32.7	-.10	33.1 **	-.13

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 TransInclAdm	PubBalA & SwSomeGrad	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	57	+0	+0	-2
13b. Academic advisors	65	+15	+12	+10
13c. Faculty	63	+9	+5	+2
13d. Student services staff (career services, student activities, housing, etc.)	43	+3	-1	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+4	+0	-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	62	-3	-8	-8
14c. Using learning support services (tutoring services, writing center, etc.)	62	-1	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-4	-2	-4
14e. Providing opportunities to be involved socially	63	+1	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+3	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-9	-8	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+3	-4	-3
14i. Attending events that address important social, economic, or political issues	41	-2	-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.

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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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students		SOU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.5	39.3	.01	✓	41.4	-.15	
	Reflective and Integrative Learning	36.4	36.7	-.03	✓	39.0 *	-.22	
	Learning Strategies	38.4	39.9	-.11		42.3 **	-.28	
	Quantitative Reasoning	27.6	29.4	-.12		31.4 **	-.25	
<i>Learning with Peers</i>	Collaborative Learning	30.0	35.2 ***	-.37		37.4 ***	-.54	
	Discussions with Diverse Others	37.5	41.5 **	-.26		43.6 ***	-.42	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.3	24.5	.05	✓	28.1 *	-.18	
	Effective Teaching Practices	38.7	40.5	-.14		42.3 **	-.25	
<i>Campus Environment</i>	Quality of Interactions	44.7	45.2	-.04	✓	47.2 *	-.21	
	Supportive Environment	35.2	37.9 *	-.20		40.0 ***	-.37	

Seniors		SOU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	41.7 ***	-.19		43.2 ***	-.30	
	Reflective and Integrative Learning	38.6	39.8 *	-.10		41.8 ***	-.26	
	Learning Strategies	38.8	40.7 *	-.13		42.7 ***	-.27	
	Quantitative Reasoning	28.5	31.4 ***	-.18		33.4 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	30.5	35.9 ***	-.39		38.4 ***	-.58	
	Discussions with Diverse Others	38.8	42.1 ***	-.21		43.8 ***	-.33	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.8	29.7 ***	-.31		33.2 ***	-.53	
	Effective Teaching Practices	38.8	41.8 ***	-.22		43.7 ***	-.37	
<i>Campus Environment</i>	Quality of Interactions	43.9	45.2 *	-.11		47.4 ***	-.29	
	Supportive Environment	31.2	34.6 ***	-.24		36.8 ***	-.40	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SOU (N = 115)	39.5	11.1	1.03	20	30	40	45	60				
Pub4YrFT TransInclAdm	37.3	13.8	.15	15	30	40	45	60	119	2.2	.039	.158
PubBalA & SwSomeGrad	37.4	13.1	.10	20	30	40	45	60	117	2.1	.048	.158
Pub4YrPrim UG<10000	37.1	13.5	.16	15	30	40	45	60	120	2.4	.024	.177
Top 50%	39.3	13.1	.03	20	30	40	50	60	115	.2	.878	.012
Top 10%	41.4	12.8	.08	20	35	40	50	60	116	-1.9	.069	-.149
Reflective & Integrative Learning												
SOU (N = 129)	36.4	12.0	1.05	14	29	37	43	57				
Pub4YrFT TransInclAdm	35.0	12.6	.13	14	26	34	43	57	9,471	1.3	.226	.107
PubBalA & SwSomeGrad	34.9	12.0	.09	17	26	34	43	57	19,124	1.5	.160	.124
Pub4YrPrim UG<10000	34.6	12.3	.14	14	26	34	43	57	7,658	1.8	.093	.149
Top 50%	36.7	11.8	.03	17	29	37	46	57	147,389	-.3	.769	-.026
Top 10%	39.0	11.7	.08	20	31	40	49	60	23,273	-2.6	.013	-.220
Learning Strategies												
SOU (N = 108)	38.4	13.1	1.26	20	27	40	47	60				
Pub4YrFT TransInclAdm	37.5	14.0	.16	13	27	40	47	60	7,858	.9	.506	.064
PubBalA & SwSomeGrad	38.1	13.7	.11	20	27	40	47	60	16,569	.3	.809	.023
Pub4YrPrim UG<10000	38.0	14.0	.18	13	27	40	47	60	6,470	.4	.793	.025
Top 50%	39.9	13.7	.04	20	33	40	53	60	127,935	-1.5	.248	-.111
Top 10%	42.3	14.1	.08	20	33	40	53	60	28,295	-3.9	.004	-.278
Quantitative Reasoning												
SOU (N = 111)	27.6	13.8	1.32	7	20	27	40	47				
Pub4YrFT TransInclAdm	28.3	15.5	.17	0	20	27	40	60	8,059	-.7	.639	-.045
PubBalA & SwSomeGrad	28.4	15.2	.12	0	20	27	40	60	16,831	-.8	.577	-.053
Pub4YrPrim UG<10000	28.6	15.4	.19	0	20	27	40	60	6,634	-1.1	.473	-.069
Top 50%	29.4	15.2	.04	7	20	27	40	60	166,500	-1.8	.204	-.121
Top 10%	31.4	15.3	.08	7	20	33	40	60	35,212	-3.8	.009	-.248
Learning with Peers												
Collaborative Learning												
SOU (N = 139)	30.0	13.1	1.11	10	20	30	40	55				
Pub4YrFT TransInclAdm	32.0	14.2	.14	10	20	30	40	60	10,531	-1.9	.110	-.136
PubBalA & SwSomeGrad	32.4	13.8	.10	10	20	30	40	60	20,718	-2.3	.046	-.169
Pub4YrPrim UG<10000	32.4	14.0	.15	10	20	30	40	60	8,454	-2.4	.045	-.171
Top 50%	35.2	13.7	.03	15	25	35	45	60	192,009	-5.1	.000	-.374
Top 10%	37.4	13.5	.07	15	30	40	45	60	40,314	-7.4	.000	-.543
Discussions with Diverse Others												
SOU (N = 107)	37.5	14.5	1.41	15	30	35	50	60				
Pub4YrFT TransInclAdm	36.7	16.4	.18	10	25	40	50	60	7,963	.8	.614	.049
PubBalA & SwSomeGrad	38.7	15.8	.12	15	25	40	50	60	16,675	-1.2	.452	-.073
Pub4YrPrim UG<10000	38.9	16.1	.20	10	25	40	55	60	6,510	-1.3	.391	-.084
Top 50%	41.5	15.0	.04	20	30	40	55	60	170,508	-3.9	.006	-.264
Top 10%	43.6	14.5	.08	20	35	45	60	60	35,385	-6.1	.000	-.421

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 = 124)	25.3	12.6	1.13	5	15	25	35	45				
Pub4YrFT TransInclAdm	21.9	15.5	.16	0	10	20	30	55	128	3.4	.004	.218
PubBalA & SwSomeGrad	22.2	14.9	.11	0	10	20	30	50	126	3.1	.008	.205
Pub4YrPrim UG<10000	22.4	15.4	.18	0	10	20	30	55	130	2.9	.013	.188
Top 50%	24.5	14.7	.05	5	15	20	35	55	97,461	.8	.543	.055
Top 10%	28.1	15.5	.14	5	15	25	40	60	127	-2.8	.015	-.183
Effective Teaching Practices												
SOU (N = 114)	38.7	12.2	1.15	20	28	40	44	60				
Pub4YrFT TransInclAdm	37.4	13.9	.15	16	28	40	48	60	117	1.3	.266	.093
PubBalA & SwSomeGrad	38.3	13.2	.10	16	28	40	48	60	17,522	.4	.734	.032
Pub4YrPrim UG<10000	37.9	13.7	.17	16	28	40	48	60	6,878	.8	.541	.058
Top 50%	40.5	13.2	.04	20	32	40	52	60	110,588	-1.8	.143	-.137
Top 10%	42.3	14.1	.08	16	32	44	56	60	114	-3.6	.003	-.252
Campus Environment												
Quality of Interactions												
SOU (N = 103)	44.7	10.7	1.06	24	40	46	52	60				
Pub4YrFT TransInclAdm	41.0	12.9	.15	16	34	42	50	60	106	3.8	.001	.295
PubBalA & SwSomeGrad	42.7	12.0	.10	20	36	44	52	60	15,617	2.0	.086	.170
Pub4YrPrim UG<10000	42.5	12.4	.16	20	36	44	52	60	107	2.2	.040	.180
Top 50%	45.2	11.2	.03	24	38	46	54	60	103,249	-.4	.691	-.039
Top 10%	47.2	11.6	.07	25	40	50	58	60	24,950	-2.5	.032	-.212
Supportive Environment												
SOU (N = 104)	35.2	11.4	1.12	18	28	37	45	53				
Pub4YrFT TransInclAdm	35.3	14.3	.17	13	25	35	45	60	108	-.1	.962	-.004
PubBalA & SwSomeGrad	36.0	13.6	.11	13	25	38	45	60	105	-.8	.489	-.057
Pub4YrPrim UG<10000	36.1	13.9	.18	13	25	38	45	60	109	-.8	.465	-.060
Top 50%	37.9	13.1	.04	18	30	38	48	60	124,685	-2.6	.039	-.202
Top 10%	40.0	12.9	.09	18	33	40	50	60	22,079	-4.8	.000	-.371

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 = 376)	39.2	13.4	.69	20	30	40	50	60				
Pub4YrFT TransInclAdm	40.6	13.8	.12	20	30	40	50	60	13,410	-1.5	.044	-.105
PubBalA & SwSomeGrad	40.1	13.6	.09	20	30	40	50	60	25,178	-1.0	.163	-.073
Pub4YrPrim UG<10000	40.4	13.7	.12	20	30	40	50	60	13,771	-1.2	.090	-.089
Top 50%	41.7	13.4	.03	20	35	40	55	60	190,383	-2.6	.000	-.191
Top 10%	43.2	13.3	.06	20	35	40	55	60	46,578	-4.0	.000	-.302
Reflective & Integrative Learning												
SOU (N = 389)	38.6	12.2	.62	20	30	40	49	60				
Pub4YrFT TransInclAdm	39.0	12.5	.11	20	31	40	49	60	14,358	-.5	.467	-.037
PubBalA & SwSomeGrad	38.4	12.4	.08	20	29	37	49	60	26,733	.1	.814	.012
Pub4YrPrim UG<10000	38.0	12.7	.11	17	29	37	47	60	14,580	.6	.386	.045
Top 50%	39.8	12.2	.03	20	31	40	49	60	189,059	-1.2	.046	-.101
Top 10%	41.8	12.0	.07	20	34	40	51	60	30,817	-3.2	.000	-.265
Learning Strategies												
SOU (N = 354)	38.8	14.6	.78	13	27	40	53	60				
Pub4YrFT TransInclAdm	39.1	14.4	.13	13	27	40	53	60	12,749	-.3	.693	-.021
PubBalA & SwSomeGrad	38.9	14.4	.09	13	27	40	53	60	24,096	-.1	.904	-.006
Pub4YrPrim UG<10000	40.2	14.4	.13	20	33	40	53	60	13,108	-1.4	.073	-.097
Top 50%	40.7	14.5	.03	20	33	40	53	60	210,527	-1.9	.015	-.129
Top 10%	42.7	14.4	.06	20	33	40	60	60	68,113	-3.9	.000	-.267
Quantitative Reasoning												
SOU (N = 366)	28.5	16.0	.84	0	20	27	40	60				
Pub4YrFT TransInclAdm	30.2	16.4	.15	0	20	27	40	60	12,933	-1.7	.051	-.104
PubBalA & SwSomeGrad	29.6	16.4	.11	0	20	27	40	60	24,445	-1.1	.211	-.066
Pub4YrPrim UG<10000	30.1	16.3	.14	0	20	27	40	60	13,278	-1.6	.071	-.096
Top 50%	31.4	16.1	.03	0	20	33	40	60	269,584	-2.9	.001	-.181
Top 10%	33.4	15.9	.07	7	20	33	40	60	53,052	-4.9	.000	-.306
Learning with Peers												
Collaborative Learning												
SOU (N = 403)	30.5	13.7	.68	10	20	30	40	60				
Pub4YrFT TransInclAdm	34.1	14.2	.12	10	25	35	45	60	15,029	-3.6	.000	-.253
PubBalA & SwSomeGrad	33.2	14.4	.09	10	25	35	45	60	28,020	-2.8	.000	-.191
Pub4YrPrim UG<10000	31.4	15.0	.12	5	20	30	40	60	428	-.9	.208	-.059
Top 50%	35.9	14.0	.03	15	25	35	45	60	250,187	-5.4	.000	-.389
Top 10%	38.4	13.6	.07	15	30	40	50	60	43,854	-7.9	.000	-.581
Discussions with Diverse Others												
SOU (N = 357)	38.8	14.6	.77	15	30	40	50	60				
Pub4YrFT TransInclAdm	39.4	15.7	.14	15	30	40	55	60	380	-.7	.377	-.044
PubBalA & SwSomeGrad	39.6	15.7	.10	15	30	40	55	60	24,268	-.9	.297	-.056
Pub4YrPrim UG<10000	40.1	16.4	.15	10	30	40	60	60	382	-1.3	.087	-.082
Top 50%	42.1	15.5	.03	15	30	40	60	60	357	-3.3	.000	-.213
Top 10%	43.8	15.3	.06	20	35	45	60	60	360	-5.0	.000	-.329

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 = 382)	24.8	14.3	.73	5	15	20	35	50				
Pub4YrFT TransInclAdm	25.0	16.6	.14	0	10	20	35	60	410	-.2	.760	-.014
PubBalA & SwSomeGrad	26.0	16.4	.10	0	15	25	40	60	396	-1.2	.093	-.076
Pub4YrPrim UG<10000	24.0	16.5	.14	0	10	20	35	60	409	.8	.270	.050
Top 50%	29.7	15.9	.05	5	20	30	40	60	384	-4.9	.000	-.306
Top 10%	33.2	16.0	.12	10	20	35	45	60	402	-8.4	.000	-.530
Effective Teaching Practices												
SOU (N = 375)	38.8	13.2	.68	16	28	40	48	60				
Pub4YrFT TransInclAdm	39.8	14.3	.13	16	28	40	52	60	399	-1.0	.168	-.067
PubBalA & SwSomeGrad	40.2	14.0	.09	16	32	40	52	60	25,222	-1.4	.058	-.099
Pub4YrPrim UG<10000	40.6	14.1	.12	16	32	40	52	60	13,697	-1.8	.016	-.127
Top 50%	41.8	13.7	.03	20	32	40	52	60	162,509	-3.0	.000	-.218
Top 10%	43.7	13.4	.07	20	36	44	56	60	35,963	-4.9	.000	-.367
Campus Environment												
Quality of Interactions												
SOU (N = 328)	43.9	11.0	.61	24	38	45	52	60				
Pub4YrFT TransInclAdm	41.8	12.7	.12	18	34	44	50	60	352	2.1	.001	.163
PubBalA & SwSomeGrad	42.8	12.2	.08	20	36	44	52	60	339	1.1	.081	.088
Pub4YrPrim UG<10000	43.8	12.5	.12	20	36	46	54	60	351	.1	.927	.005
Top 50%	45.2	11.7	.03	24	38	48	54	60	171,109	-1.3	.038	-.114
Top 10%	47.4	12.0	.05	24	40	50	58	60	331	-3.5	.000	-.290
Supportive Environment												
SOU (N = 345)	31.2	13.1	.71	10	20	31	40	55				
Pub4YrFT TransInclAdm	31.8	14.5	.13	8	20	33	40	60	368	-.6	.374	-.044
PubBalA & SwSomeGrad	32.7	14.2	.09	10	23	33	43	60	23,536	-1.5	.053	-.105
Pub4YrPrim UG<10000	33.1	14.8	.13	10	23	33	43	60	369	-1.9	.008	-.130
Top 50%	34.6	14.0	.03	13	25	35	45	60	178,635	-3.4	.000	-.244
Top 10%	36.8	14.1	.08	13	28	38	48	60	32,264	-5.6	.000	-.399

