

National Study of Student Engagement (NSSE) Overview  
The University of Oregon  
2003-2017

Report compiled by The Office of Assessment & Research in the Division of Student Life, summary results from NSSE are derived from NSSE developed reporting, disaggregated and predictive modeling using student engagement was conducted by Institutional Research. For any questions regarding this report, please direct them to Renée Delgado-Riley ([reneedr@uoregon.edu](mailto:reneedr@uoregon.edu))

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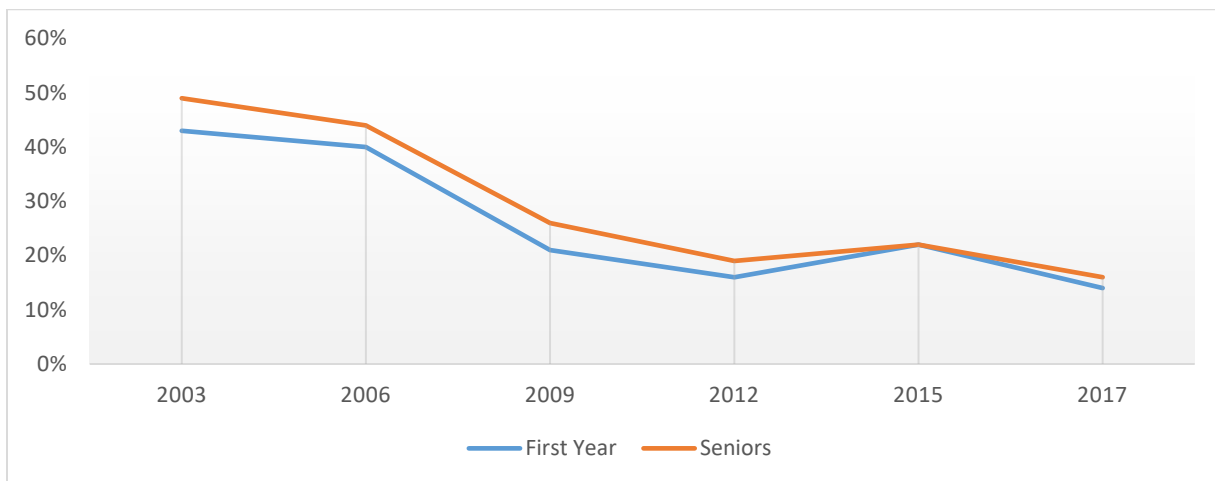
## National Study of Student Engagement 2003-2017

### Overview

The National Survey of Student Engagement (NSSE) is a large, multifaceted project that collects valid, reliable, usable data about college student experiences and institutional performance. It is both a research project and a source of assessment and program review/evaluation data for participating colleges and universities in the United States and Canada. The primary purpose of the survey is to meet growing accountability demands for evidence about student learning and institutional improvement.

In addition to being a credible source of information to guide institutional improvement, NSSE is a research project. The NSSE surveys 4-year colleges/universities about first-year (FY) and senior students' (SR) participation in programs and activities using a cross-sectional sampling method. Approximately 5.5 million students have completed the survey since 2000, 22,162 of which are from the University of Oregon since 2003.

*Figure 1. NSSE UO Response Rates: 2003-2017*



### Purpose

The purpose of NSSE at the University of Oregon (UO) has historically been to understand how students experience college and how their experiences with different approaches to teaching and learning have shaped their perceptions of the institution. The results are expected to be useful in improving undergraduate education, and to external stakeholders in higher education, including accrediting bodies and state oversight agencies. NSSE provides a series of summary and data reports for institutions to utilize:

- Snapshot and Pocket guide provides a concise and easy-to-digest summary of key results (see Appendix A and B)
- Details provided in the Engagement Indicators and High-Impact Practices allow institutions to see how they compare with other colleges/universities on specific areas of learning pedagogy and campus environment
- Multi-Year Report provides means and comparisons with previous years' cohorts showing institutional and cohort trends over time
- Advising Topical Modules provides students an added way to provide feedback about academic advisors in order for institutions to understand areas to target improvements (see Appendix C)

### Benefits

Since 2003, NSSE has provided benchmarking on engagement indicators between the Association of American Universities Data Exchange (AAUDE), Carnegie class peers and all other institutions participating within the administration year. The reports and analytics are already completed and provides different levels of information for faculty, staff and administrators to use to make data informed decision-making regarding these factors.

