



NSSE 2016 Topical Module Report

First-Year Experiences and Senior Transitions

Regent 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 'FY Exp / Sr Transittn' column of this report.

Group label	FY Exp / Sr Transittn
Date submitted	5/10/16
How was this comparison group constructed?	Your institution added or removed institutions from the default comparison group (all module participants)
Group description	All other current year NSSE institutions who administered module "First-Year Experiences and Senior Transitions"

FY Exp / Sr Transittn (N=144)

Augusta University (Augusta, GA)	Dixie State University (Saint George, UT)
Averett University (Danville, VA)	Drake University (Des Moines, IA)
Avila University (Kansas City, MO)	Evergreen State College, The (Olympia, WA)
Azusa Pacific University (Azusa, CA)	Faulkner University (Montgomery, AL)
Barton College (Wilson, NC)	Finlandia University (Hancock, MI)
Birmingham-Southern College (Birmingham, AL)	Florida Institute of Technology (Melbourne, FL)
Brescia University College (London, ON)	Framingham State University (Framingham, MA)
Bridgewater College (Bridgewater, VA)	Francis Marion University (Florence, SC)
Buena Vista University (Storm Lake, IA)	Franklin Pierce University (Rindge, NH)
Burman University (Lacombe, AB)	Freed-Hardeman University (Henderson, TN)
California State University-Channel Islands (Camarillo, CA)	Gordon College (Wenham, MA)
California State University-Chico (Chico, CA)	Grand Canyon University (Phoenix, AZ)
California State University, East Bay (Hayward, CA)	Guilford College (Greensboro, NC)
Cameron University (Lawton, OK)	Hampshire College (Amherst, MA)
Campbellsville University (Campbellsville, KY)	Hanover College (Hanover, IN)
Canadian Mennonite University (Winnipeg, MB)	Hartwick College (Oneonta, NY)
Capital University (Columbus, OH)	Harvey Mudd College (Claremont, CA)
Centenary College of Louisiana (Shreveport, LA)	Idaho State University (Pocatello, ID)
Central College (Pella, IA)	Illinois Institute of Technology (Chicago, IL)
Citadel, The Military College of South Carolina, The (Charleston, SC)	Iona College (New Rochelle, NY)
College of Charleston (Charleston, SC)	Ithaca College (Ithaca, NY)
College of Our Lady of the Elms (Chicopee, MA)	Jarvis Christian College (Hawkins, TX)
College of Saint Benedict and Saint John's University, The (Saint Joseph, MN)	Johnson & Wales University (Providence, RI)
Columbus College of Art and Design (Columbus, OH)	Johnson & Wales University-Charlotte (Charlotte, NC)
Concord University (Athens, WV)	Johnson & Wales University-Denver (Denver, CO)
Converse College (Spartanburg, SC)	Johnson & Wales University-North Miami (North Miami, FL)
Coppin State University (Baltimore, MD)	Judson University (Elgin, IL)
Cumberland University (Lebanon, TN)	Kansas State University (Manhattan, KS)
CUNY Hunter College (New York, NY)	Kennesaw State University (Kennesaw, GA)
Defiance College (Defiance, OH)	Keystone College (La Plume, PA)