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 2020

High-Impact Practices

Southern Oregon University

About Your *High-Impact Practices* Report

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

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

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

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)

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

Overall HIP Participation

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

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

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

Participation by Student Characteristics (p. 6)

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

Interpreting Comparisons

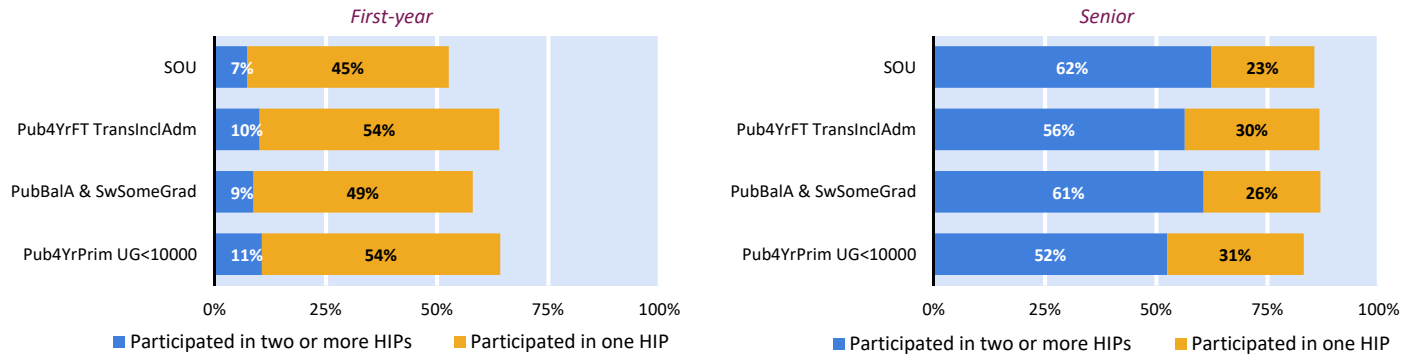
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

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



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	SOU	Pub4YrFT TransInclAdm		PubBalA & SwSomeGrad		Pub4YrPrim UG<10000	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	50	-11 *	-.22	-5	-.09	-12 *	-.24
Learning Community	10	-2	-.05	+0	.00	-1	-.02
Research with Faculty	3	-2	-.09	-2	-.09	-2	-.10
Participated in at least one	53	-11 *	-.23	-5	-.11	-12 *	-.24
Participated in two or more	7	-3	-.10	-1	-.05	-3	-.11
Senior							
Service-Learning	64	-5	-.10	+0	.00	-2	-.04
Learning Community	24	+2	.05	+3	.06	+4 *	.10
Research with Faculty	20	+0	.01	-3	-.08	+1	.02
Internship or Field Exp.	42	+1	.01	-5	-.10	+3	.05
Study Abroad	8	+2	.07	-3	-.11	+2	.07
Culminating Senior Exp.	61	+19 ***	.39	+14 ***	.27	+20 ***	.41
Participated in at least one	86	-1	-.03	-1	-.04	+2	.06
Participated in two or more	62	+6 *	.12	+2	.03	+10 ***	.20

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.

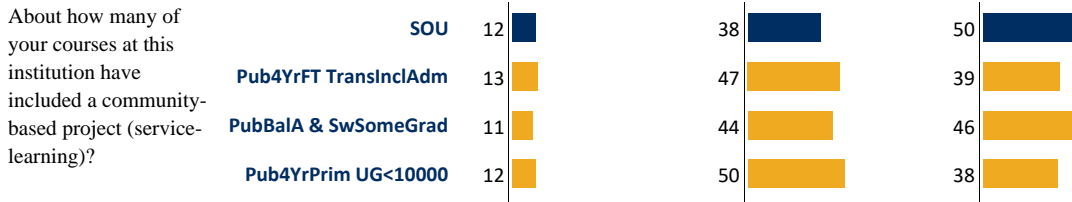
b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning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

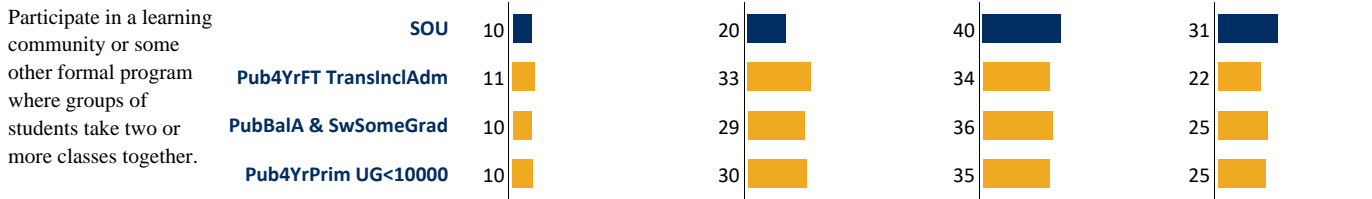
Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-Year Students

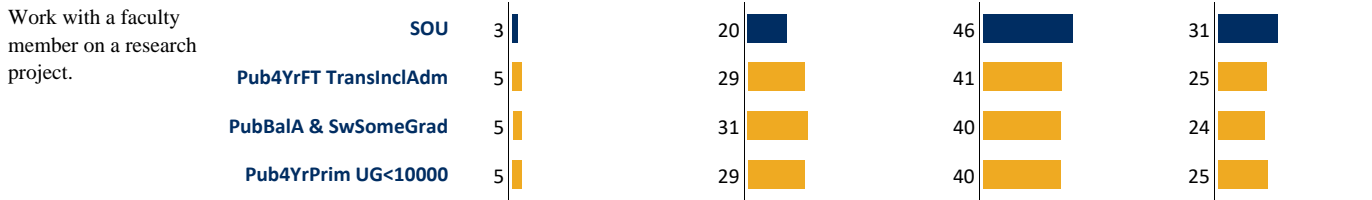
Service-Learning



Learning Community



Research with a Faculty Member



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

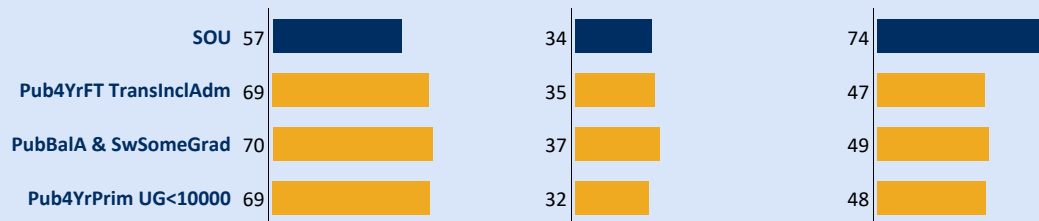
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

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

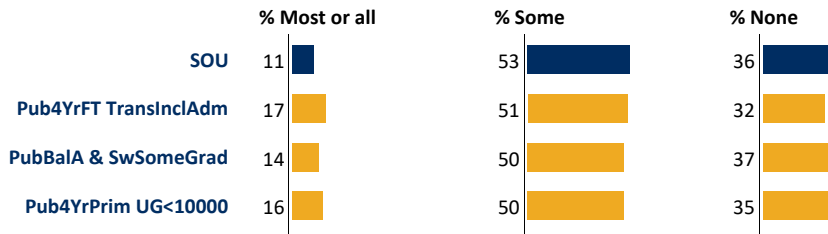


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Seniors

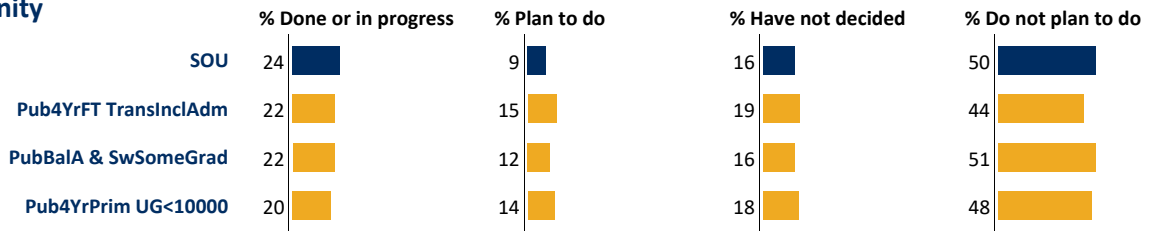
Service-Learning

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



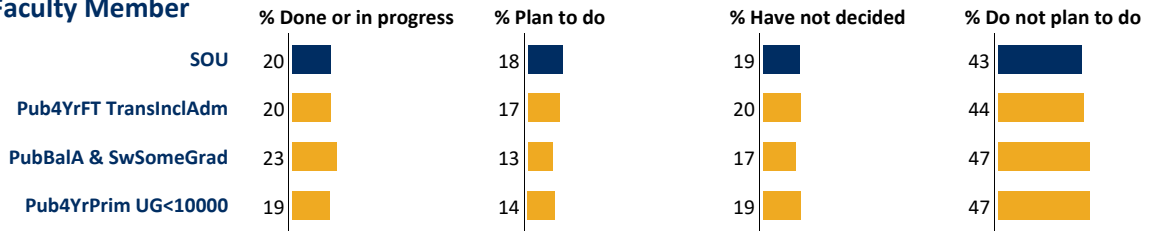
Learning Community

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



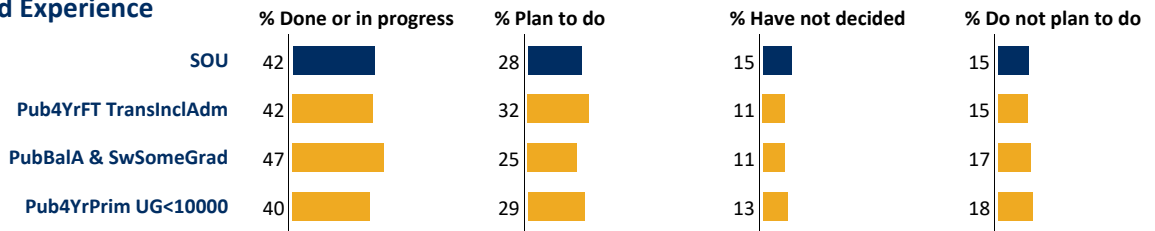
Research with a Faculty Member

Work with a faculty member on a research project.



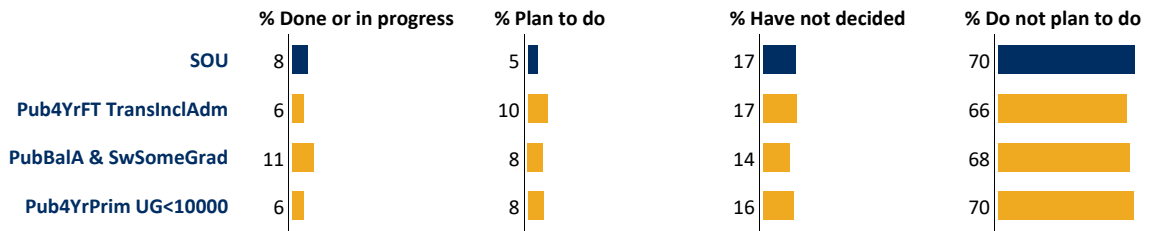
Internship or Field Experience

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



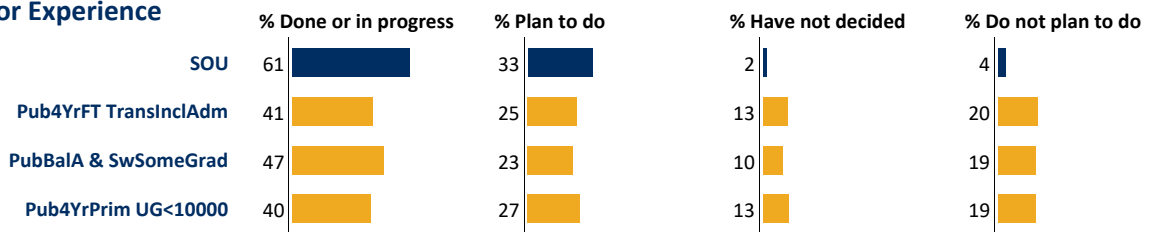
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

Participation in High-Impact Practices by Student Characteristics

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

	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	48	12	3	63	27	21	46	9	66
Male	52	7	3	64	19	18	36	6	52
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	6	0	69	25	28	50	8	47
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	50	11	3	62	27	17	43	6	67
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	50	0	0	74	17	16	50	17	72
Age									
Traditional (FY < 21, Seniors < 25)	48	11	3	65	27	21	48	10	67
Nontraditional (FY 21+, Seniors 25+)	—	—	—	61	21	19	37	4	57
First-generation^b									
Not first-generation	48	11	4	64	22	17	43	9	68
First-generation	52	10	2	62	28	23	44	6	57
Enrollment status^a									
Not full-time	—	—	—	60	14	12	39	9	66
Full-time	49	11	3	64	27	22	44	8	62
Residence									
Not on campus	35	9	3	63	24	19	42	6	60
On campus	57	11	3	65	29	23	50	17	79
Major category^c									
Arts & humanities	47	13	3	51	25	25	23	8	66
Biological sciences, agriculture, natural res.	—	—	—	68	21	38	41	9	62
Physical sciences, math, computer science	—	—	—	21	7	24	14	0	45
Social sciences	33	8	0	80	26	18	51	10	66
Business	64	0	0	44	17	13	42	17	53
Communications, media, public relations	—	—	—	71	29	0	53	6	82
Education	40	0	0	85	40	13	63	3	50
Engineering	—	—	—	—	—	—	—	—	—
Health professions	—	—	—	92	25	17	83	0	75
Social service professions	—	—	—	83	33	42	75	0	67
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	50	10	3	64	24	20	42	8	61

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

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

b. Neither parent (or guardian) holds a bachelor's degree.