### 2017 Overview

Please review the Appendices to see the NSSE summary and data reports. However, below are highlights for the 2017 administration of the NSSE at the UO.

#### How satisfied are students with their educational experience?

83% of FY and 82% of seniors rated their entire educational experience at this institution as "excellent" or "good."

### Campus Environment Overall

Table 1. Quality of Interactions

Interactions with Students, Academic Advisors, Faculty, Student Services staff (career services, student activities, housing, etc.), Administrative staff and offices (registrar, financial aid, etc.) rated as "excellent" or "good"	
UO 2015	UO 2017
First-Year: 41.2%	First-Year: 40.0%
Seniors: 41.7%	Seniors: 39.3%

Table 2. Supportive Campus

Providing support to help students succeed academically, using learning support services, encouraging contact among students from different backgrounds, providing opportunities to be involved socially, providing support for overall well-being, helping manage non-academic responsibilities, attending campus events, attending events that address social, economic, or political issues rated as “excellent” or “good”	
UO 2015	UO 2017
First-Year: 35.7%	First-Year: 34.6%
Seniors: 32.1%	Seniors: 29.9%

For more details, see Appendix A

In sum, it appears that students’ ratings of “excellent” or “good” are lower for Seniors in these respective categories compared to first-year students.

#### Advising at the UO

Advisors at the UO compared to peers (AAUDE & Carnegie class) did not spend enough time working with students discussing career interests and post-graduate plans, informing of academic support such as tutoring and providing useful information about courses.

For more details, see Appendix C

## 2017 Student Sub-Populations & Perceptions

The NSSE reporting does not disaggregate by specific student sub-populations on questions of interest to the institution. The UO has made a concerted effort to emphasize its value of equity and inclusion. Because of this effort, Institutional Research explored three NSSE questions in further detail by disaggregating by sub-populations (*female/male; underrepresented minority-URM/non-URM; first-generation/non-first-generation; resident/non-resident; and pell/non-pell*) with a series of Likert-type questions focused on discussions with diverse others, quality of interactions and supportive campus environment.

#### Discussions with Diverse Others

**During the current school year, about how often have you had discussions with people from the following groups?**

*Response options: Very often, Often, Sometimes, Never*

- People of a race or ethnicity other than your own*
- People from an economic background other than your own*
- People with religious beliefs other than your own*
- People with political views other than your own*

- Females report having conversations with those differing in ethnicity/race and SES more often than males. Males on the other hand report having more conversations with those differing in religious beliefs and political ideology compared to females.

- Underrepresented minority groups (URM) report having more conversations with those differing in race/ethnicity and SES than non-underrepresented minority (non-URM) groups. There are similarities between what URM and non-URM groups report having conversations with those differing in religious and political ideology.
- First-generation students reported having conversations with those differing in race/ethnicity, SES, religious beliefs and political ideology more frequently than their non-first generation peers.
- Oregon residents report having more conversations with those differing in SES and religious beliefs than non-Oregon residents by their Senior year compared to their first-year.

### *Quality of Interactions*

#### **Indicate the quality of your interactions with the following people at your institution.**

*Response options: 1=Poor to 7=Excellent, Not Applicable*

- Students*
  - Academic advisors*
  - Faculty*
  - Student services staff (career services, student activities, housing, etc.)*
  - Other administrative staff and offices (registrar, financial aid, etc.)*
- Students generally rate their interactions with peers as more positive by Senior year compared to first-years, except for males, which tends to remain less positive.
  - Less than 50% of first-year students in all sub-populations rated academic advisors as “good” or “excellent”, but is rated even more negative by Seniors. This is especially true for males, underrepresented minority groups, non-Oregon residents and non-pell students. What is interesting is the trend to rate academic advisors as “good” or “excellent” actually is higher for first-generation, Oregon residents and pell-eligible students who are Seniors.
  - Students rate their interactions with faculty as positive and Seniors tend to rate these interactions more positively than first-year probably due to more time on campus to form these relationships.
  - Interactions with student services staff are rated as “good” or “excellent” less often by Senior year for all sub-populations except for first-generation, Oregon residents and pell-eligible students who tend to rate these interactions as more positive.
  - Interactions with administrative staff and offices is negative for all sub-populations and this seems to be rated more negatively by Seniors.

