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# NSSE 2024 Topical Module Report

## First-Year Experiences & Senior Transitions

### University of Washington Tacoma

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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>		
				UW Tacoma		FY Exp / Sr Transitn		UW Tacoma	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	1	1	1,192	4	<b>2.9</b>	2.8	.09
		2	Sometimes	31	37	9,758	33			
		3	Often	27	31	11,296	37			
		4	Very often	26	30	7,862	25			
		Total		85	100	30,108	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	0	0	842	3	<b>2.9</b>	2.9	.00
		2	Sometimes	28	34	8,659	29			
		3	Often	37	43	13,649	45			
		4	Very often	19	22	6,917	23			
		Total		84	100	30,067	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	2	2	3,088	10	<b>2.9</b>	2.6 **	.32
		2	Sometimes	25	30	11,162	37			
		3	Often	38	45	10,756	36			
		4	Very often	20	23	5,088	17			
		Total		85	100	30,094	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	7	8	3,492	12	<b>2.5</b>	2.5	.04
		2	Sometimes	44	51	13,307	44			
		3	Often	20	23	9,127	30			
		4	Very often	15	17	4,153	14			
		Total		86	100	30,079	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	1	1	321	1	<b>3.1</b>	3.1	-.06
		2	Sometimes	18	22	5,358	18			
		3	Often	39	46	14,844	49			
		4	Very often	26	31	9,530	32			
		Total		84	100	30,053	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	7	8	1,360	5	<b>2.7</b>	2.8	-.15
		2	Sometimes	31	37	9,605	31			
		3	Often	27	32	12,390	41			
		4	Very often	19	23	6,710	23			
		Total		84	100	30,065	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	3	4	1,220	4	<b>3.5</b>	3.5	.02
		2	2	10	12	4,287	14			
		3	3	25	30	8,956	30			
		4	4	34	40	10,553	35			
		5	5	10	12	3,806	12			
		6	Very difficult	2	2	1,249	4			
		Total		84	100	30,071	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	3	4	1,233	4	<b>3.9</b>	3.9	.02
		2	2	7	8	3,290	11			
		3	3	20	23	6,536	22			
		4	4	28	33	8,482	28			
		5	5	15	18	6,254	21			
		6	Very difficult	11	14	4,258	14			
		Total		84	100	30,053	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>		
				UW Tacoma		FY Exp / Sr Transitrn		UW Tacoma	FY Exp / Sr Transitrn	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
c. Getting help with school work	FYSfy02c	1	Not at all difficult	8	10	3,862	13	<b>2.9</b>	3.0	-.07
		2	2	19	22	7,291	24			
		3	3	35	41	8,631	28			
		4	4	18	21	6,223	21			
		5	5	4	5	2,674	9			
		6	Very difficult	1	1	1,353	5			
		Total		85	100	30,034	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	15	17	5,362	18	<b>2.7</b>	2.8	-.08
		2	2	24	28	8,003	26			
		3	3	24	28	7,733	25			
		4	4	16	19	5,458	18			
		5	5	4	5	2,367	8			
		6	Very difficult	2	2	1,117	4			
		Total		85	100	30,040	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	10	12	5,440	19	<b>2.4</b>	2.2 *	.25
		2	Sometimes	44	52	15,877	52			
		3	Often	20	24	6,749	23			
		4	Very often	11	13	1,958	6			
		Total		85	100	30,024	100			
b. Academic advisors	FYSfy03b_16	1	Never	41	48	14,802	48	<b>1.8</b>	1.7	.07
		2	Sometimes	28	32	10,354	35			
		3	Often	10	12	3,733	13			
		4	Very often	6	7	1,108	4			
		Total		85	100	29,997	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	43	50	14,602	48	<b>1.8</b>	1.8	-.02
		2	Sometimes	27	32	9,342	32			
		3	Often	8	10	4,165	14			
		4	Very often	7	8	1,871	6			