FY Exp / Sr Transiti (N=144), continued

Kwantlen Polytechnic University (Surrey, BC)
Lander University (Greenwood, SC)
Lane College (Jackson, TN)
Lenoir-Rhyne University (Hickory, NC)
Lewis & Clark College (Portland, OR)
Louisiana State University at Alexandria (Alexandria, LA)
Marymount California University (Rancho Palos Verdes, CA)
McMurry University (Abilene, TX)
McNeese State University (Lake Charles, LA)
Missouri University of Science & Technology (Rolla, MO)
Moravian College (Bethlehem, PA)
New Mexico Highlands University (Las Vegas, NM)
New School, The (New York, NY)
Newman University (Wichita, KS)
Norfolk State University (Norfolk, VA)
Northern State University (Aberdeen, SD)
Northwestern College (Orange City, IA)
Norwich University (Northfield, VT)
Ohio Dominican University (Columbus, OH)
Oregon State University (Corvallis, OR)
Pace University (New York, NY)
Peru State College (Peru, NE)
Pfeiffer University (Misenheimer, NC)
Regis University (Denver, CO)
Sage Colleges, The (Troy, NY)
Saint Joseph's College (Rensselaer, IN)
Saint Peter's University (Jersey City, NJ)
Scripps College (Claremont, CA)
Seton Hall University (South Orange, NJ)
Southeastern Louisiana University (Hammond, LA)
Southern University at New Orleans (New Orleans, LA)
Southwestern Oklahoma State University (Weatherford, OK)
Spelman College (Atlanta, GA)
Spring Hill College (Mobile, AL)
St. Francis College (Brooklyn Heights, NY)
St. Mary's College of Maryland (Saint Mary's City, MD)
Texas A&M University - Texarkana (Texarkana, TX)
Texas Christian University (Fort Worth, TX)
Texas State University (San Marcos, TX)
Texas Wesleyan University (Fort Worth, TX)
Thomas More College (Crestview Hills, KY)
Touro College (New York, NY)
Trine University (Angola, IN)
Truett McConnell University (Cleveland, GA)
University of Advancing Technology (Tempe, AZ)
University of Alabama at Birmingham (Birmingham, AL)
University of Alabama in Huntsville (Huntsville, AL)
University of Charleston (Charleston, WV)
University of Colorado Denver (Denver, CO)
University of Dallas (Irving, TX)
University of Hawai'i-West O'ahu (Kapolei, HI)
University of Mary Washington (Fredericksburg, VA)
University of Michigan-Flint (Flint, MI)
University of Minnesota Duluth (Duluth, MN)
University of Montana (Missoula, MT)
University of New Brunswick (Fredericton, NB)
University of New England (Biddeford, ME)
University of North Texas at Dallas (Dallas, TX)
University of Pittsburgh-Bradford (Bradford, PA)
University of Rhode Island (Kingston, RI)
University of Saint Mary (Leavenworth, KS)
University of San Francisco (San Francisco, CA)
University of Southern Indiana (Evansville, IN)
University of Tennessee, Knoxville, The (Knoxville, TN)
University of Texas at Arlington, The (Arlington, TX)
University of Texas at El Paso, The (El Paso, TX)
University of Texas Rio Grande Valley, The (Edinburg, TX)
University of the Virgin Islands (Charlotte Amalie, VI)
University of Tulsa (Tulsa, OK)
University of Washington Tacoma (Tacoma, WA)
University of Wisconsin-River Falls (River Falls, WI)
Vaughn College of Aeronautics and Technology (Flushing, NY)
Washington Adventist University (Takoma Park, MD)
Washington College (Chestertown, MD)
Webber International University (Babson Park, FL)
Wesleyan College, Macon, Georgia (Macon, GA)
West Virginia Wesleyan College (Buckhannon, WV)
Western State Colorado University (Gunnison, CO)
Westfield State University (Westfield, MA)
Westminster College (Salt Lake City, UT)
Wingate University (Wingate, NC)
Winthrop University (Rock Hill, SC)
Wittenberg University (Springfield, OH)
Youngstown State University (Youngstown, OH)

