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# NSSE 2022 Topical Module Report

## First-Year Experiences & Senior Transitions

### Oakland University

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

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

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## First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transitn		Oakland	FY Exp / Sr Transitn	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>1. During the current school year, about how often have you done the following?</b>										
a. Studied when there were other interesting things to do	FYSfy01a	1	Never	21	5	775	5	<b>2.7</b>	2.8	-.03
		2	Sometimes	166	38	6,546	37			
		3	Often	153	35	6,498	36			
		4	Very often	101	22	3,899	22			
		Total		441	100	17,718	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	11	3	496	3	<b>2.8</b>	2.8	-.06
		2	Sometimes	143	33	5,410	31			
		3	Often	203	46	8,045	45			
		4	Very often	80	18	3,676	21			
		Total		437	100	17,627	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	28	7	923	5	<b>2.6</b>	2.7 ***	-.21
		2	Sometimes	197	45	6,180	35			
		3	Often	140	31	6,963	39			
		4	Very often	72	17	3,588	21			
		Total		437	100	17,654	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	65	15	1,626	9	<b>2.4</b>	2.5 ***	-.22
		2	Sometimes	202	46	7,600	43			
		3	Often	122	28	5,699	32			
		4	Very often	48	11	2,704	16			
		Total		437	100	17,629	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	6	1	162	1	<b>3.0</b>	3.1 *	-.12
		2	Sometimes	103	24	3,592	21			
		3	Often	214	49	8,654	48			
		4	Very often	113	26	5,222	30			
		Total		436	100	17,630	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	24	5	811	4	<b>2.7</b>	2.8 **	-.14
		2	Sometimes	171	38	5,902	32			
		3	Often	170	39	7,179	41			
		4	Very often	72	18	3,733	22			
		Total		437	100	17,625	100			
<b>2. During the current school year, how difficult have the following been for you?</b>										
a. Learning course material	FYSfy02a	1	Not at all difficult	11	3	789	5	<b>3.7</b>	3.5 ***	.25
		2	2	42	10	2,452	14			
		3	3	107	24	5,399	31			
		4	4	189	42	6,051	34			
		5	5	64	15	2,165	12			
		6	Very difficult	26	6	787	4			
		Total		439	100	17,643	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	15	4	846	5	<b>4.1</b>	3.8 ***	.19
		2	2	39	9	2,085	12			
		3	3	89	20	4,123	23			
		4	4	142	31	5,024	29			
		5	5	80	18	3,351	19			
		6	Very difficult	74	18	2,201	12			
		Total		439	100	17,630	100			

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

## First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transitn		Oakland	FY Exp / Sr Transitn	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
c. Getting help with school work	FYSfy02c	1	Not at all difficult	43	11	2,409	14	<b>3.1</b>	3.0 **	.13
		2	2	92	21	4,178	24			
		3	3	143	30	5,129	29			
		4	4	99	23	3,652	20			
		5	5	40	10	1,502	8			
		6	Very difficult	21	5	750	4			
		Total		438	100	17,620	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	65	16	3,168	19	<b>2.9</b>	2.8 *	.10
		2	2	116	27	4,432	25			
		3	3	116	25	4,749	27			
		4	4	77	17	3,287	18			
		5	5	41	9	1,313	7			
		6	Very difficult	24	6	673	4			
		Total		439	100	17,622	100			
<b>3. During the current school year, about how often have you sought help with coursework from the following sources?</b>										
a. Faculty members	FYSfy03a_16	1	Never	101	24	2,890	17	<b>2.0</b>	2.2 ***	-.20
		2	Sometimes	241	54	9,299	52			
		3	Often	71	16	4,150	23			
		4	Very often	24	6	1,249	7			
		Total		437	100	17,588	100			
b. Academic advisors	FYSfy03b_16	1	Never	179	41	6,995	41	<b>1.8</b>	1.9	-.05
		2	Sometimes	184	42	6,979	39			
		3	Often	54	12	2,730	15			
		4	Very often	21	5	878	5			
		Total		438	100	17,582	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	223	50	7,631	44	<b>1.7</b>	1.8 **	-.13
		2	Sometimes	141	33	6,120	34			
		3	Often	56	12	2,740	15			
		4	Very often	17	4	1,084	6			
		Total		437	100	17,575	100			
d. Friends or other students	FYSfy03d_16	1	Never	51	12	1,556	10	<b>2.5</b>	2.7 ***	-.17
		2	Sometimes	169	39	5,438	32			
		3	Often	141	32	6,479	36			
		4	Very often	77	17	4,116	22			
		Total		438	100	17,589	100			
e. Family members	FYSfy03e_16	1	Never	133	31	6,803	39	<b>2.0</b>	2.0	.06
		2	Sometimes	183	42	5,917	34			
		3	Often	83	18	3,308	19			
		4	Very often	39	9	1,559	9			
		Total		438	100	17,587	100			
f. Other persons or offices	FYSfy03f_16	1	Never	280	63	10,474	59	<b>1.5</b>	1.6 **	-.11
		2	Sometimes	112	27	4,739	27			
		3	Often	35	8	1,749	10			
		4	Very often	9	2	629	4			
		Total		436	100	17,591	100			