		Total		85	100	29,980	100			
d. Friends or other students	FYSfy03d_16	1	Never	11	13	2,212	8	<b>2.6</b>	2.8	-.20
		2	Sometimes	31	36	8,893	31			
		3	Often	25	30	11,180	37			
		4	Very often	18	21	7,712	24			
		Total		85	100	29,997	100			
e. Family members	FYSfy03e_16	1	Never	38	46	12,472	42	<b>1.9</b>	1.9	-.04
		2	Sometimes	24	28	9,777	32			
		3	Often	17	20	5,285	17			
		4	Very often	6	7	2,476	8			
		Total		85	100	30,010	100			
f. Other persons or offices	FYSfy03f_16	1	Never	58	68	19,118	63	<b>1.5</b>	1.5	-.04
		2	Sometimes	16	19	7,489	26			
		3	Often	8	10	2,477	9			
		4	Very often	3	4	916	3			
		Total		85	100	30,000	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>		
				UW Tacoma		FY Exp / Sr Transitn		UW Tacoma	FY Exp / Sr Transitn	
				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>										
a. A course that introduces students to college and helps develop success skills (study skills, goal setting, time management, etc.)	FYSfycourse <i>(Means indicate the percentage who responded "Yes.")</i>	Yes No Unsure Total		24	28	12,955	45	<b>28%</b>	45% **	▼ -.34
				53	63	13,659	45			
				7	8	3,328	11			
				84	100	29,942	100			
b. A first-year seminar or other course focused on a specialized topic or academic subject that emphasizes discussion and analysis	FYSfyseminar <i>(Means indicate the percentage who responded "Yes.")</i>	Yes No Unsure Total		37	45	13,968	47	<b>45%</b>	47%	-.04
				33	39	11,419	38			
				14	16	4,510	15			
				84	100	29,897	100			
<b>5a. During the current school year, have you seriously considered leaving this institution?<sup>j</sup></b>										
	FYSfy04a <i>(Means indicate the percentage who responded "Yes.")</i>	No Yes Total		63	74	21,114	71	<b>26%</b>	29%	-.07
				22	26	8,853	29			
				85	100	29,967	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>		
				UW Tacoma		FY Exp / Sr Transitn		UW Tacoma	FY Exp / Sr Transitn	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>5b. [if answered "yes"] Why did you consider leaving? (Select all that apply.)</b>										
	FYSfy04b_1_16	—	Academics are too difficult	9	40	1,783	21			
	FYSfy04b_2_16	—	Academics are too easy	1	5	386	5			
	FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	7	32	1,501	17			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	4	18	3,544	41			
	FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)	4	19	1,864	21			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	5	21	1,798	21			
	FYSfy04b_7_16	—	Too much emphasis on partying	0	0	421	5			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	8	38	1,704	20			
	FYSfy04b_9_16	—	Experiences with faculty and staff	4	17	1,361	15			
	FYSfy04b_10_16	—	Experiences with other students	3	13	1,692	19			
	FYSfy04b_11_16	—	Campus climate, location, or culture	7	32	2,289	26			
	FYSfy04b_12_16	—	Unsafe or hostile environment	2	9	637	8			
	FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	5	22	3,791	43			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	3	15	1,155	13			
<b>6. How important is it to you that you graduate from <i>this institution</i>?</b>										
	FYSfy05	1	Not important	1	1	1,263	5	<b>5.0</b>	5.0	.00
		2	2	4	5	1,014	4			
		3	3	6	8	2,052	7			
		4	4	16	19	4,100	14			
		5	5	13	15	5,126	17			
		6	Very important	44	52	16,337	54			
		Total		84	100	29,892	100			

