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# **NSSE 2017 Topical Module Report**

## **First-Year Experiences and Senior Transitions**

Northern Michigan University

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## About This Topical Module

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

## Comparison Group

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

Group label	Crngie Size-Setting
Date submitted	5/2/17
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Size & Setting (M 4yr resid)
Group description	Carnegie Size & Setting* — M4/R: Four-year, medium, primarily residential

## Crngie Size-Setting (N=34)

Arkansas Tech University (Russellville, AR)	University of Wisconsin-Green Bay (Green Bay, WI)
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	University of Wisconsin-Stevens Point (Stevens Point, WI)
California Baptist University (Riverside, CA)	West Texas A&M University (Canyon, TX)
California University of Pennsylvania (California, PA)	Winthrop University (Rock Hill, SC)*
Clarion University of Pennsylvania (Clarion, PA)	
College of Saint Rose, The (Albany, NY)	
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)	
Eastern Illinois University (Charleston, IL)	
Fayetteville State University (Fayetteville, NC)	
Florida Institute of Technology (Melbourne, FL)	
Francis Marion University (Florence, SC)	
Iona College (New Rochelle, NY)*	
Johnson & Wales University (Providence, RI)*	
Kutztown University of Pennsylvania (Kutztown, PA)	
Lock Haven University (Lock Haven, PA)	
Millersville University of Pennsylvania (Millersville, PA)	
Missouri University of Science & Technology (Rolla, MO)*	
New School, The (New York, NY)*	
Plymouth State University (Plymouth, NH)	
Radford University (Radford, VA)	
Saginaw Valley State University (University Center, MI)	
Seton Hall University (South Orange, NJ)	
Shippensburg University of Pennsylvania (Shippensburg, PA)	
Slippery Rock University of Pennsylvania (Slippery Rock, PA)	
Texas Christian University (Fort Worth, TX)*	
University of Hawai'i at Hilo (Hilo, HI)	
University of La Verne (La Verne, CA)	
University of Maine (Orono, ME)	
University of North Carolina at Pembroke (Pembroke, NC)	
University of Southern Indiana (Evansville, IN)*	