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

## First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transiti		Oakland	FY Exp / Sr Transiti	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>4. During the current school year, did you take a course intended for first-year students as described below?<sup>j</sup></b>										
<i>(Comparison data are limited to NSSE 2022.)</i>										
a. A course that introduces students to college and helps develop success skills (study skills, goal setting, time management, etc.)	FYSfycourse	Yes		174	41	9,791	56	<b>41%</b>	56% ***	-0.32
		No		216	49	5,979	33			
		Unsure		47	11	1,759	10			
		Total		437	100	17,529	100			
b. A first-year seminar or other course focused on a specialized topic or academic subject that emphasizes discussion and analysis	FYSfyseminar	Yes		137	32	11,165	61	<b>32%</b>	61% ***	-0.60
		No		217	50	4,225	25			
		Unsure		83	18	2,137	13			
		Total		437	100	17,527	100			
<b>5a. During the current school year, have you seriously considered leaving this institution?<sup>j</sup></b>										
	FYSfy04a	No		320	73	12,163	71	<b>27%</b>	29%	-0.06
		Yes		116	27	5,364	29			
		Total		436	100	17,527	100			

## First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transiti		Oakland	FY Exp / Sr Transiti	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>5b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)</b>										
	FYSfy04b_1_16	—	Academics are too difficult	26	22	959	18			
	FYSfy04b_2_16	—	Academics are too easy	1	1	262	5			
	FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	18	17	1,028	19			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	36	29	2,088	39			
	FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)	21	20	840	16			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	29	25	1,029	20			
	FYSfy04b_7_16	—	Too much emphasis on partying	1	2	262	5			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	22	20	1,145	20			
	FYSfy04b_9_16	—	Relations with faculty and staff	14	13	654	13			
	FYSfy04b_10_16	—	Relations with other students	11	9	1,214	22			
	FYSfy04b_11_16	—	Campus climate, location, or culture	30	27	1,613	29			
	FYSfy04b_12_16	—	Unsafe or hostile environment	3	3	405	7			
	FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	52	42	2,403	45			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	20	18	785	16			
<b>6. How important is it to you that you graduate from this institution?</b>										
	FYSfy05	1	Not important	24	6	768	4	<b>4.9</b>	5.0	-.07
		2	2	11	2	629	4			
		3	3	29	7	1,175	7			
		4	4	65	16	2,295	13			
		5	5	84	18	2,916	17			
		6	Very important	222	51	9,745	56			
		Total		435	100	17,528	100			