### *Supportive Campus Environment*

#### **How much does your institution emphasize the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- Using learning support services (tutoring services, writing center, etc.)*
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)*
- Providing opportunities to be involved socially*
- Providing support for your overall well-being (recreation, health care, counseling, etc.)*
- Helping you manage your non-academic responsibilities (work, family, etc.)*
- Attending campus activities and events (performing arts, athletic events, etc.)*

*i. Attending events that address important social, economic, or political issues*

- Seniors tend to perceive the institution as not encouraging contact among students from different backgrounds compared to first-year for all sub-populations.
- Seniors do not perceive the institution to encourage students to be involved socially and it is far lower for first-generation, males and Oregon residents.
- Seniors indicate that the institution does not provide support for well-being as much as first-year students and specifically first-generation, males, underrepresented minority groups and Oregon residents tend to indicate this less.
- First-year and Seniors in all sub-populations indicated that the institution does not help students manage work-school-life balance and females, first-generation and Oregon residents tend to indicate this even less.
- Senior females, first-generation and Oregon residents indicate that the institution does not really emphasize attending campus activities and events compared to first-year students.
- Senior males and first-generation students tend to indicate that the institution does not encourage students to attend events that meet social, economic, or political issues as heavily compared to first-year students.

*Summary*

No inferential statistics were conducted to explore these differences and see if there are significant, however the observations of how students are rating things does appear to vary and sub-populations tend to have observable differences in their ratings. The perception of interactions with student services staff and administrative staff and offices is not elaborated on within the survey, so students are expected to rate these interactions based on the question phrasing. It is difficult to discern exactly where the negative satisfaction is located in order to make structural and institutional-wide policy changes to improve these experiences. More research needs to be done in order to understand how specific student populations are experiencing the campus differently in order to make data-informed decision on how to improve these experiences.

## 2003-2012 Student Engagement in Focus

What role does early engagement play in its relationship to student success? This has been a question at the UO for quite some time hence the continuation of utilizing NSSE since 2003. Since there have been consistent waves of measurement of NSSE and questions regarding co-curricular engagement, Institutional Research employed a predictive model to understand its relationship with retention and graduation.

*Method*

A predictive model using number of hours of engagement per week from 2003-2012 first-year NSSE cohorts (4 total) as a predictor and retention to the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> years along with 4 year, 5 year and 6 year graduation rates as outcomes was used to explore the following research question:

- Does level of engagement in the first-year (low, moderate, high) predict persistence to 2<sup>nd</sup> year, 3<sup>rd</sup> year, 4<sup>th</sup> year and with graduation?