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### 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>
		UW Tacoma	FY Exp / Sr Transiti	UW Tacoma	FY Exp / Sr Transiti	UW Tacoma	FY Exp / Sr Transiti			
FYSfy01a	85	2.91	2.83	.092	.005	.85	.85	25,598	.408	.09
FYSfy01b	84	2.88	2.88	.081	.005	.75	.79	25,564	.985	.00
FYSfy01c	85	2.89	2.61	.085	.006	.78	.88	85	.001	.32
FYSfy01d	86	2.50	2.47	.094	.005	.87	.87	25,573	.715	.04
FYSfy01e	84	3.07	3.11	.083	.005	.76	.73	25,542	.563	-.06
FYSfy01f	84	2.69	2.82	.100	.005	.92	.83	84	.208	-.15
FYSfy02a	84	3.52	3.50	.115	.007	1.05	1.14	25,569	.861	.02
FYSfy02b	84	3.94	3.92	.139	.008	1.28	1.35	25,547	.865	.02
FYSfy02c	85	2.93	3.02	.115	.008	1.07	1.32	85	.459	-.07
FYSfy02d	85	2.72	2.82	.133	.008	1.23	1.34	25,543	.484	-.08
FYSfy03a_16	85	2.37	2.17	.092	.005	.85	.80	25,530	.019	.25
FYSfy03b_16	85	1.78	1.73	.101	.005	.93	.84	25,504	.532	.07
FYSfy03c_16	85	1.77	1.79	.102	.006	.95	.91	25,494	.827	-.02
FYSfy03d_16	85	2.59	2.77	.105	.006	.97	.91	25,502	.064	-.20
FYSfy03e_16	85	1.88	1.92	.104	.006	.96	.96	25,513	.722	-.04
FYSfy03f_16	85	1.49	1.52	.089	.005	.82	.78	25,514	.704	-.04
FYSfycourse <sup>k</sup>	84	28%	45%	.0494	.0031	--	--	--	.002	-.34
FYSfyseminar <sup>k</sup>	84	45%	47%	.0545	.0031	--	--	--	.729	-.04
FYSfy04a <sup>k</sup>	85	26%	29%	.0479	.0029	--	--	--	.512	-.07
FYSfy05	84	4.98	4.98	.140	.009	1.29	1.41	25,435	.986	.00