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



NSSE 2020

Multi-Year Report

Southern Oregon University

About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

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

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

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	25%	+/- 8.4%	103	77	26	39%	+/- 3.3%	527	438	89
2015										
2016	21%	+/- 8.4%	108	87	21	31%	+/- 4.0%	415	363	52
2017										
2018	29%	+/- 6.1%	186	147	39	33%	+/- 3.8%	439	365	74
2019	30%	+/- 7.6%	117	85	32	33%	+/- 4.5%	318	282	36
2020	31%	+/- 6.9%	140	99	41	37%	+/- 3.8%	408	346	62

Administration Details by Participation Year

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

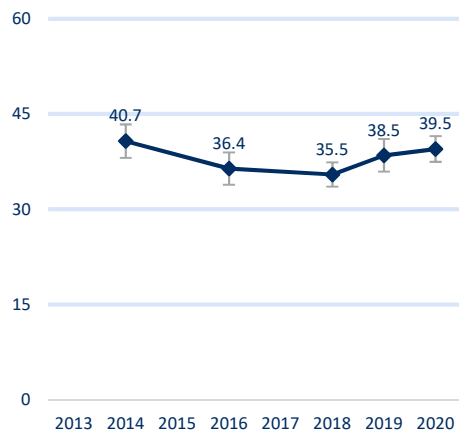
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

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

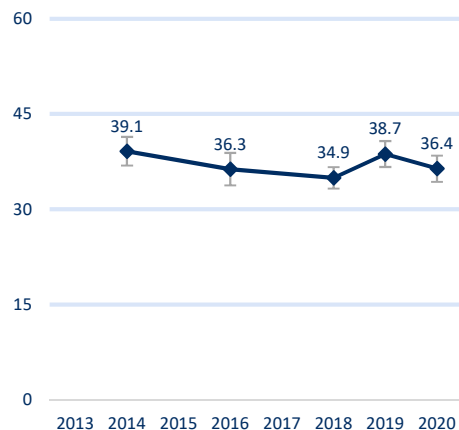
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

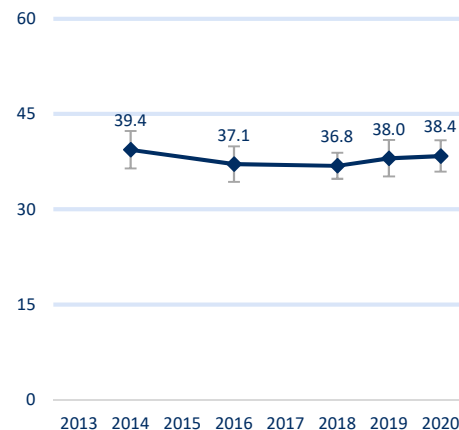
Higher-Order Learning



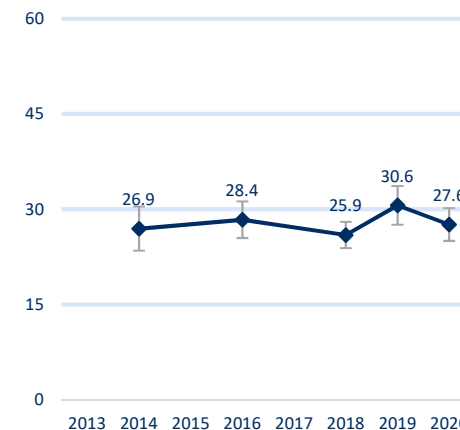
Reflective & Integrative Learning



Learning Strategies

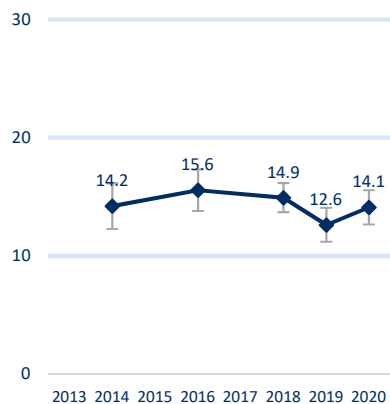


Quantitative Reasoning

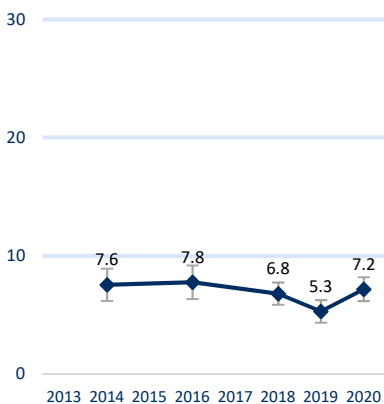


Academic Challenge (additional items): First-year students

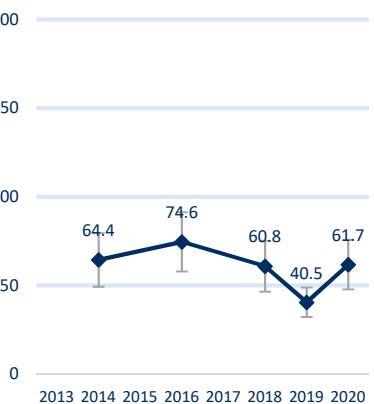
Preparing for Class (hrs/wk)



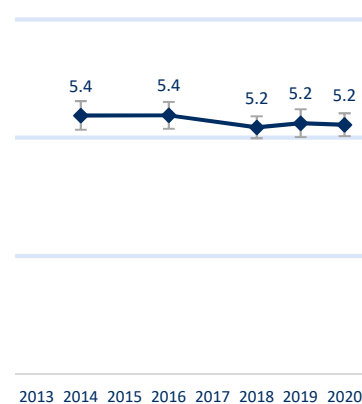
Course Reading (hrs/wk)^a



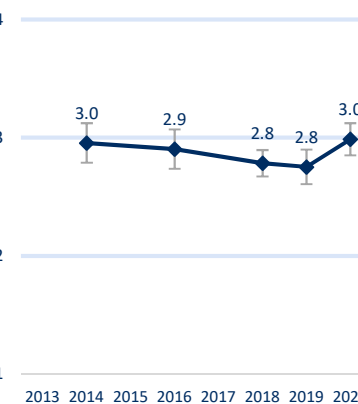
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

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

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

NSSE 2020 Multi-Year Report

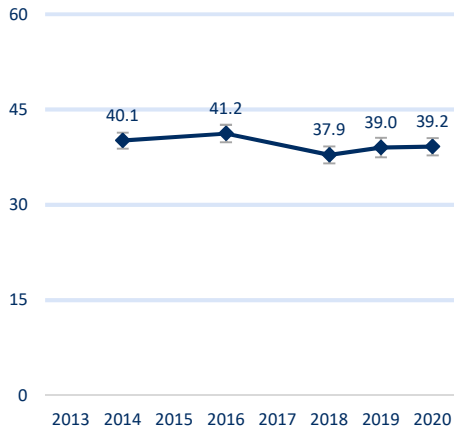
Engagement Results by Theme

Southern Oregon University

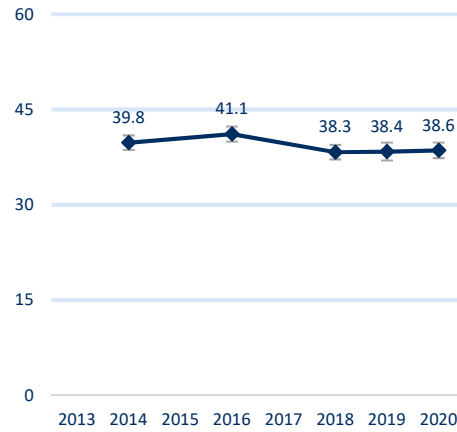
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

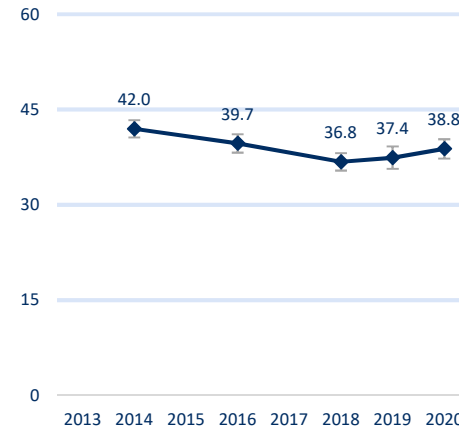
Higher-Order Learning



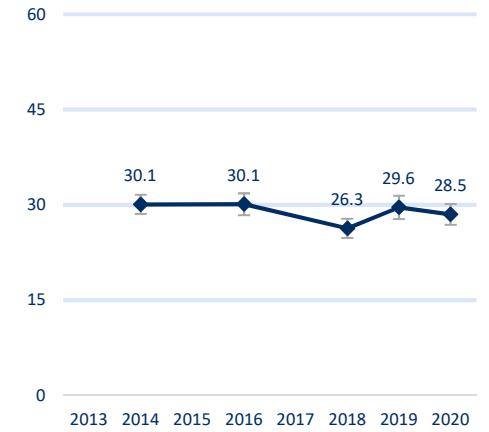
Reflective & Integrative Learning



Learning Strategies

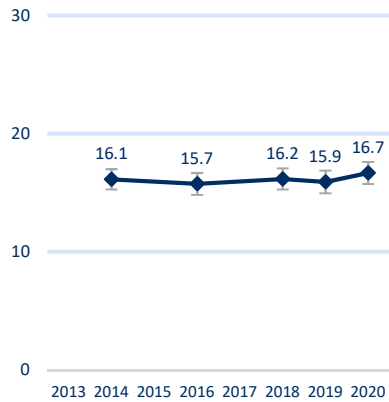


Quantitative Reasoning

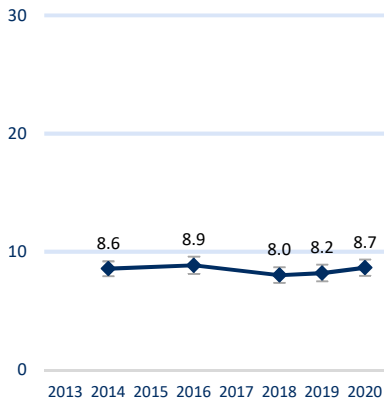


Academic Challenge (additional items): Seniors

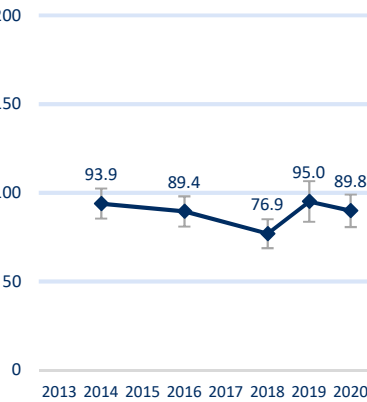
Preparing for Class (hrs/wk)



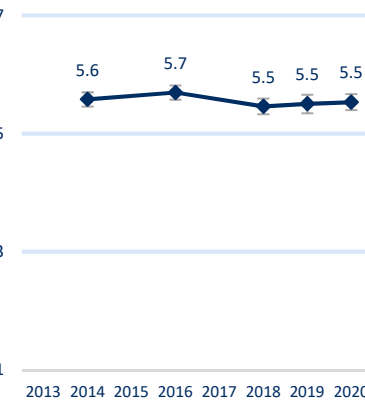
Course Reading (hrs/wk)^a



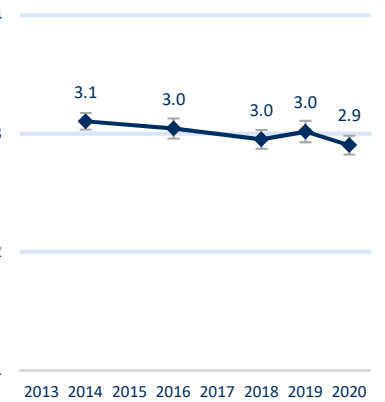
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

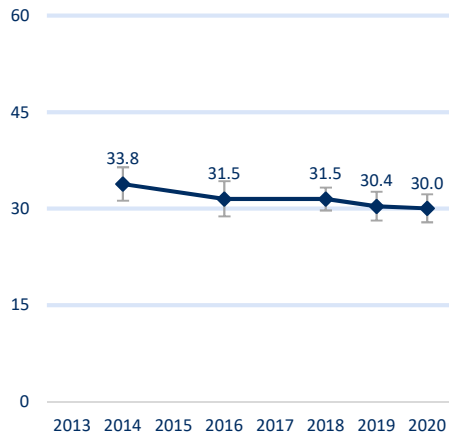
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

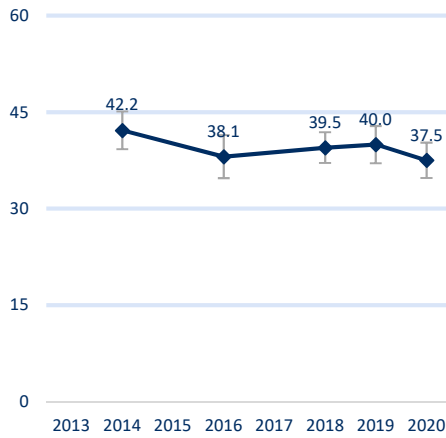
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

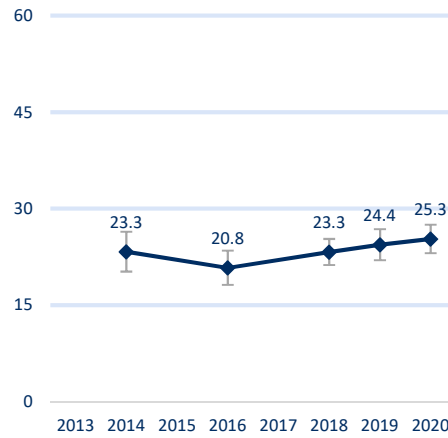


Discussions with Diverse Others

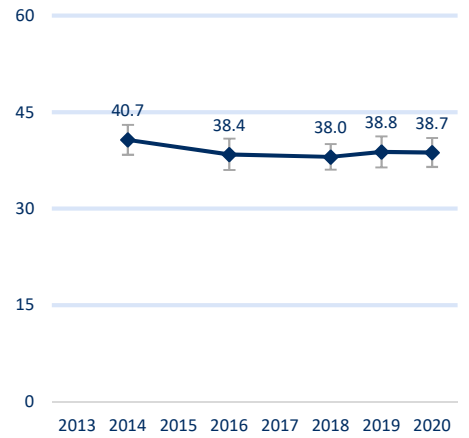


Experiences with Faculty: First-year students

Student-Faculty Interaction

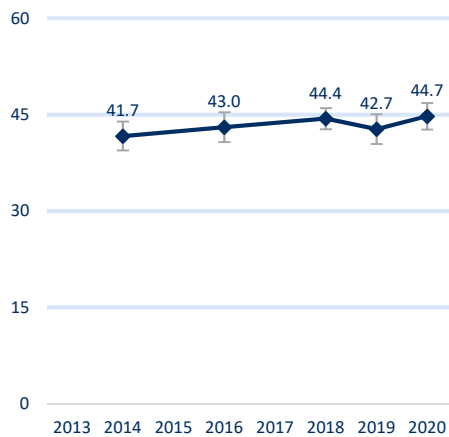


Effective Teaching Practices

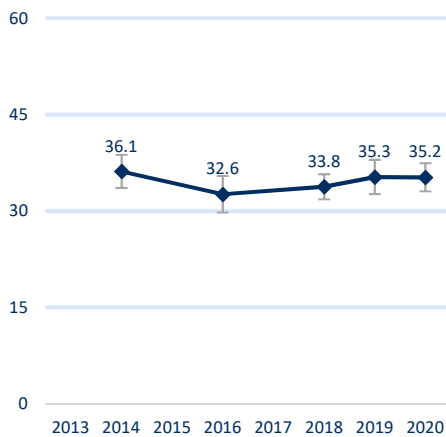


Campus Environment: First-year students

Quality of Interactions



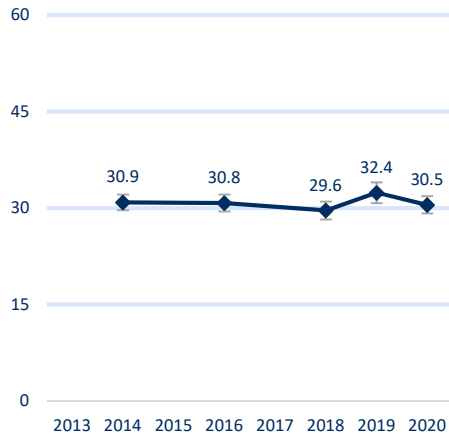
Supportive Environment



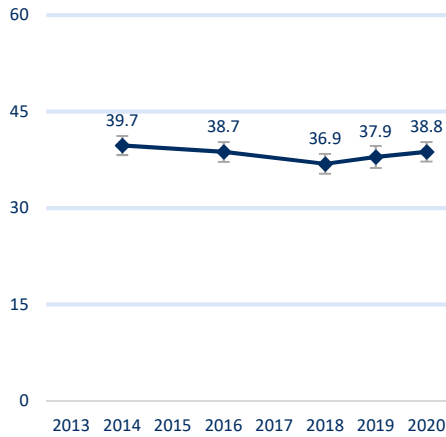
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