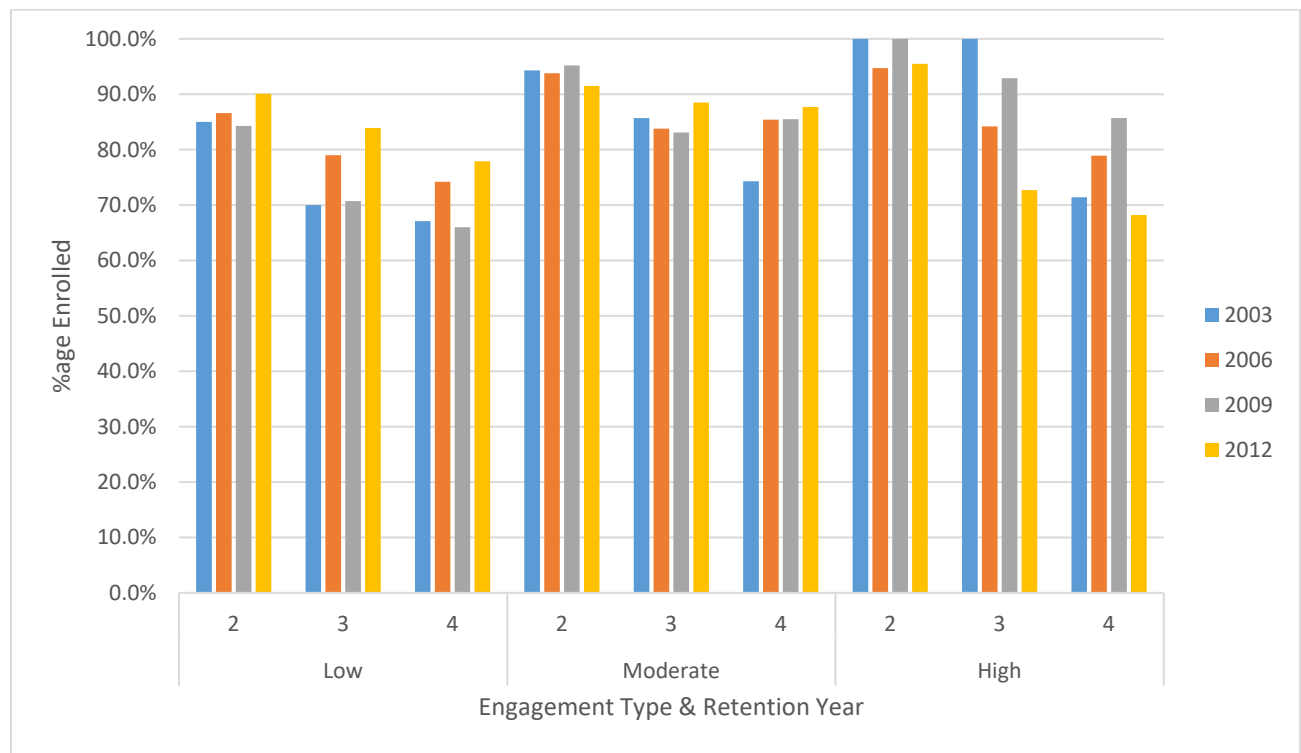
Using the NSSE Question:

*About how many hours do you spend in a typical 7-day week doing the following?*  
*Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 (Hours per week)*  
*d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)*

Ehrenberg and Sherman (1987) found that when students worked more than 20 hours per week during the academic term, this increased drop out and predicted persistence. Thus, an arbitrary variable was calculated based on this NSSE question to categorize low, moderate and high engagement based on this research. The categories are not evenly distributed, but the cut off for ‘high’ engagement was set to more than 21 hours per week and for ‘low’ engagement was below 6 hours.