### First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Oakland	FY Exp / Sr Transiti	Oakland	FY Exp / Sr Transiti	Oakland	FY Exp / Sr Transiti			
		Comparisons with: FY Exp / Sr Transiti								
FYSfy01a	443	2.73	2.76	.041	.006	0.86	0.84	21,176	.517	-.03
FYSfy01b	439	2.80	2.84	.036	.005	0.76	0.78	21,062	.252	-.06
FYSfy01c	439	2.57	2.75	.041	.006	0.85	0.84	21,085	.000	-.21
FYSfy01d	439	2.35	2.54	.041	.006	0.87	0.86	21,060	.000	-.22
FYSfy01e	437	2.99	3.07	.036	.005	0.74	0.73	21,063	.015	-.12
FYSfy01f	439	2.69	2.81	.039	.006	0.82	0.83	21,048	.003	-.14
FYSfy02a	440	3.74	3.46	.053	.008	1.11	1.15	460	.000	.25
FYSfy02b	440	4.05	3.80	.064	.009	1.34	1.35	21,057	.000	.19
FYSfy02c	439	3.14	2.97	.062	.009	1.29	1.31	21,055	.007	.13
FYSfy02d	440	2.94	2.80	.067	.009	1.40	1.34	21,054	.034	.10
FYSfy03a_16	439	2.04	2.20	.038	.006	0.80	0.81	457	.000	-.20
FYSfy03b_16	440	1.81	1.85	.040	.006	0.83	0.86	21,009	.282	-.05
FYSfy03c_16	438	1.71	1.83	.040	.006	0.85	0.90	20,994	.007	-.13
FYSfy03d_16	440	2.54	2.70	.044	.006	0.91	0.92	21,009	.000	-.17
FYSfy03e_16	440	2.04	1.98	.044	.007	0.91	0.97	460	.177	.06
FYSfy03f_16	438	1.49	1.58	.035	.006	0.74	0.82	460	.009	-.11
FYSfycourse <sup>k</sup>	439	.405	.565	.0235	.0035	--	--	--	.000	-.32
FYSfyseminar <sup>k</sup>	439	.318	.613	.0223	.0034	--	--	--	.000	-.60
FYSfy04a <sup>k</sup>	438	.267	.294	.0212	.0032	--	--	--	.215	-.06
FYSfy05	436	4.91	5.01	.069	.010	1.44	1.40	20,942	.159	-.07

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transitn		Oakland	FY Exp / Sr Transitn	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>1. Do you expect to graduate this spring or summer?</b>										
	FYSsr01_16	No		306	39	5,965	32			
		Yes		494	61	15,386	68			
		Total		800	100	21,351	100			
<b>1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?</b>										
	FYSsr01a	— Full-time employment		302	62	8,840	58			
		— Part-time employment		30	6	765	5			
		— Graduate or professional school		90	18	3,446	21			
		— Military service		0	0	150	1			
		— Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)		3	1	74	0			
		— Internship (paid or unpaid)		24	4	586	4			
		— Travel or gap year		22	4	665	4			
		— No plans at this time		11	2	607	4			
		— Other, please specify:		14	3	312	2			
		Total		496	100	15,445	100			
<b>1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?<sup>j</sup></b>										
	FYSsr01b	No		130	38	4,328	46	<b>62%</b>	54% **	.01
	(Means indicate the percentage who responded "Yes.")	Yes, I will start a new job		83	26	2,861	29			
		Yes, I will continue in my current job		118	36	2,348	25			
		Total		331	100	9,537	100			
<b>2. [Excludes those who answered "No," not expecting spring/summer graduation] To what extent have courses in your major(s) prepared you for your post-graduation plans?</b>										
	FYSsr02	1 Very little		32	7	874	6	<b>2.8</b>	3.0 ***	-.22
		2 Some		133	28	3,203	21			
		3 Quite a bit		198	39	5,697	37			
		4 Very much		130	26	5,597	36			
		Total		493	100	15,371	100			
<b>3. Do you intend to work eventually in a field related to your major(s)?<sup>j</sup></b>										
	FYSsr03	Yes		723	91	18,301	86	<b>91%</b>	86% ***	.00
	(Means indicate the percentage who responded "Yes.")	No		20	3	909	4			
		Unsure		53	7	2,061	10			
		Total		796	100	21,271	100			
<b>4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?<sup>j</sup></b>										
	FYSsr04	Yes		117	15	4,388	21	<b>15%</b>	21% ***	.00
	(Means indicate the percentage who responded "Yes.")	No		489	59	10,950	50			
		Unsure		193	25	5,915	29			
		Total		799	100	21,253	100			