\*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>		
				UW Tacoma		FY Exp / Sr Transitn		UW Tacoma	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>										
	FYSr01_16	No		39	26	8,580	30			
		Yes		119	74	22,342	70			
		Total		158	100	30,922	100			
<b>1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?</b>										
	FYSr01a	—	Full-time employment	65	52	12,528	56			
		—	Part-time employment	14	11	1,222	5			
		—	Graduate or professional school	27	22	5,692	25			
		—	Military service	1	1	123	1			
		—	Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	0	0	66	0			
		—	Internship (paid or unpaid)	10	8	758	3			
		—	Travel or gap year	3	3	982	4			
		—	No plans at this time	1	1	760	3			
		—	Other, please specify:	2	2	507	2			
		Total		123	100	22,638	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>										
	FYSr01b	No		36	47	6,424	47	<b>53%</b>	53%	.00
		(Means indicate the percentage who responded "Yes.")	Yes, I will start a new job	15	21	4,036	29			
			Yes, I will continue in my current job	26	33	3,212	24			
			Total	77	100	13,672	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>										
	FYSr02	1	Very little	7	6	1,533	7	<b>2.9</b>	2.9	-.03
		2	Some	28	24	5,271	24			
		3	Quite a bit	56	44	8,814	38			
		4	Very much	31	26	6,968	31			
		Total		122	100	22,586	100			
<b>3. Do you intend to work eventually in a field related to your major(s)?<sup>j</sup></b>										
	FYSr03	Yes		132	82	26,662	86	<b>82%</b>	86%	-.11
		(Means indicate the percentage who responded "Yes.")	No	10	6	1,278	4			
			Unsure	19	13	3,154	10			
			Total	161	100	31,094	100			
<b>4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?<sup>j</sup></b>										
	FYSr04	Yes		35	24	6,259	21	<b>24%</b>	21%	.08
		(Means indicate the percentage who responded "Yes.")	No	66	38	15,389	49			
			Unsure	59	38	9,492	31			
			Total	160	100	31,140	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>		
				UW Tacoma		FY Exp / Sr Transitn		UW Tacoma	FY Exp / Sr Transitn	
				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		38	25	6,743	23	<b>25%</b>	23%	.05
		No		70	43	14,518	45			
		Unsure		52	32	9,846	32			
		Total		160	100	31,107	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	1	1	215	1	<b>3.5</b>	3.4	.09
		2	Some	7	4	2,472	8			
		3	Quite a bit	67	39	12,394	39			
		4	Very much	85	55	15,995	52			
		Total		160	100	31,076	100			
b. Creative thinking and problem solving	FYSsr06b	1	Very little	1	1	202	1	<b>3.5</b>	3.4	.10
		2	Some	8	6	2,329	8			
		3	Quite a bit	61	34	12,123	38			
		4	Very much	90	59	16,387	53			
		Total		160	100	31,041	100			
c. Research skills	FYSsr06c	1	Very little	1	1	777	2	<b>3.4</b>	3.2 **	.22
		2	Some	14	8	5,439	17			
		3	Quite a bit	71	46	12,581	40			
		4	Very much	75	46	12,269	40			
		Total		161	100	31,066	100			
d. Clear writing	FYSsr06d	1	Very little	3	2	406	1	<b>3.4</b>	3.3 *	.16
		2	Some	12	8	3,858	13			
		3	Quite a bit	58	36	12,797	41			
		4	Very much	88	54	14,004	45			
		Total		161	100	31,065	100			
e. Persuasive speaking	FYSsr06e	1	Very little	6	3	1,128	4	<b>3.1</b>	3.0	.09
		2	Some	36	22	7,228	24			
		3	Quite a bit	60	36	12,383	39			
		4	Very much	59	39	10,306	34			
		Total		161	100	31,045	100			
f. Technological skills	FYSsr06f	1	Very little	7	4	1,044	3	<b>3.1</b>	3.1	.05
		2	Some	33	20	7,139	22			
		3	Quite a bit	66	39	12,649	40			
		4	Very much	55	37	10,211	34			
		Total		161	100	31,043	100			
g. Financial and business management skills	FYSsr06g	1	Very little	31	18	6,088	19	<b>2.4</b>	2.4	-.03
		2	Some	59	37	11,245	36			
		3	Quite a bit	49	29	8,370	27			
		4	Very much	22	15	5,336	18			
		Total		161	100	31,039	100			
h. Entrepreneurial skills	FYSsr06h	1	Very little	45	27	8,212	26	<b>2.3</b>	2.3	-.02
		2	Some	57	35	11,365	36			
		3	Quite a bit	39	24	6,996	23			
		4	Very much	20	14	4,464	15			
		Total		161	100	31,037	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>		
				UW Tacoma		FY Exp / Sr Transiti <sup>n</sup>		UW Tacoma	FY Exp / Sr Transiti <sup>n</sup>	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
i. Leadership skills	FYSsr06i	1	Very little	8	4	1,320	4	<b>3.1</b>	3.1	.02
		2	Some	32	18	5,972	19			
		3	Quite a bit	59	38	11,502	37			
		4	Very much	62	40	12,246	40			
		Total		161	100	31,040	100			
j. Networking and relationship building	FYSsr06j	1	Very little	11	6	2,049	7	<b>3.0</b>	2.9	.05
		2	Some	41	22	7,581	24			
		3	Quite a bit	58	39	11,581	37			
		4	Very much	51	33	9,835	32			
		Total		161	100	31,046	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	7	5	1,129	4	<b>3.1</b>	3.1	.05
		2	Some	27	16	6,353	21			
		3	Quite a bit	68	41	12,631	40			
		4	Very much	59	37	10,905	35			
		Total		161	100	31,018	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	34	22	6,724	22	<b>2.6</b>	2.5	.12
		2	Some	44	26	9,367	30			
		3	Quite a bit	42	24	8,554	27			
		4	Very much	41	28	6,361	21			
		Total		161	100	31,006	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	8	6	1,410	5	<b>3.1</b>	3.0	.05
		2	Some	30	19	6,397	21			
		3	Quite a bit	63	37	12,773	40			
		4	Very much	58	38	10,417	34			
		Total		159	100	30,997	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	16	11	4,150	14	<b>2.7</b>	2.7	.05
		2	Some	54	32	9,366	30			
		3	Quite a bit	54	31	10,034	32			
		4	Very much	37	25	7,345	24			
		Total		161	100	30,895	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		40	28	8,525	28	<b>28%</b>	28%	.00
	No		99	61	19,734	64				
	Unsure		20	11	2,651	8				
	Total		159	100	30,910	100				