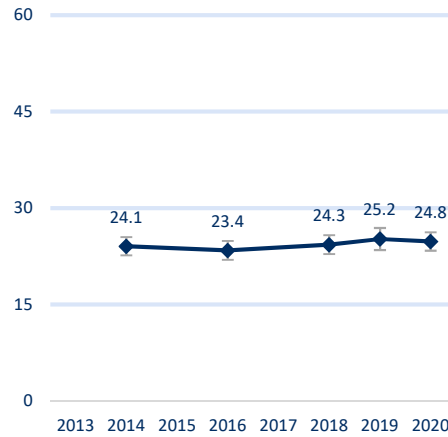


Discussions with Diverse Others

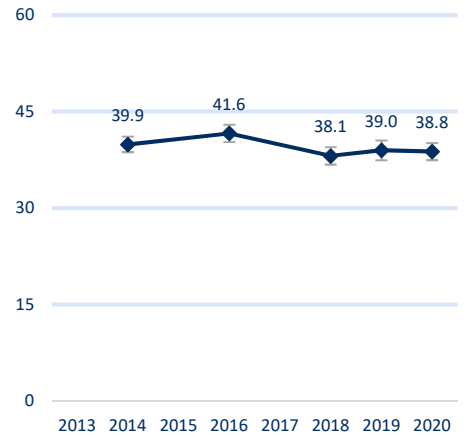


Experiences with Faculty: Seniors

Student-Faculty Interaction

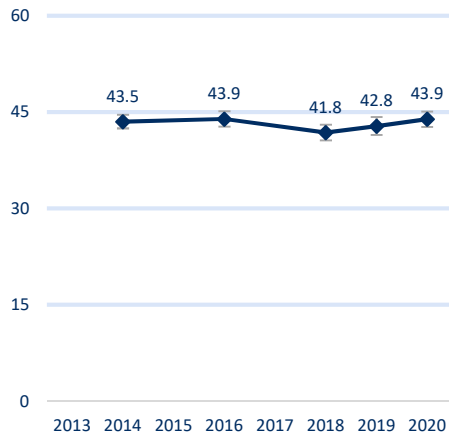


Effective Teaching Practices

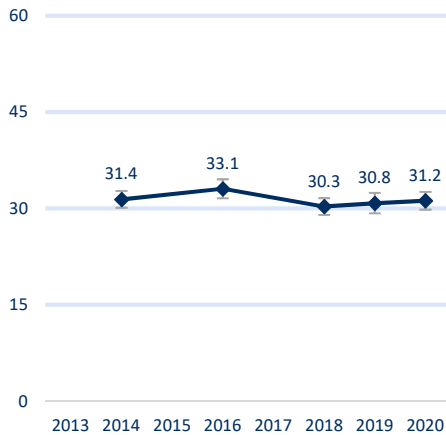


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

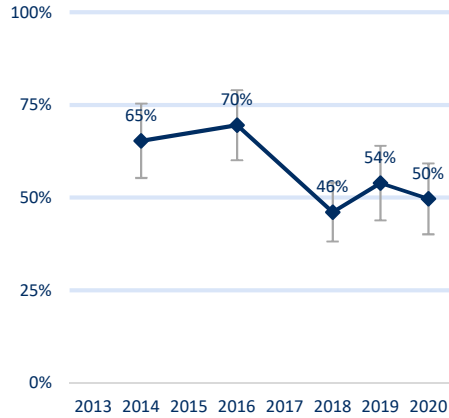


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

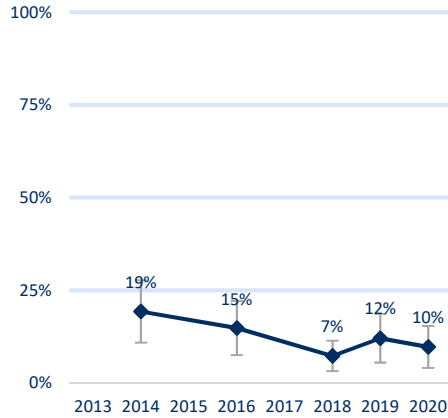
Service-Learning

(Some, most, or all courses)



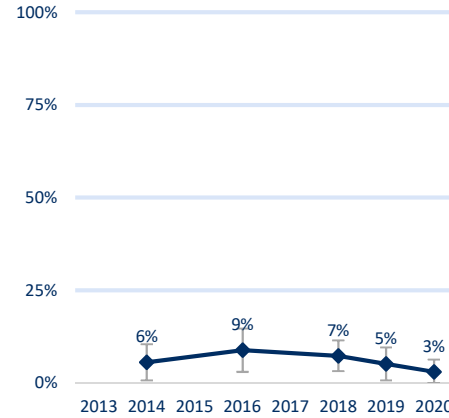
Learning Community

(Done or in progress)



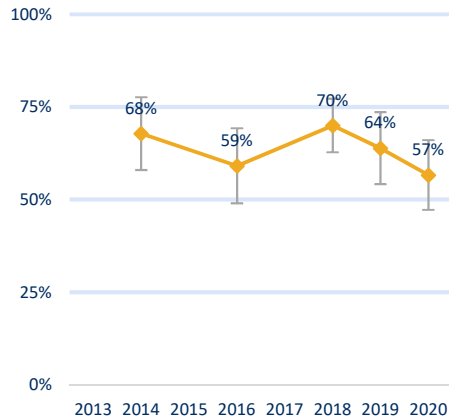
Research with Faculty

(Done or in progress)



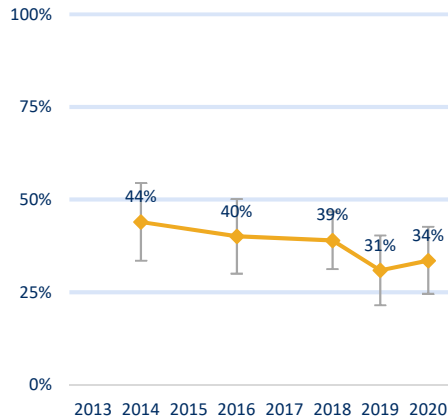
Internship/Field Experience

(Plan to do)



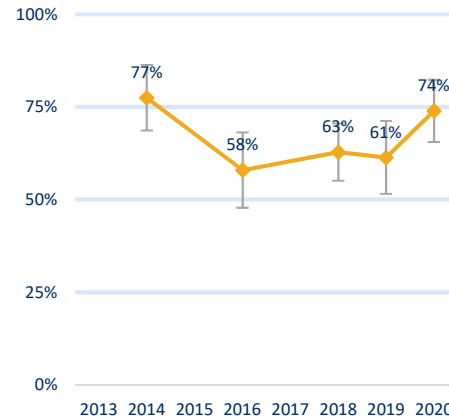
Study Abroad

(Plan to do)



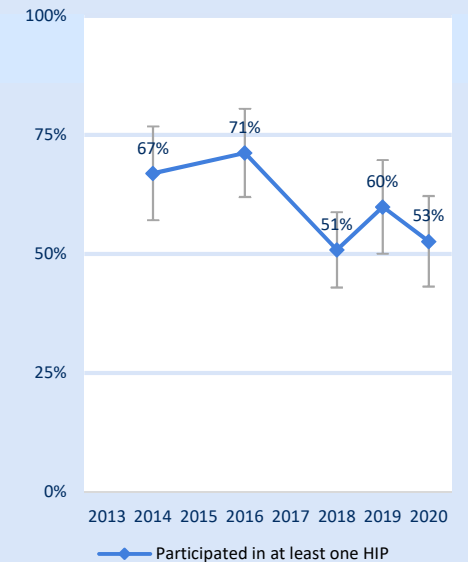
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



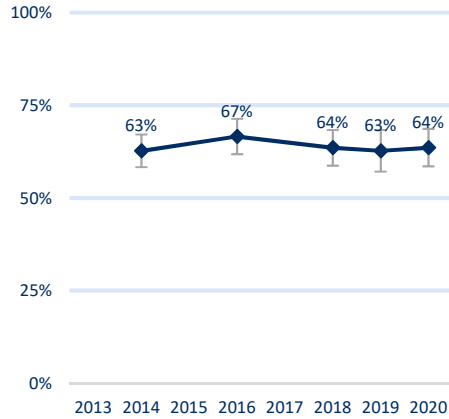
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

High-Impact Practices: Seniors

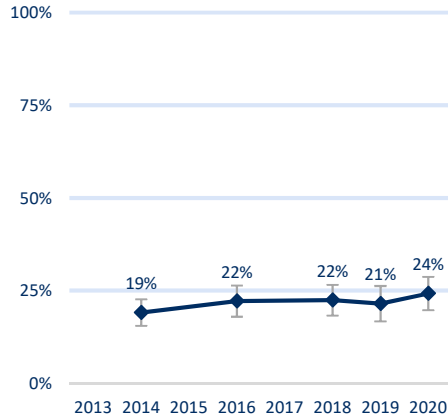
Service-Learning

(Some, most, or all courses)



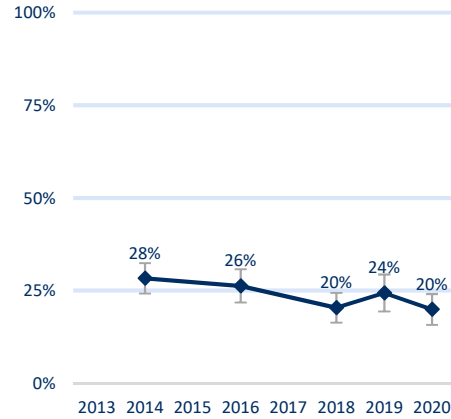
Learning Community

(Done or in progress)



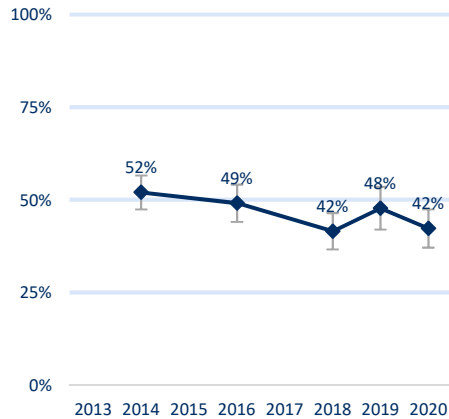
Research with Faculty

(Done or in progress)



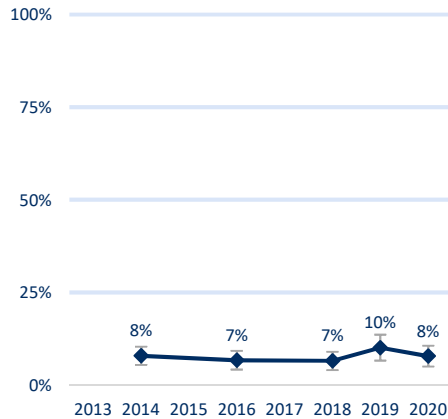
Internship/Field Experience

(Done or in progress)



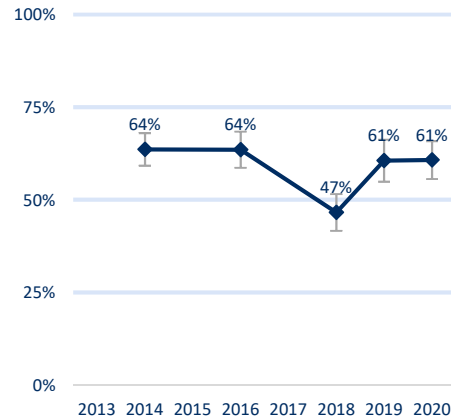
Study Abroad

(Done or in progress)



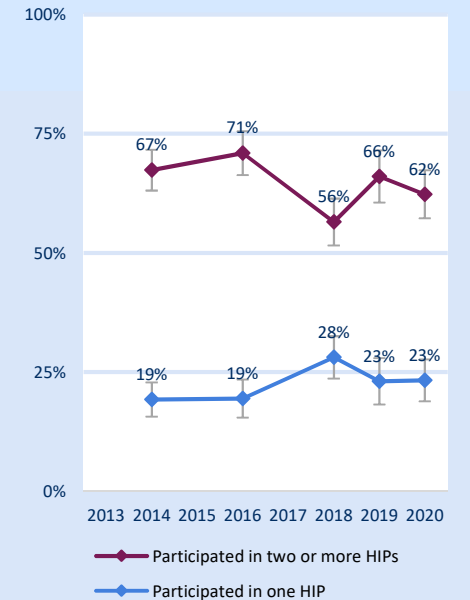
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students						Seniors														
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020					
<i>Academic Challenge</i>																						
Higher-Order Learning	<i>Mean</i>		40.7		36.4		35.5		38.5		39.5			40.1		41.2		37.9		39.0		39.2
	<i>n</i>		94		96		167		99		115			490		383		407		294		376
	<i>SD</i>		13.0		12.7		12.6		13.1		11.1			14.2		13.8		13.7		13.4		13.4
	<i>SE</i>		1.34		1.30		.98		1.32		1.03			.64		.70		.68		.78		.69
	<i>CI upper bound</i>		43.4		38.9		37.4		41.1		41.5			41.4		42.6		39.2		40.5		40.5
	<i>CI lower bound</i>		38.1		33.9		33.5		35.9		37.5			38.9		39.8		36.5		37.5		37.8
Reflective & Integrative Learning	<i>Mean</i>		39.1		36.3		34.9		38.7		36.4			39.8		41.1		38.3		38.4		38.6
	<i>n</i>		97		97		175		109		129			502		401		423		305		389
	<i>SD</i>		11.4		12.9		11.5		10.9		12.0			13.1		12.1		11.8		12.5		12.2
	<i>SE</i>		1.15		1.31		.87		1.04		1.05			.58		.60		.58		.71		.62
	<i>CI upper bound</i>		41.4		38.9		36.6		40.7		38.4			40.9		42.3		39.4		39.8		39.8
	<i>CI lower bound</i>		36.9		33.7		33.2		36.6		34.3			38.6		40.0		37.2		37.0		37.4
Learning Strategies	<i>Mean</i>		39.4		37.1		36.8		38.0		38.4			42.0		39.7		36.8		37.4		38.8
	<i>n</i>		84		93		152		96		108			452		366		384		289		354
	<i>SD</i>		13.8		13.7		12.9		14.3		13.1			14.6		14.2		13.8		15.4		14.6
	<i>SE</i>		1.50		1.43		1.05		1.46		1.26			.69		.74		.70		.90		.78
	<i>CI upper bound</i>		42.3		39.9		38.9		40.9		40.9			43.3		41.1		38.2		39.2		40.3
	<i>CI lower bound</i>		36.4		34.3		34.8		35.2		35.9			40.6		38.2		35.4		35.7		37.3
Quantitative Reasoning	<i>Mean</i>		26.9		28.4		25.9		30.6		27.6			30.1		30.1		26.3		29.6		28.5
	<i>n</i>		95		97		159		96		111			499		393		393		286		366
	<i>SD</i>		17.4		14.5		13.3		15.1		13.8			17.1		17.3		15.2		15.8		16.0
	<i>SE</i>		1.78		1.47		1.06		1.55		1.32			.77		.88		.77		.93		.84
	<i>CI upper bound</i>		30.4		31.2		28.0		33.6		30.2			31.6		31.8		27.8		31.4		30.1
	<i>CI lower bound</i>		23.5		25.5		23.9		27.6		25.0			28.6		28.4		24.8		27.8		26.9
<i>Academic Challenge (additional items)</i>																						
Preparing for Class (hours/week)	<i>Mean</i>		14.2		15.6		14.9		12.6		14.1			16.1		15.7		16.2		15.9		16.7
	<i>n</i>		78		84		150		91		104			429		367		379		286		347
	<i>SD</i>		8.7		8.2		7.7		7.0		7.5			9.1		9.1		8.9		8.4		8.8
	<i>SE</i>		.98		.90		.63		.73		.74			.44		.47		.46		.49		.47
	<i>CI upper bound</i>		16.1		17.3		16.2		14.1		15.6			17.0		16.7		17.1		16.9		17.6
	<i>CI lower bound</i>		12.3		13.8		13.7		11.2		12.7			15.3		14.8		15.3		14.9		15.7
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		7.6		7.8		6.8		5.3		7.2			8.6		8.9		8.0		8.2		8.7
	<i>n</i>		78		84		149		90		104			426		365		374		285		344
	<i>SD</i>		6.1		6.6		5.8		4.6		5.2			6.7		7.1		6.5		6.1		6.6
	<i>SE</i>		.70		.73		.48		.49		.51			.32		.37		.34		.36		.35
	<i>CI upper bound</i>		8.9		9.2		7.7		6.3		8.2			9.2		9.6		8.7		8.9		9.3
	<i>CI lower bound</i>		6.2		6.3		5.9		4.4		6.2			7.9		8.1		7.4		7.5		8.0