*2015 participant

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Regent		FY Exp / Sr Transitm		Regent	FY Exp / Sr Transitm	
				Count	%	Count	%	Mean	Mean	Effect size ^d
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	8	5	981	4	3.0	2.8 ***	.28
		2	Sometimes	40	23	8,609	35			
		3	Often	59	36	9,179	36			
		4	Very often	60	37	6,348	25			
		Total		167	100	25,117	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	5	3	739	3	2.8	2.9	-.03
		2	Sometimes	61	35	7,439	30			
		3	Often	57	35	11,081	44			
		4	Very often	44	26	5,735	22			
		Total		167	100	24,994	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	14	10	1,876	8	2.8	2.6	.15
		2	Sometimes	56	31	9,406	38			
		3	Often	52	31	9,207	37			
		4	Very often	45	28	4,545	18			
		Total		167	100	25,034	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	18	14	2,305	10	2.4	2.6 **	-.20
		2	Sometimes	82	49	10,190	41			
		3	Often	38	21	8,173	32			
		4	Very often	29	16	4,280	17			
		Total		167	100	24,948	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	3	3	251	1	3.2	3.1 *	.18
		2	Sometimes	20	11	4,784	20			
		3	Often	77	47	11,880	48			
		4	Very often	66	39	8,040	31			
		Total		166	100	24,955	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	5	4	942	4	3.0	2.9 *	.17
		2	Sometimes	31	19	7,160	28			
		3	Often	79	47	10,366	41			
		4	Very often	51	31	6,475	26			
		Total		166	100	24,943	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	18	12	1,530	6	3.1	3.4 **	-.24
		2	2	31	20	4,226	17			
		3	3	56	33	7,320	29			
		4	4	41	24	8,135	32			
		5	5	17	10	2,875	11			
		6	Very difficult	4	2	954	4			
		Total		167	100	25,040	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	9	6	1,436	6	3.7	3.8	-.08
		2	2	31	19	3,186	12			
		3	3	32	20	5,382	22			
		4	4	39	21	6,648	26			
		5	5	31	19	4,994	20			
		6	Very difficult	25	14	3,345	14			
		Total		167	100	24,991	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		
				Regent		FY Exp / Sr Transn		Regent	FY Exp / Sr Transn	
				Count	%	Count	%	Mean	Mean	Effect size ^d
c. Getting help with school work	FYSfy02c	1	Not at all difficult	40	25	4,106	16	2.5	2.9 ***	-0.27
		2	2	52	33	6,456	26			
		3	3	34	20	6,787	27			
		4	4	23	14	4,694	19			
		5	5	13	7	2,023	8			
		6	Very difficult	5	3	913	4			
		Total		167	100	24,979	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	52	31	5,077	20	2.4	2.8 ***	-0.31
		2	2	40	26	6,448	25			
		3	3	41	24	6,128	25			
		4	4	22	13	4,236	17			
		5	5	9	5	2,067	8			
		6	Very difficult	2	1	1,014	4			
		Total		166	100	24,970	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	37	25	4,353	18	2.0	2.2 **	-0.22
		2	Sometimes	93	55	12,808	51			
		3	Often	22	12	5,810	23			
		4	Very often	14	7	2,023	8			
		Total		166	100	24,994	100			
b. Academic advisors	FYSfy03b_16	1	Never	91	54	11,473	46	1.6	1.7 **	-0.21
		2	Sometimes	59	37	9,200	37			
		3	Often	11	6	3,245	13			
		4	Very often	5	3	1,012	4			
		Total		166	100	24,930	100			
c. Learning support services (tutoring, writing center, success coaching, etc.)	FYSfy03c_16	1	Never	98	61	9,569	40	1.5	1.9 ***	-0.45
		2	Sometimes	51	31	8,798	35			
		3	Often	8	5	4,278	17			
		4	Very often	6	3	2,218	9			
		Total		163	100	24,863	100			
d. Friends or other students	FYSfy03d_16	1	Never	45	31	1,417	6	2.1	2.9 ***	-0.89
		2	Sometimes	62	38	6,798	28			
		3	Often	44	24	9,900	39			
		4	Very often	14	7	6,839	26			
		Total		165	100	24,954	100			
e. Family members	FYSfy03e_16	1	Never	49	28	10,037	41	2.1	1.9	.15
		2	Sometimes	71	46	8,085	33			
		3	Often	30	16	4,591	18			
		4	Very often	15	10	2,225	8			
		Total		165	100	24,938	100			
f. Other persons or offices	FYSfy03f_16	1	Never	117	72	15,398	62	1.3	1.5 ***	-0.24
		2	Sometimes	38	23	6,490	26			
		3	Often	7	4	2,134	9			
		4	Very often	2	1	787	3			
		Total		164	100	24,809	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		
				Regent		FY Exp / Sr Transitrn		Regent	FY Exp / Sr Transitrn	Effect size ^d
				Count	%	Count	%	Mean	Mean	
4a. During the current school year, have you seriously considered leaving this institution?^j										
	FYSfy04a	No		125	77	16,675	67	23%	33% **	-.22
	(Means indicate the percentage who responded "Yes.")	Yes		41	23	8,308	33			
		Total		166	100	24,983	100			
4b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)^j										
	FYSfy04b_1_16	—	Academics are too difficult	8	20	1,176	14			
	FYSfy04b_2_16	—	Academics are too easy	2	8	560	7			
	FYSfy04b_3_16	—	Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	4	9	1,713	21			
	FYSfy04b_4_16	—	Financial concerns (costs or financial aid)	12	26	3,686	43			
	FYSfy04b_5_16	—	To change your career options (transfer to another school or program, military service, etc.)	3	7	1,580	20			
	FYSfy04b_6_16	—	Difficulty managing demands of school and work	12	33	1,149	14			
	FYSfy04b_7_16	—	Too much emphasis on partying	0	0	481	6			
	FYSfy04b_8_16	—	Not enough opportunities to socialize and have fun	5	10	1,724	21			
	FYSfy04b_9_16	—	Relations with faculty and staff	5	12	799	10			
	FYSfy04b_10_16	—	Relations with other students	9	19	1,707	19			
	FYSfy04b_11_16	—	Campus climate, location, or culture	2	5	2,104	25			
	FYSfy04b_12_16	—	Unsafe or hostile environment	1	2	438	6			
	FYSfy04b_13_16	—	Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	12	27	2,908	34			
	FYSfy04b_14_16	—	Another reason, please specify:	13	35	1,309	17			
5. How important is it to you that you graduate from this institution?										
	FYSfy05	1	Not important	4	3	997	4			
		2		2	1	726	3			