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



## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transiti		Oakland	FY Exp / Sr Transiti	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>5. Do you plan to start your own business (nonprofit or for-profit) someday?<sup>j</sup></b>										
	FYSsr05	Yes		155	20	4,947	24	<b>20%</b>	24% *	.04
		No		440	53	9,996	46			
		Unsure		202	26	6,317	30			
		Total		797	100	21,260	100			
<b>6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?<sup>j</sup></b>										
a. Critical thinking and analysis of arguments and information	FYSsr06a	1	Very little	7	1	125	1	<b>3.4</b>	3.4 **	-.10
		2	Some	82	10	1,822	9			
		3	Quite a bit	313	39	7,861	36			
		4	Very much	394	50	11,344	54			
			Total	796	100	21,152	100			
b. Creative thinking and problem solving	FYSsr06b	1	Very little	0	0	115	1	<b>3.4</b>	3.5	-.06
		2	Some	66	8	1,611	8			
		3	Quite a bit	318	40	7,609	36			
		4	Very much	409	51	11,779	56			
			Total	793	100	21,114	100			
c. Research skills	FYSsr06c	1	Very little	17	2	365	2	<b>3.2</b>	3.3 **	-.12
		2	Some	141	17	3,226	15			
		3	Quite a bit	337	43	8,271	39			
		4	Very much	301	37	9,261	44			
			Total	796	100	21,123	100			
d. Clear writing	FYSsr06d	1	Very little	8	1	219	1	<b>3.3</b>	3.3	-.06
		2	Some	95	12	2,520	12			
		3	Quite a bit	345	44	8,325	39			
		4	Very much	349	43	10,063	47			
			Total	797	100	21,127	100			
e. Persuasive speaking	FYSsr06e	1	Very little	29	4	650	3	<b>2.9</b>	3.1 ***	-.17
		2	Some	223	28	4,624	22			
		3	Quite a bit	305	38	8,080	38			
		4	Very much	240	30	7,773	37			
			Total	797	100	21,127	100			
f. Technological skills	FYSsr06f	1	Very little	31	4	661	3	<b>3.1</b>	3.1	-.06
		2	Some	169	21	4,445	20			
		3	Quite a bit	337	42	8,423	39			
		4	Very much	260	34	7,599	37			
			Total	797	100	21,128	100			
g. Financial and business management skills	FYSsr06g	1	Very little	157	19	3,285	15	<b>2.4</b>	2.6 ***	-.23
		2	Some	314	39	7,137	33			
		3	Quite a bit	223	29	6,188	30			
		4	Very much	102	13	4,513	22			
			Total	796	100	21,123	100			
h. Entrepreneurial skills	FYSsr06h	1	Very little	224	27	4,520	21	<b>2.2</b>	2.4 ***	-.23
		2	Some	302	38	7,353	35			
		3	Quite a bit	185	24	5,255	25			
		4	Very much	86	11	3,984	19			
			Total	797	100	21,112	100			