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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students						Seniors															
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020						
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>		64.4		74.6		60.8		40.5		61.7			93.9		89.4		76.9		95.0		89.8	
	<i>n</i>		79		91		156		98		108			417		357		390		288		363	
	Estimated number of pages calculated from three survey questions.	<i>SD</i>		68.6		81.3		91.5		42.0		74.0			88.6		82.1		81.9		99.1		89.2
		<i>SE</i>		7.71		8.53		7.33		4.24		7.14			4.34		4.34		4.15		5.84		4.68
		<i>CI upper bound</i>		79.5		91.3		75.2		48.8		75.7			102.4		98.0		85.0		106.5		99.0
		<i>CI lower bound</i>		49.3		57.8		46.4		32.2		47.7			85.4		80.9		68.7		83.6		80.6
Course Challenge	<i>Mean</i>		5.4		5.4		5.2		5.2		5.2			5.6		5.7		5.5		5.5		5.5	
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		88		93		152		97		107			460		375		387		287		357
		<i>SD</i>		1.2		1.1		1.2		1.2		1.0			1.3		1.2		1.3		1.3		1.3
		<i>SE</i>		.12		.12		.09		.12		.10			.06		.06		.07		.08		.07
		<i>CI upper bound</i>		5.6		5.6		5.4		5.5		5.4			5.7		5.8		5.6		5.7		5.7
		<i>CI lower bound</i>		5.1		5.1		5.0		5.0		5.0			5.5		5.6		5.3		5.3		5.4
Academic Emphasis	<i>Mean</i>		3.0		2.9		2.8		2.8		3.0			3.1		3.0		3.0		3.0		2.9	
	Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>		80		85		151		93		105			431		373		386		287		350
		<i>SD</i>		0.8		0.8		0.7		0.7		0.7			0.8		0.8		0.8		0.8		0.8
		<i>SE</i>		.09		.09		.06		.07		.07			.04		.04		.04		.05		.04
		<i>CI upper bound</i>		3.1		3.1		2.9		2.9		3.1			3.2		3.1		3.0		3.1		3.0
		<i>CI lower bound</i>		2.8		2.7		2.7		2.6		2.9			3.0		3.0		2.9		2.9		2.8
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>		33.8		31.5		31.5		30.4		30.0			30.9		30.8		29.6		32.4		30.5	
	<i>n</i>		101		99		181		112		139			501		397		430		313		403	
		<i>SD</i>		13.4		13.9		12.3		12.0		13.1			13.8		13.5		14.7		14.5		13.7
		<i>SE</i>		1.33		1.40		.91		1.14		1.11			.62		.68		.71		.82		.68
		<i>CI upper bound</i>		36.4		34.3		33.3		32.6		32.2			32.1		32.1		31.0		34.0		31.8
		<i>CI lower bound</i>		31.2		28.8		29.7		28.2		27.9			29.7		29.5		28.2		30.8		29.2
Discussions with Diverse Others	<i>Mean</i>		42.2		38.1		39.5		40.0		37.5			39.7		38.7		36.9		37.9		38.8	
	<i>n</i>		89		94		155		98		107			456		376		391		289		357	
		<i>SD</i>		14.2		16.6		15.2		14.5		14.5			16.1		15.2		15.7		14.9		14.6
		<i>SE</i>		1.50		1.71		1.22		1.47		1.41			.75		.78		.79		.88		.77
		<i>CI upper bound</i>		45.1		41.4		41.9		42.8		40.3			41.2		40.3		38.4		39.7		40.3
		<i>CI lower bound</i>		39.2		34.7		37.1		37.1		34.8			38.3		37.2		35.3		36.2		37.2

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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Southern Oregon University

		First-year students							Seniors													
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020					
<i>Experiences with Faculty</i>																						
Student-Faculty Interaction	<i>Mean</i>		23.3		20.8		23.3		24.4		25.3			24.1		23.4		24.3		25.2		24.8
	<i>n</i>		95		96		169		105		124			492		391		415		298		382
	<i>SD</i>		15.4		13.3		13.5		12.6		12.6			15.9		14.7		15.3		15.1		14.3
	<i>SE</i>		1.58		1.36		1.03		1.23		1.13			.72		.74		.75		.88		.73
	<i>CI upper bound</i>		26.4		23.4		25.3		26.8		27.5			25.5		24.9		25.8		26.9		26.2
	<i>CI lower bound</i>		20.2		18.1		21.2		22.0		23.1			22.7		21.9		22.8		23.5		23.4
Effective Teaching Practices	<i>Mean</i>		40.7		38.4		38.0		38.8		38.7			39.9		41.6		38.1		39.0		38.8
	<i>n</i>		97		97		165		101		114			501		395		404		297		375
	<i>SD</i>		11.6		12.2		13.1		12.4		12.2			13.7		13.5		13.9		13.6		13.2
	<i>SE</i>		1.18		1.24		1.02		1.23		1.15			.61		.68		.69		.79		.68
	<i>CI upper bound</i>		43.0		40.9		40.0		41.2		41.0			41.1		42.9		39.5		40.5		40.1
	<i>CI lower bound</i>		38.4		36.0		36.0		36.4		36.5			38.7		40.3		36.7		37.4		37.5
<i>Campus Environment</i>																						
Quality of Interactions	<i>Mean</i>		41.7		43.0		44.4		42.7		44.7			43.5		43.9		41.8		42.8		43.9
	<i>n</i>		83		89		151		94		103			433		363		361		270		328
	<i>SD</i>		10.4		11.1		10.3		11.5		10.7			11.3		11.5		11.8		11.6		11.0
	<i>SE</i>		1.14		1.18		.84		1.18		1.06			.54		.61		.62		.70		.61
	<i>CI upper bound</i>		43.9		45.3		46.0		45.0		46.8			44.6		45.1		43.0		44.2		45.1
	<i>CI lower bound</i>		39.4		40.7		42.7		40.4		42.7			42.5		42.7		40.6		41.5		42.7
Supportive Environment	<i>Mean</i>		36.1		32.6		33.8		35.3		35.2			31.4		33.1		30.3		30.8		31.2
	<i>n</i>		80		83		150		93		104			428		370		382		287		345
	<i>SD</i>		11.7		13.2		12.2		13.1		11.4			13.8		14.5		13.0		13.8		13.1
	<i>SE</i>		1.31		1.45		1.00		1.36		1.12			.67		.75		.66		.82		.71
	<i>CI upper bound</i>		38.7		35.4		35.7		38.0		37.4			32.7		34.5		31.6		32.4		32.6
	<i>CI lower bound</i>		33.6		29.7		31.8		32.6		33.0			30.1		31.6		29.0		29.2		29.8

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

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%		65		70		46	54	50		63		67	64	63	64	
	n		88		92		152	95	106		458		376	384	287	350	
	SE		5.1		4.8		4.1	5.1	4.9		2.3		2.4	2.5	2.9	2.6	
	CI upper bound (%)		75		79		54	64	59		67		71	68	68	69	
	CI lower bound (%)		55		60		38	44	40		58		62	59	57	59	
Learning Community^a	%		19		15		7	12	10		19		22	22	21	24	
	n		85		92		154	95	106		458		378	390	285	352	
	SE		4.3		3.7		2.1	3.4	2.9		1.8		2.1	2.1	2.4	2.3	
	CI upper bound (%)		28		22		11	19	15		23		26	27	26	29	
	CI lower bound (%)		11		7		3	5	4		15		18	18	17	20	
Research with Faculty^a	%		6		9		7	5	3		28		26	20	24	20	
	n		85		91		153	95	106		458		374	390	287	352	
	SE		2.5		3.0		2.1	2.3	1.7		2.1		2.3	2.0	2.5	2.1	
	CI upper bound (%)		10		15		11	10	6		32		31	24	29	24	
	CI lower bound (%)		1		3		3	1	0		24		22	16	19	16	
Internship or Field Experience^b	%		68		59		70	64	57		52		49	42	48	42	
	n		88		92		155	95	108		459		379	388	289	353	
	SE		5.0		5.2		3.7	5.0	4.8		2.3		2.6	2.5	2.9	2.6	
	(First-year results: Plan to do) CI upper bound (%)		78		69		77	74	66		57		54	46	53	47	
	CI lower bound (%)		58		49		63	54	47		47		44	37	42	37	
Study Abroad^b	%		44		40		39	31	34		8		7	7	10	8	
	n		87		92		154	94	106		459		378	390	286	352	
	SE		5.4		5.1		3.9	4.8	4.6		1.3		1.3	1.3	1.8	1.4	
	CI upper bound (%)		54		50		47	40	43		10		9	9	14	11	
	CI lower bound (%)		33		30		31	22	25		5		4	4	7	5	
Culminating Senior Experience^b	%		77		58		63	61	74		64		64	47	61	61	
	n		87		92		151	95	106		460		378	387	286	351	
	SE		4.5		5.2		3.9	5.0	4.3		2.2		2.5	2.5	2.9	2.6	
	(First-year results: Plan to do) CI upper bound (%)		86		68		71	71	82		68		68	52	66	66	
	CI lower bound (%)		69		48		55	52	66		59		59	42	55	56	
Overall HIP Participation^c																	
Participated in one HIP	%		48		53		42	52	45		19		19	28	23	23	
	n		88		92		154	95	106		463		379	391	289	357	
	SE		5.4		5.2		4.0	5.1	4.9		1.8		2.0	2.3	2.5	2.2	
	CI upper bound (%)		59		63		50	62	55		23		23	33	28	28	
	CI lower bound (%)		38		43		34	42	36		16		15	24	18	19	
Participated in two or more HIPs	%		19		18		9	8	7		67		71	56	66	62	
	n		88		92		154	95	106		463		379	391	289	357	
	SE		4.2		4.1		2.3	2.8	2.6		2.2		2.3	2.5	2.8	2.6	
	CI upper bound (%)		27		26		13	13	12		72		76	61	71	67	
	CI lower bound (%)		11		10		4	2	2		63		66	52	61	57	

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

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

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

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



NSSE 2020 Topical Module Report

First-Year Experiences and Senior Transitions

Southern Oregon University

About This Topical Module

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

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Pub1stYr SrTran<10000' column of this report.

Group label	Pub1stYr SrTran<10000
Date submitted	5/21/20
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics and then adding or removing institutions from the resulting list. Selected characteristics included: Sector (Pub); UG Enrollment (2.5-10K)
Group description	Any public 4 year administering the first-year, senior transitions question set with 2500-10000 UG enr. Excludes doctorate granting institutions.

Pub1stYr SrTran<10000 (N=47)

Alabama State University (Montgomery, AL)	Shepherd University (Shepherdstown, WV)*
Alcorn State University (Alcorn State, MS)	Slippery Rock University of Pennsylvania (Slippery Rock, PA)*
Angelo State University (San Angelo, TX)*	Southwest Minnesota State University (Marshall, MN)*
Bloomsburg University of Pennsylvania (Bloomsburg, PA)*	SUNY College at Oswego (Oswego, NY)
Bridgewater State University (Bridgewater, MA)	SUNY College at Plattsburgh (Plattsburgh, NY)
California University of Pennsylvania (California, PA)*	SUNY-Buffalo State College (Buffalo, NY)
Clarion University of Pennsylvania (Clarion, PA)*	University of Arkansas at Monticello (Monticello, AR)*
College of Charleston (Charleston, SC)*	University of Central Missouri (Warrensburg, MO)
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)*	University of Guam (Mangilao, GU)
Edinboro University of Pennsylvania (Edinboro, PA)*	University of Maine at Augusta (Augusta, ME)
Evergreen State College, The (Olympia, WA)	University of South Florida-St. Petersburg (St. Petersburg, FL)
Fairmont State University (Fairmont, WV)*	University of Tennessee Martin, The (Martin, TN)
Fayetteville State University (Fayetteville, NC)	University of Washington Tacoma (Tacoma, WA)*
Fitchburg State University (Fitchburg, MA)*	University of Wisconsin-Platteville (Platteville, WI)
Grambling State University (Grambling, LA)*	Western Illinois University (Macomb, IL)*
Humboldt State University (Arcata, CA)*	Western Oregon University (Monmouth, OR)
Jacksonville State University (Jacksonville, AL)*	Winona State University (Winona, MN)*
Kutztown University of Pennsylvania (Kutztown, PA)*	
Lander University (Greenwood, SC)*	
Lock Haven University (Lock Haven, PA)*	
Miami University-Hamilton (Hamilton, OH)*	
Millersville University of Pennsylvania (Millersville, PA)*	
Mississippi University for Women (Columbus, MS)*	
Montana State University Billings (Billings, MT)*	
Nevada State College (Henderson, NV)	
Northern State University (Aberdeen, SD)	
Plymouth State University (Plymouth, NH)	
Purdue University Fort Wayne (Fort Wayne, IN)	
Rogers State University (Claremore, OK)	
Salem State University (Salem, MA)*	

