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# **NSSE 2022 Topical Module Report**

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

The University of Texas at Tyler

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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>		
				UT Tyler		FY Exp / Sr Transiti		UT Tyler	FY Exp / Sr Transiti	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<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	6	3	790	5	2.7	2.8	-.02
		2	Sometimes	69	38	6,643	37			
		3	Often	76	41	6,575	36			
		4	Very often	33	18	3,967	22			
		Total		184	100	17,975	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	6	3	501	3	2.9	2.8	.05
		2	Sometimes	53	29	5,500	31			
		3	Often	83	45	8,165	45			
		4	Very often	42	23	3,714	21			
		Total		184	100	17,880	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	12	7	939	5	2.6	2.7	-.15
		2	Sometimes	76	43	6,301	35			
		3	Often	59	32	7,044	39			
		4	Very often	35	19	3,625	21			
		Total		182	100	17,909	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	24	13	1,667	9	2.5	2.5	-.01
		2	Sometimes	66	36	7,736	43			
		3	Often	64	35	5,757	32			
		4	Very often	28	16	2,724	15			
		Total		182	100	17,884	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	1	0	167	1	3.0	3.1	-.14
		2	Sometimes	44	25	3,651	21			
		3	Often	95	52	8,773	48			
		4	Very often	43	23	5,292	30			
		Total		183	100	17,883	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	6	3	829	4	2.8	2.8	-.01
		2	Sometimes	69	37	6,004	32			
		3	Often	63	35	7,286	41			
		4	Very often	45	25	3,760	22			
		Total		183	100	17,879	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	793	5	3.7	3.5 *	.18 △
		2	2	16	8	2,478	14			
		3	3	55	31	5,451	31			
		4	4	67	35	6,173	34			
		5	5	26	14	2,203	12			
		6	Very difficult	12	7	801	4			
		Total		183	100	17,899	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	11	6	850	5	3.7	3.8	-.10
		2	2	22	13	2,102	12			
		3	3	57	31	4,155	23			
		4	4	40	22	5,126	29			
		5	5	28	15	3,403	19			
		6	Very difficult	25	13	2,250	12			
		Total		183	100	17,886	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>		
				UT Tyler		FY Exp / Sr Transitn		UT Tyler	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	24	13	2,428	14	<b>3.1</b>	3.0	.13
		2	2	38	22	4,232	24			
		3	3	45	25	5,227	29			
		4	4	43	24	3,708	20			
		5	5	21	11	1,521	8			
		6	Very difficult	10	6	761	4			
		Total		181	100	17,877	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	24	13	3,209	19	<b>3.0</b>	2.8 *	.17
		2	2	41	23	4,507	25			
		3	3	58	33	4,807	26			
		4	4	28	15	3,336	18			
		5	5	19	11	1,335	7			
		6	Very difficult	10	6	687	4			
		Total		180	100	17,881	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	34	19	2,957	17	<b>2.3</b>	2.2	.12
		2	Sometimes	81	44	9,459	52			
		3	Often	49	28	4,172	23			
		4	Very often	18	10	1,255	7			
		Total		182	100	17,843	100			
b. Academic advisors	FYSfy03b_16	1	Never	81	45	7,093	41	<b>1.9</b>	1.8	.00
		2	Sometimes	59	32	7,104	39			
		3	Often	29	16	2,755	15			
		4	Very often	13	7	886	5			
		Total		182	100	17,838	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	63	35	7,791	45	<b>2.0</b>	1.8 **	.23
		2	Sometimes	61	33	6,200	34			
		3	Often	44	24	2,752	15			
		4	Very often	13	7	1,088	6			
		Total		181	100	17,831	100			
d. Friends or other students	FYSfy03d_16	1	Never	9	5	1,598	10	<b>2.9</b>	2.7 **	.21
		2	Sometimes	54	30	5,553	32			
		3	Often	65	36	6,555	36			
		4	Very often	54	29	4,139	22			
		Total		182	100	17,845	100			
e. Family members	FYSfy03e_16	1	Never	68	38	6,868	39	<b>2.0</b>	2.0	.06
		2	Sometimes	58	31	6,042	34			
		3	Often	36	20	3,355	19			
		4	Very often	20	11	1,578	9			
		Total		182	100	17,843	100			
f. Other persons or offices	FYSfy03f_16	1	Never	101	55	10,653	59	<b>1.8</b>	1.6 *	.21
		2	Sometimes	39	21	4,812	27			
		3	Often	29	16	1,755	10			
		4	Very often	13	7	625	4			
		Total		182	100	17,845	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>			
				UT Tyler		FY Exp / Sr Transiti		UT Tyler	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	65	37	9,900	56	<b>37%</b>	56% ***	▼	-.39
			No	95	51	6,100	33				
			Unsure	21	12	1,785	10				
			Total	181	100	17,785	100				
b. A first-year seminar or other course focused on a specialized topic or academic subject that emphasizes discussion and analysis	FYSfyseminar		Yes	62	35	11,240	61	<b>35%</b>	61% ***	▼	-.52
			No	85	46	4,357	26				
			Unsure	33	18	2,187	14				
			Total	180	100	17,784	100				
<b>5a. During the current school year, have you seriously considered leaving this institution?<sup>j</sup></b>											
	FYSfy04a		No	119	65	12,364	71	<b>35%</b>	29%	.12	
			Yes	63	35	5,417	29				
			Total	182	100	17,781	100				