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

This final question asked students to respond in an open text box. Comments were recorded for 79 senior(s). Responses are provided in your NSSE24 Student Comments Report and in a separate SPSS data file.

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

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UW Tacoma		FY Exp / Sr Transiti		UW Tacoma	FY Exp / Sr Transiti	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>10. Which of the following types of honors have you achieved or are you currently participating in at your institution? (Select all that apply)</b>										
	FYSsr_deans	—	Dean's List or other recognition for high GPA	135	85	6,633	69			
	FYSsr_curr	—	Honors program with a special honors curriculum or honors program/college completion requirements	22	15	1,217	13			
	FYSsr_dept	—	Honors track in your major or department	13	9	738	8			
	FYSsr_disc	—	Collegiate honor society specific to your major or discipline	14	11	912	9			
	FYSsr_gen	—	Collegiate honor society for leadership or general academic achievement outside of your major or discipline (Mortar Board, Phi Beta Kappa, Phi Kappi Phi, etc.)	16	10	847	9			
	FYSsr_oth	—	Other	0	0	236	3			
	FYSsr_none	—	I have not been involved in or received any of these	19	12	2,294	26			

### 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>
		UW Tacoma	FY Exp / Sr Transiti	UW Tacoma	FY Exp / Sr Transiti	UW Tacoma	FY Exp / Sr Transiti			
	Comparisons with: FY Exp / Sr Transiti									
FYSsr01b <sup>k</sup>	72	53%	53%	.0593	.0053	--	--	--	.991	.00
FYSsr02	115	2.90	2.92	.080	.008	0.85	.91	14884.85	.759	-.03
FYSsr03 <sup>k</sup>	154	82%	86%	.0313	.0024	--	--	--	.198	-.11
FYSsr04 <sup>k</sup>	154	24%	21%	.0346	.0028	--	--	--	.310	.08
FYSsr05 <sup>k</sup>	154	25%	23%	.0351	.0029	--	--	--	.498	.05
FYSsr06a	154	3.49	3.43	.051	.005	0.63	.67	21254.76	.273	.09
FYSsr06b	154	3.51	3.44	.053	.005	0.66	.66	21226.04	.230	.10
FYSsr06c	154	3.36	3.18	.054	.006	0.67	.80	156.64	.001	.22
FYSsr06d	154	3.42	3.29	.058	.005	0.73	.74	21246.19	.041	.16
FYSsr06e	154	3.10	3.02	.069	.006	0.86	.85	21233.65	.253	.09
FYSsr06f	154	3.10	3.05	.068	.006	0.85	.83	21231.99	.518	.05
FYSsr06g	154	2.42	2.45	.077	.007	0.96	.99	21229.16	.738	-.03
FYSsr06h	154	2.25	2.27	.081	.007	1.01	1.01	21224.79	.835	-.02
FYSsr06i	154	3.13	3.12	.069	.006	0.86	.86	21228.62	.832	.02
FYSsr06j	154	2.98	2.94	.072	.006	0.89	.91	21236.58	.527	.05
FYSsr07a	154	3.11	3.06	.070	.006	0.86	.85	21215.51	.512	.05
FYSsr07b	154	2.58	2.46	.090	.007	1.12	1.05	21200.89	.146	.12
FYSsr07c	152	3.07	3.03	.073	.006	0.90	.86	21187.93	.527	.05
FYSsr07d	154	2.70	2.66	.078	.007	0.97	.99	21127.20	.554	.05
FYSsr09_21 <sup>k</sup>	153	28%	28%	.0364	.0031	--	--	--	.954	.00

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

## 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 Ns 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.