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<10000		SOU	Pub1stYr SrTran<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	1	2	423	5	2.7	2.7	.05
		2	Sometimes	35	40	3,350	39			
		3	Often	43	41	3,185	36			
		4	Very often	18	18	1,782	20			
		Total		97	100	8,740	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	2	2	280	3	2.6	2.8 **	-0.27 ▽
		2	Sometimes	42	46	2,682	31			
		3	Often	42	40	3,902	44			
		4	Very often	11	12	1,861	21			
		Total		97	100	8,725	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	2	3	517	6	2.8	2.7	.15
		2	Sometimes	36	35	3,205	37			
		3	Often	38	38	3,363	38			
		4	Very often	21	24	1,641	19			
		Total		97	100	8,726	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	8	9	702	8	2.5	2.6	-0.10
		2	Sometimes	46	47	3,429	39			
		3	Often	27	26	2,983	34			
		4	Very often	16	18	1,607	18			
		Total		97	100	8,721	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	1	2	76	1	3.1	3.1	-0.01
		2	Sometimes	17	16	1,729	20			
		3	Often	56	57	4,310	49			
		4	Very often	23	26	2,589	29			
		Total		97	100	8,704	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	2	2	341	4	2.9	2.9	-0.02
		2	Sometimes	33	32	2,693	30			
		3	Often	44	46	3,530	40			
		4	Very often	18	20	2,146	25			
		Total		97	100	8,710	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	3	4	421	5	3.3	3.4	-0.06
		2	2	22	23	1,364	16			
		3	3	25	23	2,894	33			
		4	4	38	40	2,935	34			
		5	5	6	6	842	10			
		6	Very difficult	3	3	256	3			
		Total		97	100	8,712	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	3	2	532	6	4.0	3.7	.18
		2	2	10	11	1,129	12			
		3	3	23	23	2,115	24			
		4	4	24	26	2,460	28			
		5	5	28	28	1,521	18			
		6	Very difficult	9	10	954	11			
		Total		97	100	8,711	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<10000		SOU	Pub1stYr SrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Getting help with school work	FYSfy02c	1	Not at all difficult	15	18	1,442	17	2.8	2.8	.00
		2	2	21	20	2,303	26			
		3	3	34	34	2,428	28			
		4	4	16	18	1,619	19			
		5	5	8	7	649	8			
		6	Very difficult	3	2	275	3			
		Total		97	100	8,716	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	18	20	1,953	23	2.8	2.7	.08
		2	2	25	25	2,404	27			
		3	3	25	24	2,092	24			
		4	4	20	20	1,412	16			
		5	5	7	7	598	7			
		6	Very difficult	2	2	252	3			
		Total		97	100	8,711	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	19	19	1,370	16	2.2	2.2	-.04
		2	Sometimes	47	49	4,526	51			
		3	Often	24	25	2,088	24			
		4	Very often	7	7	722	8			
		Total		97	100	8,706	100			
b. Academic advisors	FYSfy03b_16	1	Never	31	30	3,517	40	2.0	1.9 *	.22 △
		2	Sometimes	43	44	3,415	40			
		3	Often	15	17	1,330	16			
		4	Very often	8	9	431	5			
		Total		97	100	8,693	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	56	56	3,615	41	1.7	1.9 *	-.20 ▽
		2	Sometimes	23	24	3,065	35			
		3	Often	12	14	1,370	16			
		4	Very often	6	6	639	7			
		Total		97	100	8,689	100			
d. Friends or other students	FYSfy03d_16	1	Never	7	8	457	6	2.8	2.8	-.03
		2	Sometimes	26	27	2,512	30			
		3	Often	37	39	3,443	39			
		4	Very often	26	25	2,285	25			
		Total		96	100	8,697	100			
e. Family members	FYSfy03e_16	1	Never	49	55	3,211	37	1.7	2.0 ***	-.37 ▽
		2	Sometimes	27	28	2,843	32			
		3	Often	15	13	1,741	20			
		4	Very often	5	4	902	10			
		Total		96	100	8,697	100			
f. Other persons or offices	FYSfy03f_16	1	Never	69	68	4,897	55	1.4	1.6 **	-.23 ▽
		2	Sometimes	18	20	2,553	30			
		3	Often	9	11	897	11			
		4	Very often	1	1	337	4			
		Total		97	100	8,684	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<10000		SOU	Pub1stYr SrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
4a. During the current school year, have you seriously considered leaving this institution?^j										
	FYSfy04a	No		69	71	6,046	70	29%	30%	-.03
	(Means indicate the percentage who responded "Yes.")	Yes		28	29	2,652	30			
		Total		97	100	8,698	100			
4b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)										
	FYSfy04b_1_16	—	Academics are too difficult	7	29	391	16			
	FYSfy04b_2_16	—	Academics are too easy	3	11	123	5			
	FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	6	20	449	17			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	14	48	989	38			
	FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)	3	11	503	20			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	7	32	427	17			
	FYSfy04b_7_16	—	Too much emphasis on partying	2	9	174	7			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	6	26	479	18			
	FYSfy04b_9_16	—	Relations with faculty and staff	1	3	238	9			
	FYSfy04b_10_16	—	Relations with other students	5	17	567	21			
	FYSfy04b_11_16	—	Campus climate, location, or culture	7	28	672	25			
	FYSfy04b_12_16	—	Unsafe or hostile environment	2	9	195	8			
	FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	14	49	1,189	43			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	2	6	347	14			
5. How important is it to you that you graduate from <i>this institution</i>?										
	FYSfy05	1	Not important	7	8	400	5	4.5	5.0 ***	-0.39
		2	2	4	3	272	3			
		3	3	13	13	553	7			
		4	4	16	18	1,094	13			
		5	5	21	22	1,242	14			
		6	Very important	36	36	5,087	59			
		Total		97	100	8,648	100			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	Pub1stYr SrTran<10000	SOU	Pub1stYr SrTran<10000	SOU	Pub1stYr SrTran<10000	Comparisons with: Pub1stYr SrTran<10000		
FYSfy01a	98	2.75	2.71	.077	.008	0.77	0.85	10,498	.656	.05
FYSfy01b	98	2.62	2.84	.072	.008	0.71	0.79	10,478	.009	-.27
FYSfy01c	98	2.83	2.70	.083	.008	0.82	0.84	10,479	.143	.15
FYSfy01d	98	2.53	2.62	.090	.009	0.89	0.87	10,472	.301	-.10
FYSfy01e	98	3.06	3.07	.070	.007	0.70	0.73	10,448	.904	-.01
FYSfy01f	98	2.85	2.87	.077	.008	0.76	0.84	10,462	.831	-.02
FYSfy02a	98	3.30	3.36	.113	.011	1.11	1.10	10,467	.559	-.06
FYSfy02b	98	3.97	3.72	.126	.013	1.25	1.36	10,460	.073	.18
FYSfy02c	98	2.84	2.84	.128	.013	1.26	1.30	10,467	.989	.00
FYSfy02d	98	2.77	2.66	.134	.013	1.32	1.32	10,464	.405	.08
FYSfy03a_16	98	2.22	2.25	.084	.008	0.84	0.82	10,456	.720	-.04
FYSfy03b_16	98	2.05	1.86	.092	.008	0.91	0.86	10,430	.030	.22
FYSfy03c_16	98	1.71	1.90	.095	.009	0.94	0.93	10,435	.044	-.20
FYSfy03d_16	96	2.81	2.84	.093	.009	0.92	0.87	10,439	.777	-.03
FYSfy03e_16	97	1.67	2.03	.087	.010	0.86	0.99	10,442	.000	-.37
FYSfy03f_16	98	1.44	1.63	.072	.008	0.71	0.83	99	.010	-.23
FYSfy04a ^k	98	.287	.301	.0459	.0045	--	--	--	.765	-.03
FYSfy05	98	4.50	5.05	.157	.014	1.55	1.42	98	.001	-.39

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<10000		SOU	Pub1stYr SrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. Do you expect to graduate this spring or summer?										
	FYSsr01_16	No		128	39	3,488	32			
		Yes		215	61	7,892	68			
		Total		343	100	11,380	100			
1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?										
	FYSsr01a	—	Full-time employment	117	53	4,897	62			
		—	Part-time employment	16	8	380	5			
		—	Graduate or professional school	50	23	1,550	20			
		—	Military service	2	1	59	1			
		—	Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	1	0	58	1			
		—	Internship (paid or unpaid)	7	3	363	4			
		—	Travel or gap year	8	4	263	3			
		—	No plans at this time	11	5	247	3			
		—	Other, please specify:	6	3	166	2			
		Total		218	100	7,983	100			
1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?^j										
	FYSsr01b	No		65	48	2,956	55	52%	45%	.13
	(Means indicate the percentage who responded "Yes.")	Yes, I will start a new job		21	16	964	18			
		Yes, I will continue in my current job		47	36	1,341	27			
		Total		133	100	5,261	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	12	6	456	6	3.0	3.0	-.10
		2	Some	45	21	1,636	20			
		3	Quite a bit	96	44	2,999	37			
		4	Very much	65	29	2,877	37			
		Total		218	100	7,968	100			
3. Do you intend to work eventually in a field related to your major(s)?^j										
	FYSsr03	Yes		300	86	10,126	88	86%	88%	-.06
	(Means indicate the percentage who responded "Yes.")	No		18	5	355	3			
		Unsure		29	9	945	9			
		Total		347	100	11,426	100			
4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?^j										
	FYSsr04	Yes		79	25	2,094	19	25%	19% *	.13
	(Means indicate the percentage who responded "Yes.")	No		164	46	6,418	55			
		Unsure		103	29	2,921	26			
		Total		346	100	11,433	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<10000		SOU	Pub1stYr SrTran<10000	Effect size ^d
				Count	%	Count	%	Mean	Mean	
5. Do you plan to start your own business (nonprofit or for-profit) someday?^j										
	FYSsr05		Yes	67	21	2,351	22	21%	22%	-.03
		(Means indicate the percentage who responded "Yes.")	No	178	50	5,872	50			
			Unsure	102	30	3,210	28			
			Total	347	100	11,433	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	1	0	75	1	3.4	3.4	-.02
			2 Some	26	7	1,006	9			
			3 Quite a bit	150	44	4,420	38			
			4 Very much	168	49	5,914	52			
			Total	345	100	11,415	100			
b. Creative thinking and problem solving	FYSsr06b		1 Very little	1	0	59	1	3.5	3.5	.04
			2 Some	17	5	803	7			
			3 Quite a bit	138	40	4,317	37			
			4 Very much	188	54	6,221	55			
			Total	344	100	11,400	100			
c. Research skills	FYSsr06c		1 Very little	7	2	208	2	3.1	3.2 **	-0.14
			2 Some	51	16	1,836	16			
			3 Quite a bit	178	51	4,556	40			
			4 Very much	108	31	4,808	42			
			Total	344	100	11,408	100			
d. Clear writing	FYSsr06d		1 Very little	2	1	128	1	3.3	3.3	-.02
			2 Some	43	13	1,384	13			
			3 Quite a bit	150	43	4,663	41			
			4 Very much	150	43	5,230	46			
			Total	345	100	11,405	100			
e. Persuasive speaking	FYSsr06e		1 Very little	14	4	380	3	3.0	3.1	-.09
			2 Some	95	27	2,660	23			
			3 Quite a bit	128	37	4,501	39			
			4 Very much	108	32	3,866	35			
			Total	345	100	11,407	100			
f. Technological skills	FYSsr06f		1 Very little	11	3	316	3	3.1	3.1	-.01
			2 Some	73	20	2,530	21			
			3 Quite a bit	156	44	4,791	42			
			4 Very much	106	32	3,769	34			
			Total	346	100	11,406	100			
g. Financial and business management skills	FYSsr06g		1 Very little	71	20	1,693	14	2.4	2.6 **	-0.18
			2 Some	130	37	4,230	36			
			3 Quite a bit	90	27	3,361	30			
			4 Very much	54	16	2,112	20			
			Total	345	100	11,396	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		Pub1stYr SrTran<10000		SOU	Pub1stYr SrTran<10000	
				Count	%	Count	%	Mean	Mean	Effect size ^d
h. Entrepreneurial skills	FYSsr06h	1	Very little	102	28	2,550	21	2.2	2.4 **	-0.17
		2	Some	125	37	4,409	38			
		3	Quite a bit	80	23	2,726	25			
		4	Very much	38	12	1,708	16			
		Total		345	100	11,393	100			
i. Leadership skills	FYSsr06i	1	Very little	8	2	282	3	3.1	3.2 **	-0.16
		2	Some	79	23	1,810	16			
		3	Quite a bit	124	35	4,114	36			
		4	Very much	134	40	5,207	46			
		Total		345	100	11,413	100			
j. Networking and relationship building	FYSsr06j	1	Very little	22	6	525	5	2.9	3.1 **	-0.17
		2	Some	88	26	2,507	22			
		3	Quite a bit	140	40	4,252	37			
		4	Very much	96	28	4,114	37			
		Total		346	100	11,398	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	5	2	257	3	3.2	3.2	.03
		2	Some	55	17	1,978	18			
		3	Quite a bit	149	43	4,675	41			
		4	Very much	136	39	4,479	39			
		Total		345	100	11,389	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	60	18	1,934	17	2.5	2.6 *	-0.11
		2	Some	110	32	3,253	28			
		3	Quite a bit	109	31	3,420	30			
		4	Very much	65	19	2,770	24			
		Total		344	100	11,377	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	13	4	378	3	3.0	3.1	-0.09
		2	Some	71	21	2,140	19			
		3	Quite a bit	148	42	4,603	40			
		4	Very much	112	33	4,245	38			
		Total		344	100	11,366	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	29	9	1,046	9	2.8	2.8	-0.03
		2	Some	111	33	3,371	30			
		3	Quite a bit	116	33	3,874	34			
		4	Very much	89	26	3,036	27			
		Total		345	100	11,327	100			

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

This final question asked students to respond in an open text box. Comments were recorded for 113 seniors. Responses are provided in your "NSSE20 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.