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

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Oakland		FY Exp / Sr Transiti		Oakland	FY Exp / Sr Transiti	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
i. Leadership skills	FYSsr06i	1	Very little	25	3	580	3	<b>3.1</b>	3.2 ***	-0.13 ▽
		2	Some	145	18	3,308	16			
		3	Quite a bit	321	41	7,471	35			
		4	Very much	305	38	9,759	46			
		Total		796	100	21,118	100			
j. Networking and relationship building	FYSsr06j	1	Very little	52	7	1,062	5	<b>2.9</b>	3.0 ***	-0.15 ▽
		2	Some	192	25	4,710	23			
		3	Quite a bit	320	40	7,661	36			
		4	Very much	231	28	7,684	36			
		Total		795	100	21,117	100			
<b>7. To what extent has your coursework in your major(s) emphasized the following?</b>										
a. Generating new ideas or brainstorming	FYSsr07a	1	Very little	24	3	596	3	<b>3.0</b>	3.1 ***	-0.16 ▽
		2	Some	182	24	3,664	18			
		3	Quite a bit	334	42	8,449	40			
		4	Very much	254	31	8,372	39			
		Total		794	100	21,081	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	204	26	3,752	19	<b>2.4</b>	2.6 ***	-0.22 ▽
		2	Some	235	30	5,848	28			
		3	Quite a bit	212	27	6,117	29			
		4	Very much	145	18	5,355	25			
		Total		796	100	21,072	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	44	6	767	4	<b>3.0</b>	3.1 ***	-0.16 ▽
		2	Some	176	22	4,000	19			
		3	Quite a bit	324	41	8,375	39			
		4	Very much	249	30	7,917	37			
		Total		793	100	21,059	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	92	12	2,005	10	<b>2.6</b>	2.8 ***	-0.15 ▽
		2	Some	259	33	5,856	28			
		3	Quite a bit	266	33	7,107	33			
		4	Very much	177	22	6,024	28			
		Total		794	100	20,992	100			
<b>8. Have you been creating an ePortfolio or other collection that includes samples of your work over time, shows your progress, and helps you reflect on the knowledge and skills you have gained?<sup>j</sup></b>										
	FYSsr09_21	Yes		266	33	5,962	28	<b>33%</b>	28% **	.01 △
		No		473	61	13,182	63			
		Unsure		52	7	1,825	9			
		Total		791	100	20,969	100			
<b>9. Is there anything your institution could have done better to prepare you for your career or further education? Please describe.</b>										

This final question asked students to respond in an open text box. Comments were recorded for 251 seniors. Responses are provided in your NSSE22 Student Comments Report and in a separate SPSS data file.

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

#### Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Oakland	FY Exp / Sr Transiti	Oakland	FY Exp / Sr Transiti	Oakland	FY Exp / Sr Transiti			
		Comparisons with: FY Exp / Sr Transiti								
FYSsr01b <sup>k</sup>	325	.620	.544	.0270	.0049	--	--	--	.007	.15
FYSsr02	479	2.83	3.03	.041	.007	0.90	0.90	17,052	.000	-.22
FYSsr03 <sup>k</sup>	791	.906	.858	.0104	.0022	--	--	--	.000	.15
FYSsr04 <sup>k</sup>	793	.153	.210	.0128	.0026	--	--	--	.000	-.15
FYSsr05 <sup>k</sup>	792	.203	.235	.0143	.0027	--	--	--	.037	-.08
FYSsr06a	791	3.38	3.44	.025	.004	0.70	0.68	24,937	.007	-.10
FYSsr06b	788	3.43	3.47	.023	.004	0.64	0.66	24,890	.083	-.06
FYSsr06c	791	3.16	3.25	.028	.005	0.77	0.78	843	.001	-.12
FYSsr06d	792	3.29	3.33	.025	.005	0.71	0.73	24,903	.097	-.06
FYSsr06e	792	2.95	3.09	.030	.005	0.85	0.84	24,899	.000	-.17
FYSsr06f	792	3.05	3.11	.029	.005	0.83	0.83	24,909	.089	-.06
FYSsr06g	790	2.36	2.59	.033	.006	0.93	0.99	849	.000	-.23
FYSsr06h	792	2.18	2.42	.034	.007	0.95	1.03	852	.000	-.23
FYSsr06i	791	3.13	3.24	.029	.005	0.82	0.83	844	.000	-.13
FYSsr06j	790	2.90	3.03	.031	.006	0.88	0.89	24,897	.000	-.15
FYSsr07a	788	3.00	3.14	.029	.005	0.82	0.83	840	.000	-.16
FYSsr07b	791	2.36	2.60	.037	.007	1.05	1.06	24,837	.000	-.22
FYSsr07c	787	2.96	3.09	.031	.005	0.88	0.85	24,816	.000	-.16
FYSsr07d	788	2.65	2.79	.034	.006	0.95	0.97	24,727	.000	-.15
FYSsr09_21 <sup>k</sup>	785	0.33	0.28	.0167	.0029	--	--	--	.005	.10

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## Endnotes

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

### Key to symbols:

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

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