*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		
				Regent		FY Exp / Sr Transiti		Regent	FY Exp / Sr Transiti	
				Count	%	Count	%	Mean	Mean	Effect size ^d
		3	3	7	4	1,473	6	5.5	5.1 ***	.26
		4	4	10	5	2,692	11			
		5	5	23	13	3,528	14			
		6	Very important	120	74	15,497	61			
			Total	166	100	24,913	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
		Regent	FY Exp / Sr Transiti	Regent	FY Exp / Sr Transiti	Regent	FY Exp / Sr Transiti			
FYSfy01a	168	3.05	2.81	.07	.00	0.89	0.85	30,272	.000	.28
FYSfy01b	168	2.84	2.86	.07	.00	0.85	0.79	169	.757	-.03
FYSfy01c	168	2.76	2.64	.08	.00	0.97	0.86	168	.092	.15
FYSfy01d	168	2.38	2.56	.07	.01	0.92	0.88	30,063	.010	-.20
FYSfy01e	167	3.23	3.09	.06	.00	0.75	0.74	30,063	.020	.18
FYSfy01f	167	3.04	2.90	.06	.00	0.80	0.83	30,042	.028	.17
FYSfy02a	168	3.08	3.36	.09	.01	1.23	1.19	30,166	.002	-.24
FYSfy02b	168	3.72	3.83	.11	.01	1.49	1.40	169	.326	-.08
FYSfy02c	168	2.54	2.89	.10	.01	1.34	1.33	30,110	.001	-.27
FYSfy02d	167	2.38	2.81	.10	.01	1.25	1.39	30,093	.000	-.31
FYSfy03a_16 ^l	167	2.02	2.20	.06	.00	0.82	0.83	168	.004	-.22
FYSfy03b_16 ^l	167	1.58	1.75	.06	.00	0.73	0.83	30,035	.008	-.21
FYSfy03b_16 ^l	163	1.51	1.94	.06	.01	0.75	0.95	165	.000	-.45
FYSfy03b_16 ^l	166	2.08	2.85	.07	.01	0.91	0.88	30,064	.000	-.89
FYSfy03e_16 ^l	166	2.09	1.94	.07	.01	0.92	0.96	30,056	.054	.15
FYSfy03f_16 ^l	165	1.34	1.53	.05	.00	0.62	0.78	167	.000	-.24
FYSfy04a ^k	167	.233	.330	.0328	.0027	--	--	--	.008	-.22
FYSfy05	167	5.47	5.10	.09	.01	1.13	1.39	169	.000	.26