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

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		SOU	Pub1stYr SrTran<10000	SOU	Pub1stYr SrTran<10000	SOU	Pub1stYr SrTran<10000			
FYSsr01b ^k	128	.520	.455	.0444	.0058	--	--	--	.141	.13
FYSsr02	209	2.95	3.05	.060	.008	0.86	0.90	11,410	.135	-.10
FYSsr03 ^k	343	.862	.883	.0186	.0025	--	--	--	.240	-.06
FYSsr04 ^k	341	.249	.195	.0234	.0031	--	--	--	.013	.13
FYSsr05 ^k	343	.207	.218	.0219	.0032	--	--	--	.619	-.03
FYSsr06a	341	3.41	3.42	.035	.005	0.64	0.68	16,783	.730	-.02
FYSsr06b	340	3.49	3.46	.033	.005	0.60	0.65	356	.450	.04
FYSsr06c	340	3.12	3.23	.040	.006	0.73	0.78	355	.008	-.14
FYSsr06d	341	3.29	3.31	.038	.006	0.71	0.73	16,760	.649	-.02
FYSsr06e	341	2.98	3.05	.047	.007	0.87	0.84	16,773	.110	-.09
FYSsr06f	342	3.07	3.07	.043	.006	0.80	0.81	16,762	.898	-.01
FYSsr06g	341	2.39	2.56	.053	.007	0.98	0.96	16,746	.001	-.18
FYSsr06h	341	2.19	2.36	.053	.008	0.98	0.98	16,742	.002	-.17
FYSsr06i	341	3.12	3.25	.046	.006	0.84	0.81	16,776	.004	-.16
FYSsr06j	342	2.90	3.05	.048	.007	0.88	0.88	16,751	.002	-.17
FYSsr07a	340	3.18	3.16	.042	.006	0.77	0.80	16,734	.565	.03
FYSsr07b	340	2.50	2.62	.054	.008	1.00	1.03	16,720	.036	-.11
FYSsr07c	340	3.04	3.12	.045	.006	0.83	0.83	16,698	.096	-.09
FYSsr07d	341	2.76	2.79	.051	.007	0.94	0.95	16,649	.591	-.03

Endnotes

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

Key to symbols:

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

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



NSSE 2020 Consortium Report

Sustainability Education Consortium

Southern Oregon University

About This Consortium Report

Consortium Coordinator Daita Serghi, Education Programs Manager, Association for the Advancement of Sustainability in Higher Education, daita.serghi@aaashe.org

Comparison Group

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

Group label	SustQuest AnyInst
Date submitted	5/21/20
How was this comparison group constructed?	Your institution retained the default comparison group (all consortium participants).
Group description	Any institution in NSSE 2019 or 2020 that included the Sustainability Education Consortium question set. (very low N so this comparison group includes all categories)

SustQuest AnyInst (N=8)

- Aquinas College (Grand Rapids, MI)
- College of Charleston (Charleston, SC)*
- Dickinson College (Carlisle, PA)*
- Huston-Tillotson University (Austin, TX)*
- Naropa University (Boulder, CO)
- New School, The (New York, NY)*
- University of Hawai'i at Manoa (Honolulu, HI)
- Wiley College (Marshall, TX)*

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				SOU		SustQuest AnyInst		SOU	SustQuest AnyInst	Effect size ^d	
				Count	%	Count	%	Mean	Mean		
1. In your experience at your institution during the current school year, about how often have you done each of the following?											
a. Completed an assignment that evaluates the sustainability of some activity.	SEC01a	1	Never	20	23	275	13	2.3	2.5 *	▽	-.24
		2	Sometimes	36	36	741	40				
		3	Often	30	33	592	32				
		4	Very often	7	9	256	15				
		Total		93	100	1,864	100				
b. Made significant contributions in a group project.	SEC01b	1	Never	6	7	90	5	2.8	3.0 *	▽	-.27
		2	Sometimes	25	26	391	21				
		3	Often	46	51	873	46				
		4	Very often	16	16	506	28				
		Total		93	100	1,860	100				
c. Integrated knowledge from multiple academic disciplines in working on a project.	SEC01c	1	Never	5	6	95	5	2.7	2.8		-.16
		2	Sometimes	32	33	529	29				
		3	Often	40	45	852	45				
		4	Very often	16	16	383	22				
		Total		93	100	1,859	100				
d. Completed an assignment that evaluates our responsibilities to future generations.	SEC01d	1	Never	31	32	295	16	2.1	2.5 ***	▽	-.39
		2	Sometimes	29	33	665	36				
		3	Often	24	25	642	34				
		4	Very often	9	9	253	14				
		Total		93	100	1,855	100				
2. During the current school year, how much has your coursework emphasized the following mental activities?											
a. Understanding the complex relationships between economic, social, and ecological systems.	SEC02a	1	Very little	15	16	207	11	2.5	2.6		-.15
		2	Some	32	31	684	37				
		3	Quite a bit	36	43	652	35				
		4	Very much	10	10	304	17				
		Total		93	100	1,847	100				
b. Evaluating the moral dimensions of social or environmental problems.	SEC02b	1	Very little	12	13	189	10	2.6	2.6		-.09
		2	Some	31	35	633	34				
		3	Quite a bit	32	35	709	38				
		4	Very much	17	16	315	18				
		Total		92	100	1,846	100				
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.	SEC02c	1	Very little	24	27	271	14	2.2	2.5 **	▽	-.31
		2	Some	31	32	641	35				
		3	Quite a bit	28	32	635	34				
		4	Very much	10	10	295	17				
		Total		93	100	1,842	100				

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		SustQuest AnyInst		SOU	SustQuest AnyInst	Effect size ^d
				Count	%	Count	%	Mean	Mean	
3. During the current school year, about how often have you done each of the following?										
a. Participated in a campus or community sustainability project.	SEC03a	1	Never	61	64	820	43	1.6	1.9 **	-0.35
		2	Sometimes	15	17	610	33			
		3	Often	14	16	282	16			
		4	Very often	3	3	132	8			
			Total	93	100	1,844	100			
b. Altered your behavior to become more sustainable.	SEC03b	1	Never	12	15	195	11	2.3	2.5 *	-0.24
		2	Sometimes	42	44	751	40			
		3	Often	32	35	637	35			
		4	Very often	7	6	256	14			
			Total	93	100	1,839	100			
c. Gone on a field trip in your bioregion.	SEC03c	1	Never	58	62	1,083	58	1.7	1.7	.00
		2	Sometimes	14	15	436	24			
		3	Often	16	18	226	13			
		4	Very often	5	5	93	5			
			Total	93	100	1,838	100			
4. To what extent does your institution emphasize each of the following?										
a. Taking responsibility for the welfare of your communities.	SEC04a	1	Very little	13	15	274	15	2.5	2.5	.07
		2	Some	26	31	677	36			
		3	Quite a bit	41	41	665	37			
		4	Very much	13	13	219	12			
			Total	93	100	1,835	100			
b. Learning about sustainability.	SEC04b	1	Very little	9	9	148	7	2.7	2.8	-0.21
		2	Some	23	26	502	27			
		3	Quite a bit	48	53	714	39			
		4	Very much	12	11	471	26			
			Total	92	100	1,835	100			
c. Understanding local economies and/or ecosystems.	SEC04c	1	Very little	12	12	238	12	2.4	2.6	-0.13
		2	Some	33	38	625	35			
		3	Quite a bit	42	44	674	37			
		4	Very much	6	6	299	16			
			Total	93	100	1,836	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		SustQuest AnyInst		SOU	SustQuest AnyInst	Effect size ^d
				Count	%	Count	%	Mean	Mean	
5. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?										
a. Articulating a vision of a just and sustainable society.	SEC05a	1	Very little	12	13	219	12	2.4	2.5	-.15
		2	Some	37	39	682	37			
		3	Quite a bit	38	42	672	37			
		4	Very much	6	6	254	15			
		Total		93	100	1,827	100			
b. Acquiring skills to lead or facilitate group activities.	SEC05b	1	Very little	12	12	225	12	2.5	2.5	-.06
		2	Some	38	38	702	38			
		3	Quite a bit	33	39	652	36			
		4	Very much	10	10	246	14			
		Total		93	100	1,825	100			
c. Understanding the consequences of your choices.	SEC05c	1	Very little	9	9	124	6	2.8	2.8	-.05
		2	Some	23	24	512	29			
		3	Quite a bit	44	49	801	44			
		4	Very much	17	18	388	21			
		Total		93	100	1,825	100			
d. Understanding the economic dimensions of sustainability.	SEC05d	1	Very little	17	19	256	14	2.3	2.5 *	-.25
		2	Some	40	40	673	37			
		3	Quite a bit	30	35	622	34			
		4	Very much	6	6	272	15			
		Total		93	100	1,823	100			
e. Acquiring the skills to help organizations become more sustainable.	SEC05e	1	Very little	18	20	288	15	2.2	2.5 **	-.26
		2	Some	37	41	680	37			
		3	Quite a bit	32	35	593	33			
		4	Very much	5	5	262	15			
		Total		92	100	1,823	100			
f. Understanding issues of social justice.	SEC05f	1	Very little	10	13	214	11	2.7	2.7	.03
		2	Some	21	22	572	31			
		3	Quite a bit	43	45	648	36			
		4	Very much	18	20	384	22			
		Total		92	100	1,818	100			
g. Persevering in achieving long-term goals despite adversity.	SEC05g	1	Very little	7	8	167	9	2.7	2.7	.00
		2	Some	25	28	562	31			
		3	Quite a bit	42	47	719	40			
		4	Very much	16	17	373	21			
		Total		90	100	1,821	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		SustQuest AnyInst		SOU	SustQuest AnyInst	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. In your experience at your institution during the current school year, about how often have you done each of the following?										
a. Completed an assignment that evaluates the sustainability of some activity.	SEC01a	1	Never	68	20	525	19	2.3	2.4	-.09
		2	Sometimes	132	39	1,002	37			
		3	Often	97	31	741	28			
		4	Very often	34	10	392	15			
		Total		331	100	2,660	100			
b. Made significant contributions in a group project.	SEC01b	1	Never	10	3	88	4	3.2	3.2	-.03
		2	Sometimes	58	17	430	17			
		3	Often	126	40	962	35			
		4	Very often	138	40	1,177	44			
		Total		332	100	2,657	100			
c. Integrated knowledge from multiple academic disciplines in working on a project.	SEC01c	1	Never	13	4	90	3	2.9	3.0	-.09
		2	Sometimes	82	25	633	23			
		3	Often	141	43	1,105	41			
		4	Very often	96	28	834	33			
		Total		332	100	2,662	100			
d. Completed an assignment that evaluates our responsibilities to future generations.	SEC01d	1	Never	72	21	453	17	2.3	2.5 ***	-.20
		2	Sometimes	131	41	894	33			
		3	Often	77	23	795	30			
		4	Very often	52	15	520	20			
		Total		332	100	2,662	100			
2. During the current school year, how much has your coursework emphasized the following mental activities?										
a. Understanding the complex relationships between economic, social, and ecological systems.	SEC02a	1	Very little	48	15	335	13	2.5	2.6	-.11
		2	Some	118	36	917	34			
		3	Quite a bit	102	30	845	32			
		4	Very much	63	19	554	22			
		Total		331	100	2,651	100			
b. Evaluating the moral dimensions of social or environmental problems.	SEC02b	1	Very little	42	14	293	11	2.6	2.7	-.08
		2	Some	110	34	868	32			
		3	Quite a bit	102	31	916	34			
		4	Very much	77	22	574	22			
		Total		331	100	2,651	100			
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.	SEC02c	1	Very little	69	22	452	17	2.4	2.5 **	-.16
		2	Some	119	37	874	32			
		3	Quite a bit	84	25	799	30			
		4	Very much	58	17	524	20			
		Total		330	100	2,649	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		SustQuest AnyInst		SOU	SustQuest AnyInst	Effect size ^d
				Count	%	Count	%	Mean	Mean	
3. During the current school year, about how often have you done each of the following?										
a. Participated in a campus or community sustainability project.	SEC03a	1	Never	194	59	1,138	43	1.6	1.9 ***	-.28
		2	Sometimes	83	24	863	32			
		3	Often	38	12	379	14			
		4	Very often	17	5	260	10			
		Total		332	100	2,640	100			
b. Altered your behavior to become more sustainable.	SEC03b	1	Never	48	15	278	11	2.4	2.6 ***	-.23
		2	Sometimes	138	42	1,021	38			
		3	Often	109	33	843	33			
		4	Very often	37	10	499	19			
		Total		332	100	2,641	100			
c. Gone on a field trip in your bioregion.	SEC03c	1	Never	210	62	1,488	56	1.6	1.7 *	-.12
		2	Sometimes	64	20	649	24			
		3	Often	43	13	305	12			
		4	Very often	15	5	207	8			
		Total		332	100	2,649	100			
4. To what extent does your institution emphasize each of the following?										
a. Taking responsibility for the welfare of your communities.	SEC04a	1	Very little	49	15	453	17	2.4	2.4	.04
		2	Some	124	39	1,061	39			
		3	Quite a bit	115	34	773	30			
		4	Very much	42	12	356	14			
		Total		330	100	2,643	100			
b. Learning about sustainability.	SEC04b	1	Very little	37	11	272	10	2.6	2.7 **	-.16
		2	Some	108	33	807	29			
		3	Quite a bit	136	41	942	36			
		4	Very much	49	15	614	24			
		Total		330	100	2,635	100			
c. Understanding local economies and/or ecosystems.	SEC04c	1	Very little	59	17	394	15	2.4	2.5 *	-.14
		2	Some	121	38	938	35			
		3	Quite a bit	113	34	862	32			
		4	Very much	35	10	450	17			
		Total		328	100	2,644	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SOU		SustQuest AnyInst		SOU	SustQuest AnyInst	Effect size ^d
				Count	%	Count	%	Mean	Mean	
5. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?										
a. Articulating a vision of a just and sustainable society.	SEC05a	1	Very little	57	17	339	13	2.3	2.5 ***	-0.21
		2	Some	138	43	1,019	38			
		3	Quite a bit	97	29	835	32			
		4	Very much	37	11	428	17			
		Total		329	100	2,621	100			
b. Acquiring skills to lead or facilitate group activities.	SEC05b	1	Very little	28	9	248	9	2.7	2.7	-0.02
		2	Some	114	36	855	32			
		3	Quite a bit	115	34	963	36			
		4	Very much	73	22	560	22			
		Total		330	100	2,626	100			
c. Understanding the consequences of your choices.	SEC05c	1	Very little	34	11	199	7	2.7	2.8 **	-0.17
		2	Some	96	30	750	28			
		3	Quite a bit	131	39	1,009	39			
		4	Very much	68	20	666	26			
		Total		329	100	2,624	100			
d. Understanding the economic dimensions of sustainability.	SEC05d	1	Very little	75	22	392	15	2.2	2.5 ***	-0.29
		2	Some	134	42	966	36			
		3	Quite a bit	89	27	838	32			
		4	Very much	31	9	425	17			
		Total		329	100	2,621	100			
e. Acquiring the skills to help organizations become more sustainable.	SEC05e	1	Very little	84	25	461	18	2.2	2.4 ***	-0.27
		2	Some	134	42	961	36			
		3	Quite a bit	76	23	795	30			
		4	Very much	35	10	398	16			
		Total		329	100	2,615	100			
f. Understanding issues of social justice.	SEC05f	1	Very little	48	16	349	13	2.6	2.7	-0.08
		2	Some	101	32	876	32			
		3	Quite a bit	98	29	810	32			
		4	Very much	80	23	579	24			
		Total		327	100	2,614	100			
g. Persevering in achieving long-term goals despite adversity.	SEC05g	1	Very little	38	12	265	10	2.6	2.7 *	-0.14
		2	Some	114	37	821	31			
		3	Quite a bit	105	31	924	35			
		4	Very much	71	21	613	24			
		Total		328	100	2,623	100			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SOU	SOU	SustQuest AnyInst	SOU	SustQuest AnyInst	SOU	SustQuest AnyInst			
									<i>Comparisons with:</i>	
									SustQuest AnyInst	
SEC01a	93	2.27	2.48	.095	.023	0.91	0.91	1,703	.027	-.24
SEC01b	93	2.76	2.98	.084	.020	0.81	0.82	1,699	.011	-.27
SEC01c	93	2.71	2.84	.084	.020	0.81	0.81	1,700	.144	-.16
SEC01d	93	2.11	2.47	.101	.023	0.97	0.92	1,695	.000	-.39
SEC02a	93	2.46	2.59	.091	.023	0.88	0.90	1,687	.172	-.15
SEC02b	92	2.55	2.63	.096	.022	0.92	0.89	1,684	.397	-.09
SEC02c	93	2.25	2.54	.099	.023	0.96	0.93	1,682	.004	-.31
SEC03a	93	1.57	1.90	.088	.024	0.85	0.95	1,673	.001	-.35
SEC03b	93	2.32	2.53	.083	.022	0.80	0.86	1,668	.024	-.24
SEC03c	93	1.66	1.66	.098	.023	0.95	0.90	1,667	.997	.00
SEC04a	93	2.53	2.47	.094	.022	0.90	0.89	1,661	.505	.07
SEC04b	92	2.66	2.85	.084	.023	0.81	0.90	1,664	.053	-.21
SEC04c	93	2.44	2.56	.081	.023	0.79	0.90	107	.159	-.13
SEC05a	93	2.41	2.54	.083	.022	0.80	0.88	1,660	.150	-.15
SEC05b	93	2.48	2.53	.087	.022	0.84	0.88	1,656	.568	-.06
SEC05c	93	2.75	2.80	.089	.021	0.86	0.85	1,658	.612	-.05
SEC05d	93	2.28	2.51	.087	.023	0.84	0.91	1,655	.021	-.25
SEC05e	92	2.23	2.47	.086	.023	0.83	0.92	104	.008	-.26
SEC05f	92	2.72	2.69	.098	.024	0.94	0.94	1,651	.761	.03
SEC05g	89	2.73	2.73	.089	.023	0.84	0.89	1,649	.994	.00