## Results

Figure 2. Engagement & Retention



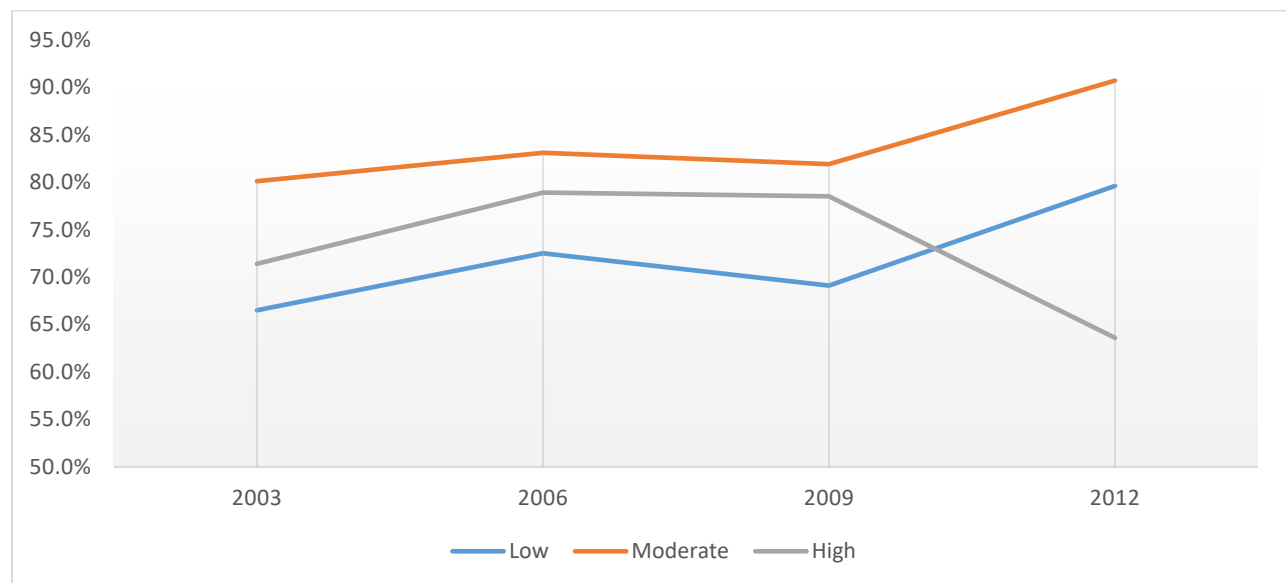
*\*Hours engaged in co-curricular experiences per week: Low (0-5); Moderate (6-20); High (21-30)*

Based on the above, students who engage at a ‘moderate’ level (6-20 hours per week) have the best retention rates. Students in the high group do well initially, but over time having a ‘moderate’ level of engagement is more beneficial. Also, keeping in mind that there are 5+ times more students in the ‘moderate’ group than the ‘high’ group during every survey year may be impacting this result. Future analytics may identify a more beneficial way to classify low, moderate and high engagement. This question asked students to reflect back on the past academic year, so this may not be the best measurement of student engagement data. In addition, this is one timeframe of asking students about engagement and is not a continuous measurement of engagement during one’s undergraduate journey.



The overall graduation rate is better for 'moderate' level (6-20 hours per week) engaged students. The four year rate for students in the 2003 and 2006 cohorts was better for 'high' level (21-30) engaged students than those engaging at a 'moderate' level. However, the four year rate is similar for both students engaging at a 'moderate' and 'high' level in the 2009 cohort year. However, for the 2012 cohort, there is a dramatic decrease in 4 year graduation for students engaged at a 'high' level, thus indicating that engaging at a 'moderate' level in the most recent first-year cohort is more beneficial. This is interesting as it indicates that recent cohorts may not be able to manage more outside the classroom as in previous cohorts.

*Figure 3. Engagement & Graduation*



*\*Hours engaged in co-curricular experiences per week: Low (0, 1-5); Moderate (6-10; 11-15; 16-20); High (21-25; 26-30; more than 30)*

## Conclusion

Engagement has been explored by higher education researchers as a critical determinant of college experiences. For example, Pascarella and Terenzini (2005) emphasize that institutions should focus on how to shape academic and co-curricular experiences to encourage student engagement due to its relationship with student success outcomes such as persistence.

The NSSE tool allows institutions the ease of integration because all analyses are completed and compiled in a series of reports. NSSE data from 2003 forward at the UO has taught us some lessons about student perceptions. Different student populations tend to rate things differently and this varies from first-year to Senior students. Lessons about academic advisement emphasis and engagement indicators has allowed the institution to see areas of weaknesses in order to improve specifically in collaborative learning pedagogy, students having discussions with diverse others, a supportive campus environment and quality of interactions.

## *Lessons at the UO*

### Time management beyond the classroom

By exploring NSSE data using a longitudinal method, it has been noted that the optimal engagement for students is between 6-20 hours outside of classes that is related to positive student success outcomes such as retention and graduation. This knowledge can be used to better mentor students about managing their time and helping balance school and other obligations.

### Share the data

NSSE provides a series of reports (see Appendices) for the institution to use immediately. It is important to share those widely and discuss how they can be used. The limitations of NSSE are that the engagement questions are perceptions in some categories and does not necessarily gauge where engagement is always happening within the respective engagement indicators. However, the institution receives and owns the raw data, thus institutional-focused questions can easily be explored by our own analytics such as those included within this report. In addition, lessons can be learned from the Snapshot report (see Appendix A).