## 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>		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	
				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	9	5	325	4	<b>2.7</b>	2.8	-.06
		2	Sometimes	63	38	2,809	37			
		3	Often	67	38	2,839	37			
		4	Very often	35	19	1,708	22			
		Total		174	100	7,681	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	6	3	245	3	<b>2.7</b>	2.8	-.14
		2	Sometimes	62	39	2,327	31			
		3	Often	80	45	3,533	46			
		4	Very often	26	14	1,540	19			
		Total		174	100	7,645	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	10	5	561	7	<b>2.6</b>	2.6	-.06
		2	Sometimes	73	42	3,018	39			
		3	Often	71	43	2,842	38			
		4	Very often	20	10	1,243	16			
		Total		174	100	7,664	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	14	7	718	9	<b>2.5</b>	2.6	-.06
		2	Sometimes	73	42	3,101	41			
		3	Often	71	42	2,606	34			
		4	Very often	18	9	1,233	16			
		Total		176	100	7,658	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	1	1	78	1	<b>3.1</b>	3.1	.05
		2	Sometimes	26	16	1,436	19			
		3	Often	99	56	3,821	50			
		4	Very often	50	28	2,315	30			
		Total		176	100	7,650	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	7	4	328	4	<b>2.8</b>	2.9	-.12
		2	Sometimes	59	32	2,243	29			
		3	Often	83	48	3,276	43			
		4	Very often	27	16	1,806	24			
		Total		176	100	7,653	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	7	4	359	5	<b>3.3</b>	3.4	-.06
		2	2	35	20	1,218	16			
		3	3	60	34	2,431	32			
		4	4	52	29	2,601	33			
		5	5	18	9	819	11			
		6	Very difficult	4	4	240	3			
		Total		176	100	7,668	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	10	6	479	7	<b>3.7</b>	3.7	-.03
		2	2	23	13	1,066	13			
		3	3	44	25	1,782	23			
		4	4	54	31	2,063	27			
		5	5	30	16	1,408	19			
		6	Very difficult	15	10	866	12			
		Total		176	100	7,664	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>		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
c. Getting help with school work	FYSfy02c	1	Not at all difficult	25	16	1,204	16	<b>2.8</b>	2.8	-.06
		2	2	55	32	2,075	27			
		3	3	52	28	2,205	29			
		4	4	25	14	1,406	19			
		5	5	15	8	521	7			
		6	Very difficult	4	2	246	3			
		Total		176	100	7,657	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	29	16	1,584	22	<b>2.8</b>	2.7	.06
		2	2	61	35	2,137	28			
		3	3	39	22	1,928	25			
		4	4	30	17	1,248	16			
		5	5	14	8	531	7			
		6	Very difficult	3	2	233	3			
		Total		176	100	7,661	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	25	13	1,200	15	<b>2.2</b>	2.2	.00
		2	Sometimes	94	55	4,069	53			
		3	Often	48	27	1,809	24			
		4	Very often	9	5	566	7			
		Total		176	100	7,644	100			
b. Academic advisors	FYSfy03b_16	1	Never	77	43	3,684	47	<b>1.8</b>	1.7	.06
		2	Sometimes	70	41	2,748	37			
		3	Often	20	11	912	12			
		4	Very often	9	5	301	4			
		Total		176	100	7,645	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	88	50	3,172	42	<b>1.7</b>	1.9 *	-.15
		2	Sometimes	52	30	2,726	35			
		3	Often	26	16	1,207	16			
		4	Very often	9	4	533	7			
		Total		175	100	7,638	100			
d. Friends or other students	FYSfy03d_16	1	Never	4	3	391	6	<b>3.0</b>	2.8	.13
		2	Sometimes	54	29	2,117	29			
		3	Often	60	37	3,139	40			
		4	Very often	58	31	2,002	25			
		Total		176	100	7,649	100			
e. Family members	FYSfy03e_16	1	Never	61	36	2,998	39	<b>2.0</b>	2.0	-.02
		2	Sometimes	71	41	2,476	33			
		3	Often	28	17	1,489	19			
		4	Very often	16	7	681	9			
		Total		176	100	7,644	100			
f. Other persons or offices	FYSfy03f_16	1	Never	104	56	4,588	59	<b>1.6</b>	1.6	.02
		2	Sometimes	54	34	2,120	29			
		3	Often	12	7	685	9			
		4	Very often	5	3	234	3			
		Total		175	100	7,627	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>		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>4a. During the current school year, have you seriously considered leaving this institution?<sup>j</sup></b>										
	FYSfy04a	No		112	63	5,239	69	<b>37%</b>	31%	.14
	(Means indicate the percentage who responded "Yes.")	Yes		64	37	2,407	31			
		Total		176	100	7,646	100			
<b>4b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)</b>										
	FYSfy04b_1_16	—	Academics are too difficult	4	7	384	15			
	FYSfy04b_2_16	—	Academics are too easy	2	2	144	6			
			Other academic issues (major not offered, course availability, advising, credit transfer, etc.)							
	FYSfy04b_3_16	—		9	11	408	17			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	29	49	913	37			
			To change your career options (transfer to another school or program, military service, etc.)							
	FYSfy04b_5_16	—		10	14	482	20			
			Difficulty managing demands of school and work							
	FYSfy04b_6_16	—		10	16	340	15			
	FYSfy04b_7_16	—	Too much emphasis on partying	1	1	173	8			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	17	27	469	19			
	FYSfy04b_9_16	—	Relations with faculty and staff	6	10	220	9			
	FYSfy04b_10_16	—	Relations with other students	11	15	538	21			
	FYSfy04b_11_16	—	Campus climate, location, or culture	22	28	626	26			
	FYSfy04b_12_16	—	Unsafe or hostile environment	2	2	132	6			
			Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)							
	FYSfy04b_13_16	—		34	46	906	36			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	12	20	369	16			
<b>5. How important is it to you that you graduate from <i>this institution</i>?</b>										
	FYSfy05	1	Not important	15	9	385	5	<b>4.5</b>	5.0 ***	-.34
		2		11	5	259	3			
		3		21	12	462	6			
		4		23	15	888	12			
		5		23	14	1,146	15			
		6	Very important	82	44	4,438	58			
		Total		175	100	7,578	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 <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	NMU	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting			
FYSfy01a	172	2.71	2.75	.06	.01	0.83	0.84	7,737	.467	-.06
FYSfy01b	172	2.70	2.81	.06	.01	0.74	0.78	7,699	.069	-.14
FYSfy01c	172	2.58	2.63	.06	.01	0.75	0.83	181	.374	-.06
FYSfy01d	175	2.52	2.57	.06	.01	0.76	0.87	184	.398	-.06
FYSfy01e	175	3.12	3.08	.05	.01	0.67	0.73	7,705	.552	.05
FYSfy01f	175	2.77	2.87	.06	.01	0.77	0.83	7,712	.116	-.12
FYSfy02a	175	3.31	3.37	.09	.01	1.15	1.12	7,725	.439	-.06
FYSfy02b	175	3.69	3.73	.10	.02	1.31	1.39	7,722	.702	-.03
FYSfy02c	175	2.75	2.83	.10	.01	1.26	1.27	7,712	.443	-.06
FYSfy02d	175	2.75	2.67	.10	.02	1.28	1.31	7,715	.441	.06
FYSfy03a_16	175	2.24	2.24	.06	.01	0.73	0.80	7,697	.978	.00
FYSfy03b_16	175	1.78	1.73	.06	.01	0.82	0.82	7,700	.404	.06
FYSfy03b_16	174	1.74	1.88	.07	.01	0.87	0.92	7,692	.050	-.15
FYSfy03b_16	175	2.95	2.84	.06	.01	0.85	0.86	7,702	.093	.13
FYSfy03e_16	175	1.95	1.97	.07	.01	0.90	0.96	7,695	.779	-.02
FYSfy03f_16	174	1.57	1.56	.06	.01	0.76	0.78	7,678	.818	.02
FYSfy04a <sup>k</sup>	175	.373	.307	.0367	.0053	--	--	--	.063	.14
FYSfy05	174	4.52	5.02	.13	.02	1.69	1.45	179	.000	-.34