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		SOU	SustQuest AnyInst	SOU	SustQuest AnyInst	SOU	SustQuest AnyInst			
SEC01a	328	2.31	2.40	.050	.019	0.90	0.97	433	.122	-.09
SEC01b	329	3.18	3.20	.045	.017	0.81	0.84	2,798	.572	-.03
SEC01c	329	2.95	3.03	.046	.017	0.83	0.83	2,803	.106	-.09
SEC01d	329	2.33	2.53	.053	.020	0.97	1.00	2,804	.001	-.20
SEC02a	328	2.52	2.63	.053	.019	0.96	0.96	2,793	.061	-.11
SEC02b	328	2.60	2.68	.054	.019	0.98	0.94	2,791	.187	-.08
SEC02c	326	2.37	2.53	.056	.020	1.00	1.00	2,787	.006	-.16
SEC03a	329	1.64	1.91	.049	.020	0.89	0.99	2,784	.000	-.28
SEC03b	329	2.38	2.59	.047	.018	0.86	0.91	433	.000	-.23
SEC03c	329	1.60	1.71	.049	.019	0.88	0.95	2,791	.038	-.12
SEC04a	328	2.44	2.40	.049	.019	0.89	0.93	2,785	.456	.04
SEC04b	328	2.59	2.74	.049	.019	0.88	0.94	2,777	.006	-.16
SEC04c	326	2.38	2.51	.049	.019	0.89	0.95	428	.011	-.14
SEC05a	326	2.33	2.53	.049	.019	0.89	0.92	2,760	.000	-.21
SEC05b	328	2.69	2.71	.050	.019	0.91	0.91	2,763	.742	-.02
SEC05c	326	2.67	2.83	.051	.018	0.91	0.90	2,763	.003	-.17
SEC05d	326	2.23	2.50	.050	.019	0.90	0.94	427	.000	-.29
SEC05e	326	2.18	2.44	.051	.019	0.92	0.96	425	.000	-.27
SEC05f	324	2.59	2.67	.056	.020	1.01	0.97	2,752	.200	-.08
SEC05g	325	2.60	2.74	.052	.019	0.94	0.93	2,762	.015	-.14

Endnotes

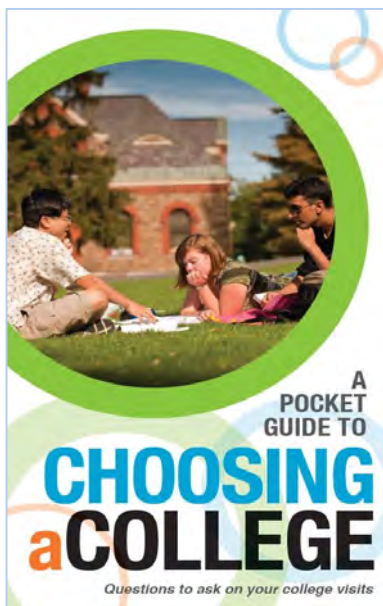
- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported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

Key to symbols:

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

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

A Pocket Guide to Choosing a College: NSSE 2020 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 2020 Answers from Students*, part of your NSSE *Institutional Report 2020*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2020 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 2020 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 2020* 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

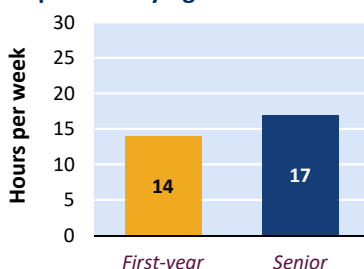


The following responses were provided by 548 SOU students on the 2020 survey.

Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 14 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

39% 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 62 pages of writing and seniors estimated an average of 90 pages.

How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 9 hours per week.

How often do students make course presentations?^b

49% of FY students and 62% of seniors frequently gave course presentations.

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

57% of FY students frequently included diverse perspectives in course discussions or assignments.

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

43% of FY students frequently used numerical information to examine a real-world problem or issue; 48% 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

74% 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

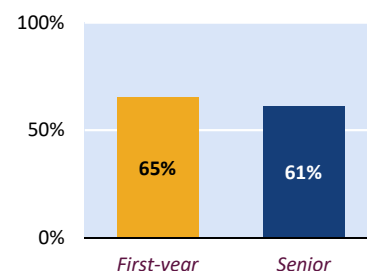
46% of FY and 46% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

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

65% of FY students and 61% 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

36% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

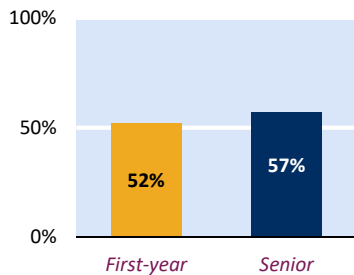
How many students work on research projects with faculty?

3% of FY students and 20% of seniors worked on a research project with a faculty member.

Learning with Peers

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

52% of FY students and 57% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

53% of seniors frequently explained course material to one or more students.

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

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

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

Among FY students, 46% frequently had discussions with people with different political views, 67% frequently had discussions with people from a different economic background, and 63% 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

75% of FY students said the institution substantially emphasized the use of learning support services.

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

68% of FY students and 65% 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?

82% of FY and 81% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

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

During their first year, 10% of students participated in a learning community. By spring of their senior year, 61% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

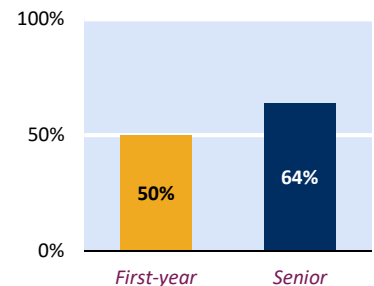
By their senior year, 8% of students had studied abroad.

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

By spring of their senior year, 42% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

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

50% of FY students and 64% of seniors said at least some of their courses included a community-based service-learning project.



Notes

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



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NSSE 2020

Selected Comparison Groups

Southern Oregon University

Comparison Groups

The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via a form on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2019 and 2020 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^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of Topical Modules or through consortium participation were also invited to customize comparison groups for those reports. The default for those groups was all other 2019 and 2020 institutions where the questions were administered. Comparison group details for Topical Module and consortium reports are documented separately in those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "Admissions Overlap," "Carnegie UG Program," and "NSSE Cohort."

Your Students' Responses

↓

Comparison Group 1

↓

Comparison Group 2

↓

Comparison Group 3

↓

Frequency Distributions

Item wording or description	Variable name ^c	Values ^d	Response options	NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
				Count	%	Count	%	Count	%	Count	%
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	45	4	1,462	5	16	5	3,978	3
		2	Sometimes	450	37	15,000	35	6,910	40	43,752	33
		3	Often	428	34	11,351	34	5,911	34	47,737	35
		4	Very often	307	25	7,173	22	3,759	21	39,041	28
			Total	1,230	100	33,087	100	17,396	100	134,508	100

Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name

The name assigned to the comparison group is listed here.

How Group was Constructed

Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List

The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2019 participants are identified with an asterisk.

Comparison Group 1: Admissions Overlap

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/29/2020
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all NSSE participants.
Group description (as provided by your institution)	All other current- and prior-year participants with the same Carnegie Classification and sector in our region.

Admissions Overlap (N=20)

Albertus Magnus College (New Haven, CT)*
 American International College (Springfield, MA)
 Anna Maria College (Faxon, MA)
 Bryant University (Smithfield, RI)
 Clarendon College (Shenandoah, VA)*
 College of Our Lady of the Elms (Chicopee, MA)
 Curry College (Edison, MA)*
 Franklin Pierce University (Rindge, NH)

a. The default groups are:

- Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2019 and 2020 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2019 (if applicable) and 2020 consortium members.
- Comparison Group 2: All other 2019 and 2020 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)
- Comparison Group 3: All other 2019 and 2020 U.S. NSSE institutions (2019 and 2020 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: Pub4YrFT TransInclAdm

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/21/20
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: NSSE Year (2020); Basic Classification (All Master's All Bacc); Sector (Pub); UG Profile (FT 4yr/Inclu/HiTrans)
Group description (as provided by your institution)	Public 4 year institutions, 2500-10000 UG enrl with high number of transfer in students and an inclusive admissions policy.

Pub4YrFT TransInclAdm (N=28)

Bowie State University (Bowie, MD)
 California State University, Los Angeles (Los Angeles, CA)
 California State University, Sacramento (Sacramento, CA)
 Chadron State College (Chadron, NE)
 Colorado State University-Pueblo (Pueblo, CO)
 Eastern Washington University (Cheney, WA)
 Fort Valley State University (Fort Valley, GA)
 Framingham State University (Framingham, MA)
 Francis Marion University (Florence, SC)
 Montana State University-Northern (Havre, MT)
 Norfolk State University (Norfolk, VA)
 Northern Vermont University (Johnson, VT)
 Prairie View A&M University (Prairie View, TX)
 San Francisco State University (San Francisco, CA)
 Savannah State University (Savannah, GA)
 Southern Connecticut State University (New Haven, CT)
 Southern University at New Orleans (New Orleans, LA)
 SUNY College at Old Westbury (Old Westbury, NY)
 SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)
 SUNY College of Technology at Canton (Canton, NY)
 SUNY-Buffalo State College (Buffalo, NY)
 University of Maine at Presque Isle (Presque Isle, ME)
 University of North Carolina at Pembroke (Pembroke, NC)
 University of South Carolina Aiken (Aiken, SC)
 University of Virginia's College at Wise, The (Wise, VA)
 Western Oregon University (Monmouth, OR)
 William Paterson University of New Jersey (Wayne, NJ)
 Winston-Salem State University (Winston-Salem, NC)

Comparison Group 2: PubBalA & SwSomeGrad

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/21/20
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (All Master's, All Bacc); Enrollment Profile (High UG, Maj UG); Sector (Pub); UG Enrollment (2.5-10K); UG Instr Prog (Bal/Some grad coex)
Group description (as provided by your institution)	Public 4 year, UG enrl between 2500 and 10000 with balanced Arts & Sciences and some graduate student programs.

PubBalA & SwSomeGrad (N=62)

Alabama State University (Montgomery, AL)	State University of New York at Fredonia (Fredonia, NY)
Alcorn State University (Alcorn State, MS)	State University of New York at New Paltz (New Paltz, NY)
Angelo State University (San Angelo, TX)*	Stockton University (Galloway, NJ)
Austin Peay State University (Clarksville, TN)*	SUNY College at Oswego (Oswego, NY)
Bridgewater State University (Bridgewater, MA)	SUNY-Buffalo State College (Buffalo, NY)
California State University-Bakersfield (Bakersfield, CA)	Texas A&M International University (Laredo, TX)
California State University-Stanislaus (Turlock, CA)	Truman State University (Kirksville, MO)
California State University, Monterey Bay (Seaside, CA)	University of Arkansas at Monticello (Monticello, AR)*
Cameron University (Lawton, OK)*	University of Houston-Victoria (Victoria, TX)*
Central Connecticut State University (New Britain, CT)*	University of Illinois Springfield (Springfield, IL)
Clayton State University (Morrow, GA)	University of Michigan-Dearborn (Dearborn, MI)
College of Charleston (Charleston, SC)*	University of Minnesota Duluth (Duluth, MN)
Colorado State University-Pueblo (Pueblo, CO)	University of North Carolina at Pembroke (Pembroke, NC)
Eastern Illinois University (Charleston, IL)	University of North Texas at Dallas (Dallas, TX)
Edinboro University of Pennsylvania (Edinboro, PA)*	University of South Florida-St. Petersburg (St. Petersburg, FL)
Emporia State University (Emporia, KS)	University of Southern Maine (Portland, ME)
Fitchburg State University (Fitchburg, MA)*	University of Texas Permian Basin, The (Odessa, TX)
Framingham State University (Framingham, MA)	University of Wisconsin-La Crosse (La Crosse, WI)
Francis Marion University (Florence, SC)	University of Wisconsin-Parkside (Kenosha, WI)
Frostburg State University (Frostburg, MD)*	University of Wisconsin-River Falls (River Falls, WI)
Henderson State University (Arkadelphia, AR)*	University of Wisconsin-Stevens Point (Stevens Point, WI)
Keene State College (Keene, NH)*	Virginia State University (Petersburg, VA)*
Lander University (Greenwood, SC)*	Western Colorado University (Gunnison, CO)
Longwood University (Farmville, VA)	Western Connecticut State University (Danbury, CT)*
Millersville University of Pennsylvania (Millersville, PA)*	Western Oregon University (Monmouth, OR)
New Jersey City University (Jersey City, NJ)*	Westfield State University (Westfield, MA)
Norfolk State University (Norfolk, VA)	William Paterson University of New Jersey (Wayne, NJ)
Northeastern Illinois University (Chicago, IL)	
Purdue University Fort Wayne (Fort Wayne, IN)	
Radford University (Radford, VA)	
Ramapo College of New Jersey (Mahwah, NJ)	
Savannah State University (Savannah, GA)	
Shawnee State University (Portsmouth, OH)	
Shepherd University (Shepherdstown, WV)*	
Southern Utah University (Cedar City, UT)*	

*2019 participant

Comparison Group 3: Pub4YrPrim UG<10000

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/21/20
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (All Master's, All Bacc); Enrollment Profile (High UG, Maj UG); Sector (Pub); UG Enrollment (2.5-10K)
Group description (as provided by your institution)	Public 4 year institutions with high or very high proportion of undergraduates and no doctorate programs.

Pub4YrPrim UG<10000 (N=30)

Alabama A&M University (Normal, AL)
 Bowie State University (Bowie, MD)
 California State University-Bakersfield (Bakersfield, CA)
 California State University-Stanislaus (Turlock, CA)
 Citadel, The Military College of South Carolina, The (Charleston, SC)
 Colorado State University-Pueblo (Pueblo, CO)
 Columbus State University (Columbus, GA)
 Eastern Illinois University (Charleston, IL)
 Emporia State University (Emporia, KS)
 Fayetteville State University (Fayetteville, NC)
 Framingham State University (Framingham, MA)
 Governors State University (University Park, IL)
 Norfolk State University (Norfolk, VA)
 Northeastern Illinois University (Chicago, IL)
 Northeastern State University (Tahlequah, OK)
 Pittsburg State University (Pittsburg, KS)
 Plymouth State University (Plymouth, NH)
 Southern Connecticut State University (New Haven, CT)
 Southwestern Oklahoma State University (Weatherford, OK)
 Texas A&M University-San Antonio (San Antonio, TX)
 University of Central Missouri (Warrensburg, MO)
 University of Houston-Clear Lake (Houston, TX)
 University of Illinois Springfield (Springfield, IL)
 University of Michigan-Dearborn (Dearborn, MI)
 University of North Texas at Dallas (Dallas, TX)
 University of Southern Maine (Portland, ME)
 University of Texas Permian Basin, The (Odessa, TX)
 University of West Florida, The (Pensacola, FL)
 West Texas A&M University (Canyon, TX)
 Western Colorado University (Gunnison, CO)