# NSSE 2022 First-Year Experiences & Senior Transitions

## Frequencies and Statistical Comparisons: First-Year Experiences

### The University of Texas at Tyler

## 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>		
				UT Tyler		FY Exp / Sr Transiti		UT Tyler	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	8	13	977	18			
	FYSfy04b_2_16	—	Academics are too easy	0	0	263	5			
	FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	11	18	1,035	19			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	28	45	2,096	39			
	FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)	5	7	856	16			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	9	14	1,049	20			
	FYSfy04b_7_16	—	Too much emphasis on partying	0	0	263	5			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	16	27	1,151	20			
	FYSfy04b_9_16	—	Relations with faculty and staff	10	16	658	13			
	FYSfy04b_10_16	—	Relations with other students	12	19	1,213	21			
	FYSfy04b_11_16	—	Campus climate, location, or culture	12	20	1,631	29			
	FYSfy04b_12_16	—	Unsafe or hostile environment	1	1	407	7			
	FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	24	38	2,431	45			
	FYSfy04b_14_16	—	A reason not listed above, please specify:	11	18	794	16			
<b>6. How important is it to you that you graduate from this institution?</b>										
	FYSfy05	1	Not important	18	9	774	4	<b>4.6</b>	5.0 **	-0.28 ▽
		2	2	14	8	626	3			
		3	3	13	7	1,191	7			
		4	4	21	12	2,339	13			
		5	5	24	13	2,976	17			
		6	Very important	91	49	9,876	56			
			Total	181	100	17,782	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>
		UT Tyler	FY Exp / Sr Transiti	UT Tyler	FY Exp / Sr Transiti	UT Tyler	FY Exp / Sr Transiti			
	Comparisons with: FY Exp / Sr Transiti									
FYSfy01a	184	2.74	2.76	.058	.006	0.78	0.85	23,034	.791	-.02
FYSfy01b	184	2.88	2.84	.059	.005	0.80	0.78	22,910	.493	.05
FYSfy01c	181	2.62	2.75	.064	.006	0.86	0.84	22,935	.051	-.15
FYSfy01d	181	2.53	2.54	.068	.006	0.91	0.86	22,908	.912	-.01
FYSfy01e	182	2.97	3.07	.052	.005	0.71	0.74	22,911	.068	-.14
FYSfy01f	182	2.81	2.81	.063	.006	0.85	0.83	22,895	.944	-.01
FYSfy02a	182	3.67	3.46	.086	.008	1.16	1.15	22,934	.013	.18
FYSfy02b	182	3.68	3.81	.104	.009	1.40	1.35	22,905	.195	-.10
FYSfy02c	181	3.15	2.97	.103	.009	1.39	1.31	22,902	.076	.13
FYSfy02d	179	3.03	2.81	.101	.009	1.36	1.34	22,902	.027	.17
FYSfy03a_16	181	2.29	2.20	.066	.005	0.88	0.81	183	.159	.12
FYSfy03b_16	181	1.85	1.85	.069	.006	0.94	0.86	183	.961	.00
FYSfy03c_16	181	2.03	1.83	.070	.006	0.94	0.90	22,836	.002	.23
FYSfy03d_16	181	2.89	2.69	.066	.006	0.89	0.92	22,853	.005	.21
FYSfy03e_16	181	2.04	1.98	.075	.006	1.01	0.96	22,858	.415	.06
FYSfy03f_16	181	1.75	1.58	.072	.005	0.98	0.81	182	.017	.21
FYSfycourse <sup>k</sup>	181	.370	.563	.0360	.0033	--	--	--	.000	-.39
FYSfyseminar <sup>k</sup>	179	.353	.609	.0358	.0032	--	--	--	.000	-.52
FYSfy04a <sup>k</sup>	181	.348	.293	.0355	.0030	--	--	--	.103	.12
FYSfy05	181	4.61	5.01	.129	.009	1.73	1.40	181	.002	-.28