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>1. Do you expect to graduate this spring or summer?</b>										
	FYSSr01_16		No	161	42	3,130	33			
			Yes	234	58	6,414	67			
			Total	395	100	9,544	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	134	58	3,743	59			
		—	Part-time employment	17	8	253	4			
		—	Graduate or professional school	47	17	1,519	23			
		—	Military service	1	1	67	1			
		—	Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	6	2	46	1			
		—	Internship (paid or unpaid)	11	5	295	4			
		—	Travel or gap year	12	5	184	3			
		—	No plans at this time	10	4	218	3			
		—	Other, please specify:	1	1	142	2			
			Total	239	100	6,467	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	89	57	2,295	57	<b>43%</b>	43%	.01
	<i>(Means indicate the percentage who responded "Yes.")</i>		Yes, I will start a new job	35	27	789	19			
			Yes, I will continue in my current job	27	16	897	24			
			Total	151	100	3,981	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	17	6	323	5	<b>3.0</b>	3.1	-.08
		2	Some	52	21	1,299	20			
		3	Quite a bit	86	38	2,400	37			
		4	Very much	84	35	2,432	38			
			Total	239	100	6,454	100			
<b>3. Do you intend to work eventually in a field related to your major(s)?<sup>j</sup></b>										
	FYSSr03		Yes	358	90	8,405	88	<b>90%</b>	88%	.09
	<i>(Means indicate the percentage who responded "Yes.")</i>		No	14	3	352	4			
			Unsure	26	6	804	9			
			Total	398	100	9,561	100			
<b>4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?<sup>j</sup></b>										
	FYSSr04		Yes	60	17	1,743	19	<b>17%</b>	19%	-.06
	<i>(Means indicate the percentage who responded "Yes.")</i>		No	238	57	5,335	54			
			Unsure	100	27	2,483	26			
			Total	398	100	9,561	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>		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>5. Do you plan to start your own business (nonprofit or for-profit) someday?<sup>j</sup></b>										
	FYSsr05		Yes	60	17	1,986	22	<b>17%</b>	22% * ▽	-.12
		(Means indicate the percentage who responded "Yes.")	No	230	55	4,924	50			
			Unsure	108	28	2,662	28			
			Total	398	100	9,572	100			
<b>6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?</b>										
a. Critical thinking and analysis of arguments and information	FYSsr06a		1 Very little	0	0	54	1	<b>3.4</b>	3.4	-.03
			2 Some	35	8	792	8			
			3 Quite a bit	166	42	3,679	38			
			4 Very much	197	51	5,029	54			
			Total	398	100	9,554	100			
b. Creative thinking and problem solving	FYSsr06b		1 Very little	1	0	48	0	<b>3.5</b>	3.5	-.02
			2 Some	22	6	670	7			
			3 Quite a bit	164	41	3,550	36			
			4 Very much	211	53	5,282	56			
			Total	398	100	9,550	100			
c. Research skills	FYSsr06c		1 Very little	8	1	155	1	<b>3.2</b>	3.2	-.02
			2 Some	72	17	1,619	16			
			3 Quite a bit	162	41	3,914	41			
			4 Very much	156	40	3,862	41			
			Total	398	100	9,550	100			
d. Clear writing	FYSsr06d		1 Very little	6	2	120	1	<b>3.3</b>	3.3	-.03
			2 Some	50	13	1,268	13			
			3 Quite a bit	172	41	3,918	41			
			4 Very much	170	44	4,241	45			
			Total	398	100	9,547	100			
e. Persuasive speaking	FYSsr06e		1 Very little	21	5	327	3	<b>3.0</b>	3.1	-.04
			2 Some	92	22	2,280	23			
			3 Quite a bit	164	39	3,705	38			
			4 Very much	121	34	3,243	35			
			Total	398	100	9,555	100			
f. Technological skills	FYSsr06f		1 Very little	13	3	249	3	<b>3.0</b>	3.1 ** ▽	-.14
			2 Some	115	27	2,093	21			
			3 Quite a bit	167	40	3,981	41			
			4 Very much	102	30	3,225	35			
			Total	397	100	9,548	100			
g. Financial and business management skills	FYSsr06g		1 Very little	74	17	1,398	14	<b>2.4</b>	2.6 ** ▽	-.16
			2 Some	160	41	3,533	36			
			3 Quite a bit	115	28	2,787	30			
			4 Very much	49	14	1,824	20			
			Total	398	100	9,542	100			