### Use other measures of student engagement

If NSSE is to continue, it is recommended that a set of research questions regarding student engagement be established and then determine if there are other measurements already taking place that can help answer these questions without having to do NSSE in the future. Ultimately, it is important to create more synergy among institutional-wide foci that are measuring and exploring the student experience at the UO more fully in order to better answer the research questions we have regarding this topic. It has been a common practice to participate in national benchmarking surveys without a plan for sharing and utilizing the results. Moving forward, this should be a stronger emphasis for NSSE.

## *References*

- Ehrenberg, R.G. and Sherman, D.R. (1987). Employment While in College, Academic Achievement, and Postcollege Outcomes: A Summary of Results. *The Journal of Human Resources*, 22(1), 1-23.
- Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students. Vol. 2: A third decade of research*. San Francisco: Jossey-Bass.

## Appendix A: NSSE 2017 Snapshot

### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

#### Comparison Group

The comparison group featured in this report is

**AAUDE**

See your *Selected Comparison Groups* report for details.

#### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ 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.

-- No significant difference.

▼ 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.

Theme	Engagement Indicator	Your students compared with AAUDE	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	△	△
	Learning Strategies	--	--
	Quantitative Reasoning	▼	▼
Learning with Peers	Collaborative Learning	▼	▼
	Discussions with Diverse Others	▼	--
Experiences with Faculty	Student-Faculty Interaction	--	--
	Effective Teaching Practices	--	▼
Campus Environment	Quality of Interactions	▼	▼
	Supportive Environment	▼	▼

#### High-Impact Practices

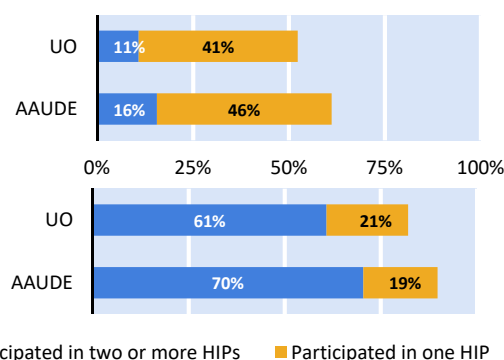
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

*First-year*

Learning Community, Service-Learning, and Research w/Faculty

*Senior*

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

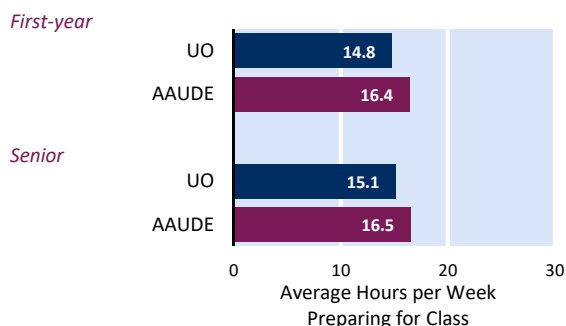


### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

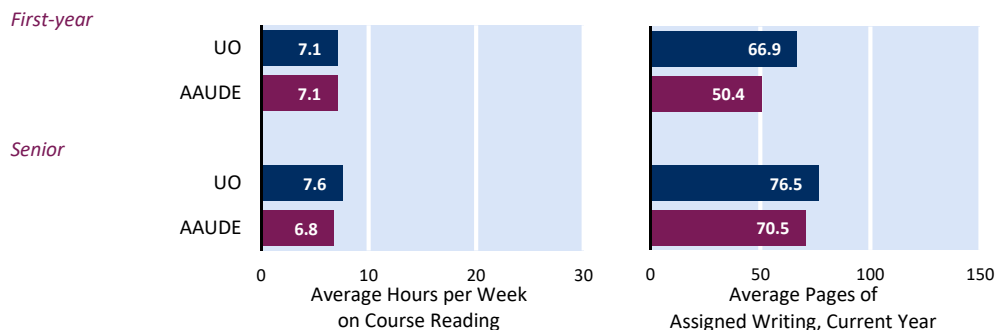
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