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Regent		FY Exp / Sr		Regent	FY Exp / Sr	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. Do you expect to graduate this spring or summer?¹										
	FYSsr01_16	No		106	44	9,527	33			
		Yes		134	56	21,321	67			
		Total		240	100	30,848	100			
1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?										
	FYSsr01a	—	Full-time employment	78	57	12,524	59			
	<i>(Includes all 2015 respondents because FYSsr01_16 was a new item in 2016.)</i>	—	Part-time employment	4	3	846	4			
		—	Graduate or professional school	27	19	4,769	22			
		—	Military service	1	1	230	1			
		—	Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	4	3	240	1			
		—	Internship (paid or unpaid)	3	2	864	4			
		—	Travel or gap year	3	2	733	3			
		—	No plans at this time	8	6	652	3			
		—	Other, please specify:	10	7	601	3			
		Total		138	100	21,459	100			
1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?¹										
	FYSsr01b	No		32	39	7,190	53	61%	47% **	.29
	<i>(Means indicate the percentage who responded "Yes.")</i>	Yes, I will start a new job		7	8	2,580	19			
	<i>(Includes all 2015 respondents because FYSsr01_16 was a new item in 2016.)</i>	Yes, I will continue in my current job		43	53	3,498	28			
		Total		82	100	13,268	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	11	8	1,167	6	3.0	3.0	.00
	<i>(Includes all 2015 respondents because FYSsr01_16 was a new item in 2016.)</i>	2	Some	24	17	4,385	21			
		3	Quite a bit	51	37	7,941	37			
		4	Very much	52	37	7,886	37			
		Total		138	100	21,379	100			
3. Do you intend to work eventually in a field related to your major(s)?¹										
	FYSsr03	Yes		194	80	26,650	86	80%	86% **	-.18
	<i>(Means indicate the percentage who responded "Yes.")</i>	No		8	3	1,254	4			
		Unsure		41	17	2,874	9			
		Total		243	100	30,778	100			
4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?¹										
	FYSsr04	Yes		92	38	6,599	22	38%	22% ***	.34
	<i>(Means indicate the percentage who responded "Yes.")</i>	No		78	32	15,783	50			

*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		
				Regent		FY Exp / Sr Transitn		Regent	FY Exp / Sr Transitn	Effect size ^d
				Count	%	Count	%	Mean	Mean	
	percentage who responded "Yes.")		Unsure	74	30	8,400	28		▲	
			Total	244	100	30,782	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b			
				Regent		FY Exp / Sr Transitn		Regent	FY Exp / Sr Transitn		
				Count	%	Count	%	Mean	Mean	Effect size ^d	
5. Do you plan to start your own business (nonprofit or for-profit) someday?^j											
	FYSsr05		Yes	91	38	7,429	25	38%	25% ***	.27	
			No	76	31	14,249	45				
			Unsure	75	31	9,145	30				
			Total	242	100	30,823	100				
6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?^j											
a. Critical thinking and analysis of arguments and information	FYSsr06a		1	Very little	0	0	201	1	3.6	3.5 ***	.19
			2	Some	11	5	2,347	8			
			3	Quite a bit	73	30	10,960	35			
			4	Very much	158	65	17,288	57			
				Total	242	100	30,796	100			
b. Creative thinking and problem solving	FYSsr06b		1	Very little	0	0	171	1	3.6	3.5 ***	.19
			2	Some	9	4	2,066	7			
			3	Quite a bit	70	29	10,505	34			
			4	Very much	162	67	18,016	59			
				Total	241	100	30,758	100			
c. Research skills	FYSsr06c		1	Very little	3	1	579	2	3.5	3.3 ***	.30
			2	Some	20	8	4,718	15			
			3	Quite a bit	75	31	11,931	38			
			4	Very much	144	59	13,529	44			
				Total	242	100	30,757	100			
d. Clear writing	FYSsr06d		1	Very little	3	1	442	2	3.5	3.3 **	.19
			2	Some	23	10	3,869	13			
			3	Quite a bit	72	30	11,740	38			
			4	Very much	142	59	14,710	48			
				Total	240	100	30,761	100			
e. Persuasive speaking	FYSsr06e		1	Very little	3	1	1,153	4	3.2	3.1 **	.20
			2	Some	41	17	6,828	22			
			3	Quite a bit	89	37	11,510	37			
			4	Very much	107	44	11,237	37			
				Total	240	100	30,728	100			
f. Technological skills	FYSsr06f		1	Very little	9	4	1,069	3	3.0	3.1	-.05
			2	Some	61	25	6,782	22			
			3	Quite a bit	84	35	12,174	39			
			4	Very much	88	36	10,689	36			
				Total	242	100	30,714	100			
g. Financial and business management skills	FYSsr06g		1	Very little	25	10	4,517	14	2.8	2.6 **	.19
			2	Some	64	26	10,602	34			
			3	Quite a bit	91	38	9,289	31			
			4	Very much	61	25	6,341	21			
				Total	241	100	30,749	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		
				Regent		FY Exp / Sr Transn		Regent	FY Exp / Sr Transn	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Entrepreneurial skills	FYSsr06h	1	Very little	30	13	6,438	21	2.7	2.4 ***	.28
		2	Some	82	34	11,290	36			
		3	Quite a bit	65	27	7,740	25			
		4	Very much	65	27	5,210	18			
		Total		242	100	30,678	100			
i. Leadership skills	FYSsr06i	1	Very little	1	0	789	3	3.4	3.3 *	.13
		2	Some	27	11	4,519	15			
		3	Quite a bit	92	38	10,605	35			
		4	Very much	119	50	14,790	47			
		Total		239	100	30,703	100			
j. Networking and relationship building	FYSsr06j	1	Very little	8	3	1,527	5	3.1	3.0	.07
		2	Some	50	21	6,545	22			
		3	Quite a bit	90	37	11,153	36			
		4	Very much	92	39	11,415	37			
		Total		240	100	30,640	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	9	4	1,154	4	3.2	3.1	.10
		2	Some	40	17	5,715	19			
		3	Quite a bit	80	33	11,465	37			
		4	Very much	110	46	12,366	40			
		Total		239	100	30,700	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	50	21	6,392	21	2.6	2.5	.04
		2	Some	65	27	8,601	28			
		3	Quite a bit	64	27	8,442	27			
		4	Very much	60	25	7,218	23			
		Total		239	100	30,653	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	14	6	1,393	5	3.1	3.1	.03
		2	Some	44	18	6,210	20			
		3	Quite a bit	85	35	11,435	37			
		4	Very much	97	40	11,541	37			
		Total		240	100	30,579	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	32	14	3,615	13	2.7	2.7	-.07
		2	Some	75	32	8,828	29			
		3	Quite a bit	66	28	9,547	31			
		4	Very much	62	26	8,407	27			
		Total		235	100	30,397	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 93 seniors. Responses are provided in your "NSSE16 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.