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
h. Entrepreneurial skills	FYSSr06h	1	Very little	110	26	2,132	21	<b>2.2</b>	2.4 *	-0.12
		2	Some	155	39	3,678	38			
		3	Quite a bit	86	22	2,294	24			
		4	Very much	47	14	1,426	16			
		Total		398	100	9,530	100			
i. Leadership skills	FYSSr06i	1	Very little	8	2	217	2	<b>3.3</b>	3.3	-0.04
		2	Some	55	13	1,407	14			
		3	Quite a bit	163	42	3,315	35			
		4	Very much	172	43	4,615	49			
		Total		398	100	9,554	100			
j. Networking and relationship building	FYSSr06j	1	Very little	15	4	401	4	<b>3.0</b>	3.1	-0.08
		2	Some	93	23	2,019	21			
		3	Quite a bit	163	41	3,608	38			
		4	Very much	127	32	3,513	37			
		Total		398	100	9,541	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	11	4	293	3	<b>3.1</b>	3.2 *	-0.10
		2	Some	87	21	1,713	18			
		3	Quite a bit	157	39	3,818	40			
		4	Very much	141	36	3,716	39			
		Total		396	100	9,540	100			
b. Taking risks in your coursework without fear of penalty	FYSSr07b	1	Very little	73	19	1,774	18	<b>2.6</b>	2.6	-0.04
		2	Some	119	29	2,729	28			
		3	Quite a bit	122	31	2,834	30			
		4	Very much	82	22	2,194	24			
		Total		396	100	9,531	100			
c. Evaluating multiple approaches to a problem	FYSSr07c	1	Very little	16	4	403	4	<b>3.0</b>	3.1	-0.08
		2	Some	88	22	1,819	19			
		3	Quite a bit	157	39	3,726	39			
		4	Very much	136	35	3,539	38			
		Total		397	100	9,487	100			
d. Inventing new methods to arrive at unconventional solutions	FYSSr07d	1	Very little	41	11	1,005	11	<b>2.7</b>	2.8	-0.10
		2	Some	139	34	2,693	28			
		3	Quite a bit	128	31	3,238	34			
		4	Very much	88	24	2,523	27			
		Total		396	100	9,459	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 117 seniors. Responses are provided in your "NSSE17 Topical Module - Senior Transitions 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 <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		NMU	Crngie Size-Setting	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting			
FYSsr01b <sup>k</sup>	150	.435	.430	.0406	.0078	--	--	--	.909	.01
FYSsr02	228	3.01	3.07	.06	.01	0.90	0.88	6,633	.261	-.08
FYSsr03 <sup>k</sup>	390	.904	.876	.0149	.0034	--	--	--	.096	.09
FYSsr04 <sup>k</sup>	390	.170	.193	.0190	.0040	--	--	--	.251	-.06
FYSsr05 <sup>k</sup>	390	.172	.219	.0192	.0042	--	--	--	.027	-.12
FYSsr06a	390	3.43	3.45	.03	.01	0.63	0.66	9,922	.574	-.03
FYSsr06b	390	3.47	3.49	.03	.01	0.61	0.64	9,917	.649	-.02
FYSsr06c	390	3.20	3.22	.04	.01	0.77	0.77	9,918	.685	-.02
FYSsr06d	390	3.27	3.29	.04	.01	0.76	0.74	9,915	.531	-.03
FYSsr06e	390	3.02	3.05	.04	.01	0.88	0.84	9,921	.448	-.04
FYSsr06f	389	2.97	3.08	.04	.01	0.83	0.81	9,912	.007	-.14
FYSsr06g	390	2.40	2.55	.05	.01	0.92	0.96	424	.001	-.16
FYSsr06h	390	2.24	2.35	.05	.01	0.98	0.99	9,898	.024	-.12
FYSsr06i	390	3.27	3.30	.04	.01	0.75	0.79	425	.470	-.04
FYSsr06j	390	3.01	3.08	.04	.01	0.84	0.86	9,908	.139	-.08
FYSsr07a	388	3.07	3.15	.04	.01	0.85	0.82	9,903	.044	-.10
FYSsr07b	388	2.55	2.59	.05	.01	1.03	1.04	9,897	.451	-.04
FYSsr07c	389	3.04	3.10	.04	.01	0.86	0.85	9,852	.130	-.08
FYSsr07d	388	2.68	2.78	.05	.01	0.96	0.96	9,823	.056	-.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.
- 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.