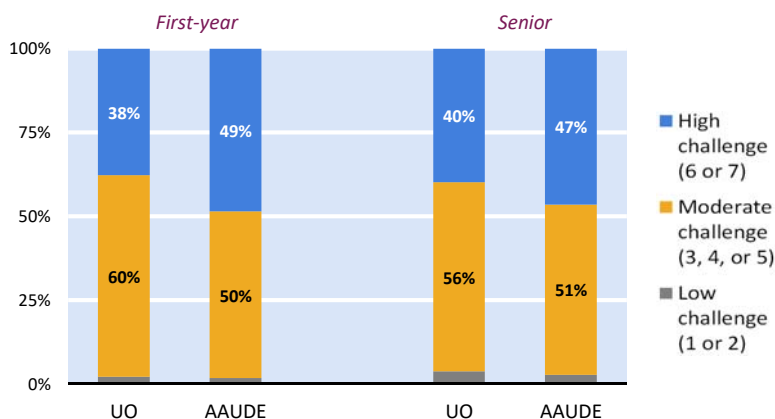
#### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



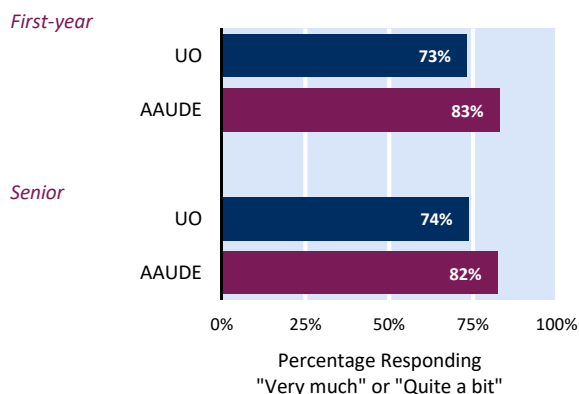
#### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



#### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions<sup>a</sup> on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

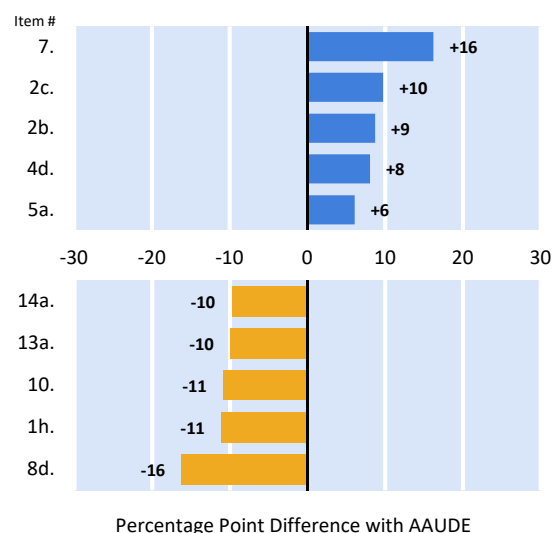
#### First-year

##### Highest Performing Relative to AAUDE

- Assigned more than 50 pages of writing<sup>b</sup>
- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Connected your learning to societal problems or issues<sup>b</sup> (RI)
- Evaluating a point of view, decision, or information source<sup>c</sup> (HO)
- Instructors clearly explained course goals and requirements<sup>c</sup> (ET)

##### Lowest Performing Relative to AAUDE

- Institution emphasis on studying and academic work<sup>c</sup>
- Quality of interactions with students<sup>d</sup> (QI)
- Extent to which courses challenged you to do your best work<sup>d</sup>
- Worked with other students on course projects or assignments<sup>b</sup> (CL)
- Discussions with... People with political views other than your own<sup>b</sup> (DD)