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Regent	FY Exp / Sr Transiti	Regent	FY Exp / Sr Transiti	Regent	FY Exp / Sr Transiti			
FYSsr01b ^k	82	.612	.466	.0543	.0041	--	--	--	.008	.29
FYSsr02	137	3.04	3.04	.08	.01	0.93	0.90	24,138	.999	.00
FYSsr03 ^k	243	.798	.864	.0258	.0018	--	--	--	.003	-.18
FYSsr04 ^k	244	.377	.224	.0311	.0022	--	--	--	.000	.34
FYSsr05 ^k	242	.376	.252	.0312	.0023	--	--	--	.000	.27
FYSsr06a	242	3.61	3.48	.04	.00	0.58	0.66	245	.001	.19
FYSsr06b	241	3.63	3.51	.04	.00	0.56	0.65	244	.001	.19
FYSsr06c	242	3.48	3.25	.05	.00	0.70	0.78	36,034	.000	.30
FYSsr06d	240	3.46	3.32	.05	.00	0.72	0.75	36,032	.003	.19
FYSsr06e	240	3.25	3.07	.05	.00	0.78	0.86	35,996	.002	.20
FYSsr06f	242	3.03	3.07	.06	.00	0.88	0.84	35,972	.451	-.05
FYSsr06g	241	2.78	2.59	.06	.01	0.94	0.98	243	.002	.19
FYSsr06h	242	2.68	2.40	.06	.01	1.00	1.00	35,929	.000	.28
FYSsr06i	239	3.38	3.27	.05	.00	0.70	0.82	242	.017	.13
FYSsr06j	240	3.11	3.05	.05	.00	0.85	0.89	35,884	.291	.07
FYSsr07a	239	3.21	3.13	.06	.00	0.86	0.86	35,955	.130	.10
FYSsr07b	239	2.57	2.52	.07	.01	1.08	1.07	35,903	.560	.04
FYSsr07c	240	3.10	3.07	.06	.00	0.90	0.88	35,803	.642	.03
FYSsr07d	235	2.67	2.73	.07	.01	1.01	1.00	35,598	.290	-.07

See the endnotes on the last page of this report.

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."
- l. This was a new item in 2016, comparison group results do not include 2015 institutions. May not apply to all modules.

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.