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UT Tyler		FY Exp / Sr Transitn		UT Tyler	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		179	34	6,092	32			
		Yes		344	66	15,536	68			
		Total		523	100	21,628	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		246	72	8,896	58			
		— Part-time employment		10	3	785	5			
		— Graduate or professional school		59	17	3,477	21			
		— Military service		1	0	149	1			
		— Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)		0	0	77	0			
		— Internship (paid or unpaid)		9	3	601	4			
		— Travel or gap year		8	2	679	4			
		— No plans at this time		7	2	611	4			
		— Other, please specify:		4	1	322	2			
		Total		344	100	15,597	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		97	39	4,361	45	<b>61%</b>	55% *	.03
	(Means indicate the percentage who responded "Yes.")	Yes, I will start a new job		84	32	2,860	29			
		Yes, I will continue in my current job		73	29	2,393	26			
		Total		254	100	9,614	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		13	4	893	6	<b>3.1</b>	3.0	.11
		2 Some		59	18	3,277	21			
		3 Quite a bit		138	40	5,757	37			
		4 Very much		133	38	5,594	36			
		Total		343	100	15,521	100			
<b>3. Do you intend to work eventually in a field related to your major(s)?<sup>j</sup></b>										
	FYSsr03	Yes		467	89	18,557	86	<b>89%</b>	86% *	.02
	(Means indicate the percentage who responded "Yes.")	No		18	4	911	4			
		Unsure		36	7	2,078	10			
		Total		521	100	21,546	100			
								△		
<b>4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?<sup>j</sup></b>										
	FYSsr04	Yes		128	26	4,377	21	<b>26%</b>	21% **	.01
	(Means indicate the percentage who responded "Yes.")	No		259	48	11,180	50			
		Unsure		130	26	5,978	29			
		Total		517	100	21,535	100			
								△		



## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UT Tyler		FY Exp / Sr Transiti		UT Tyler	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		151	30	4,951	23	<b>30%</b>	23% ***	.00
		No		214	40	10,222	46			
		Unsure		154	30	6,365	30			
		Total		519	100	21,538	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	0	0	132	1	<b>3.5</b>	3.4	.01
		2	Some	47	9	1,857	9			
		3	Quite a bit	193	37	7,981	37			
		4	Very much	278	54	11,460	54			
			Total	518	100	21,430	100			
b. Creative thinking and problem solving	FYSsr06b	1	Very little	1	0	114	1	<b>3.5</b>	3.5	.05
		2	Some	39	7	1,638	8			
		3	Quite a bit	179	34	7,748	36			
		4	Very much	299	58	11,889	56			
			Total	518	100	21,389	100			
c. Research skills	FYSsr06c	1	Very little	12	2	370	2	<b>3.2</b>	3.3	-.01
		2	Some	79	15	3,288	15			
		3	Quite a bit	203	40	8,405	39			
		4	Very much	222	43	9,340	44			
			Total	516	100	21,403	100			
d. Clear writing	FYSsr06d	1	Very little	3	1	224	1	<b>3.3</b>	3.3	.00
		2	Some	71	13	2,544	12			
		3	Quite a bit	197	38	8,473	39			
		4	Very much	245	47	10,167	47			
			Total	516	100	21,408	100			
e. Persuasive speaking	FYSsr06e	1	Very little	18	3	661	3	<b>3.1</b>	3.1	.07
		2	Some	104	20	4,743	22			
		3	Quite a bit	186	36	8,199	38			
		4	Very much	209	41	7,804	37			
			Total	517	100	21,407	100			
f. Technological skills	FYSsr06f	1	Very little	10	2	682	3	<b>3.2</b>	3.1 **	.13
		2	Some	95	18	4,519	20			
		3	Quite a bit	200	38	8,560	39			
		4	Very much	212	42	7,647	37			
			Total	517	100	21,408	100			
g. Financial and business management skills	FYSsr06g	1	Very little	52	9	3,390	15	<b>2.8</b>	2.6 ***	.23
		2	Some	146	28	7,305	34			
		3	Quite a bit	181	36	6,230	30			
		4	Very much	138	27	4,477	22			
			Total	517	100	21,402	100			
h. Entrepreneurial skills	FYSsr06h	1	Very little	81	15	4,663	21	<b>2.6</b>	2.4 ***	.22
		2	Some	160	31	7,495	35			
		3	Quite a bit	154	30	5,286	25			
		4	Very much	123	24	3,947	19			
			Total	518	100	21,391	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>		
				UT Tyler		FY Exp / Sr Transiti		UT Tyler	FY Exp / Sr Transiti	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
i. Leadership skills	FYSsr06i	1	Very little	9	2	596	3	<b>3.4</b>	3.2 ***	.14
		2	Some	62	12	3,391	16			
		3	Quite a bit	189	36	7,603	35			
		4	Very much	258	50	9,806	46			
		Total		518	100	21,396	100			
j. Networking and relationship building	FYSsr06j	1	Very little	24	4	1,090	5	<b>3.1</b>	3.0 *	.09
		2	Some	101	19	4,801	23			
		3	Quite a bit	196	38	7,785	36			
		4	Very much	198	39	7,717	36			
		Total		519	100	21,393	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	10	2	610	3	<b>3.2</b>	3.1 *	.11
		2	Some	87	17	3,759	18			
		3	Quite a bit	194	38	8,589	40			
		4	Very much	226	43	8,400	39			
		Total		517	100	21,358	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	94	18	3,862	19	<b>2.7</b>	2.6	.08
		2	Some	141	27	5,942	28			
		3	Quite a bit	128	25	6,201	29			
		4	Very much	155	30	5,345	25			
		Total		518	100	21,350	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	15	3	796	4	<b>3.2</b>	3.1 **	.14
		2	Some	85	16	4,091	19			
		3	Quite a bit	193	37	8,506	40			
		4	Very much	223	43	7,943	37			
		Total		516	100	21,336	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	37	7	2,060	10	<b>2.9</b>	2.8 **	.13
		2	Some	139	27	5,976	28			
		3	Quite a bit	173	34	7,200	33			
		4	Very much	168	32	6,033	28			
		Total		517	100	21,269	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		136	28	6,092	28	<b>28%</b>	28%	.74
		No		334	64	13,321	63			
		Unsure		44	9	1,833	9			
		Total		514	100	21,246	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 175 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>
		UT Tyler	FY Exp / Sr Transiti	UT Tyler	FY Exp / Sr Transiti	UT Tyler	FY Exp / Sr Transiti			
	Comparisons with: FY Exp / Sr Transiti									
FYSsr01b <sup>k</sup>	254	.612	.545	.0306	.0043	--	--	--	.034	.14
FYSsr02	343	3.12	3.03	.045	.006	0.84	0.90	21,643	.051	.11
FYSsr03 <sup>k</sup>	522	.895	.859	.0134	.0020	--	--	--	.019	.11
FYSsr04 <sup>k</sup>	518	.257	.207	.0192	.0023	--	--	--	.006	.12
FYSsr05 <sup>k</sup>	520	.303	.233	.0202	.0024	--	--	--	.000	.16
FYSsr06a	519	3.45	3.44	.029	.004	0.65	0.68	31,651	.735	.01
FYSsr06b	520	3.50	3.47	.028	.004	0.64	0.66	31,592	.244	.05
FYSsr06c	517	3.25	3.25	.034	.004	0.78	0.78	31,596	.895	-.01
FYSsr06d	517	3.33	3.33	.032	.004	0.73	0.73	31,608	.977	.00
FYSsr06e	518	3.14	3.08	.037	.005	0.85	0.84	31,603	.101	.07
FYSsr06f	518	3.21	3.10	.035	.005	0.79	0.83	31,615	.003	.13
FYSsr06g	518	2.81	2.58	.041	.006	0.94	0.99	536	.000	.23
FYSsr06h	519	2.64	2.41	.044	.006	1.00	1.02	31,591	.000	.22
FYSsr06i	519	3.35	3.23	.033	.005	0.75	0.83	539	.000	.14
FYSsr06j	520	3.11	3.03	.038	.005	0.86	0.89	31,601	.034	.09
FYSsr07a	518	3.22	3.13	.035	.005	0.80	0.83	31,539	.017	.11
FYSsr07b	519	2.67	2.59	.048	.006	1.09	1.06	31,524	.075	.08
FYSsr07c	517	3.21	3.09	.036	.005	0.83	0.85	31,497	.002	.14
FYSsr07d	518	2.91	2.79	.041	.006	0.94	0.97	535	.003	.13
FYSsr09_21 <sup>k</sup>	515	0.28	0.28	.0197	.0026	--	--	--	.736	-.02

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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.