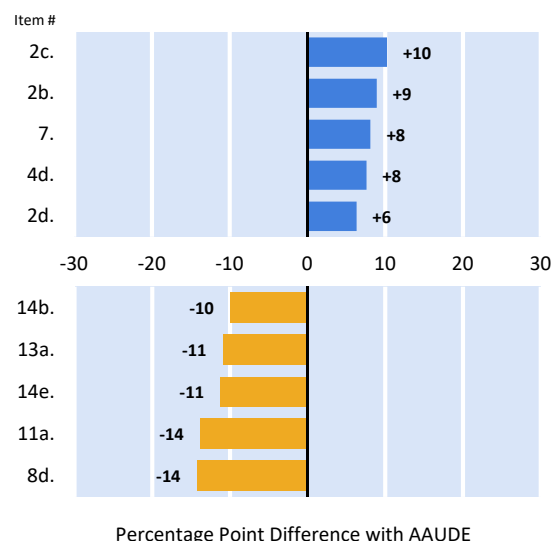
#### Senior

##### Highest Performing Relative to AAUDE

- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Connected your learning to societal problems or issues<sup>b</sup> (RI)
- Assigned more than 50 pages of writing<sup>b</sup>
- Evaluating a point of view, decision, or information source<sup>c</sup> (HO)
- Examined the strengths and weaknesses of your own views on a topic or issue<sup>b</sup> (RI)

##### Lowest Performing Relative to AAUDE

- Institution emphasis on providing support to help students succeed academically<sup>c</sup> (SE)
- Quality of interactions with students<sup>d</sup> (QI)
- Institution emphasis on providing opportunities to be involved socially<sup>c</sup> (SE)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Discussions with... People with political views other than your own<sup>b</sup> (DD)



a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning. CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

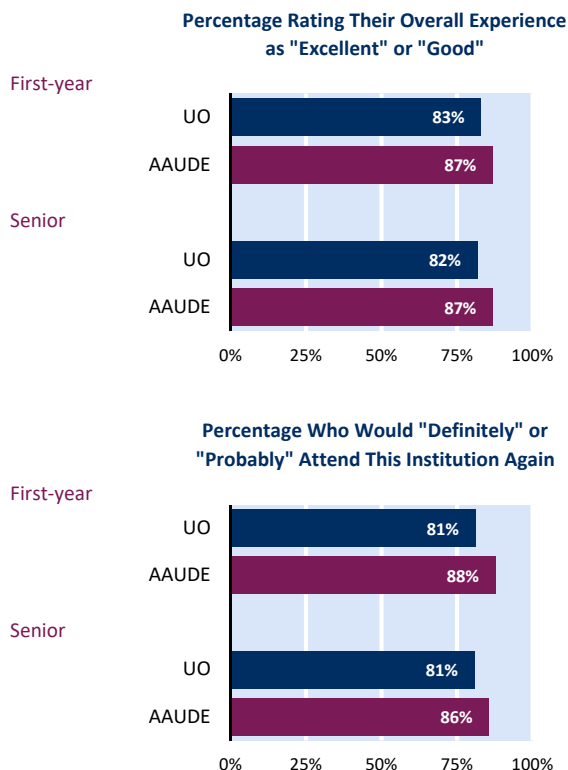
#### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	83%
Writing clearly and effectively	67%
Working effectively with others	65%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	61%
Speaking clearly and effectively	60%
Analyzing numerical and statistical information	58%
Being an informed and active citizen	56%
Solving complex real-world problems	55%
Developing or clarifying a personal code of values and ethics	54%
Acquiring job- or work-related knowledge and skills	51%

#### Satisfaction with UO

Students rated their overall experience at the institution, and whether or not they would choose it again.



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
First-year	547	14%	70%	97%
Senior	616	16%	64%	77%

See your *Administration Summary* and *Respondent Profile* reports for more information.

#### Additional Questions

Your institution administered the following additional question sets:

##### Academic Advising

##### Association of American Universities Data Exchange

See your *Topical Module* and *Consortium* reports for results.

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: [nsse.indiana.edu](http://nsse.indiana.edu)

## Appendix B: A Pocket Guide to Choosing a College: NSSE 2017 Answers from Students



## A Pocket Guide to Choosing a College: NSSE 2017 Answers from Students University of Oregon

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.

The following responses were provided by 1,163 UO students on the 2017 survey.

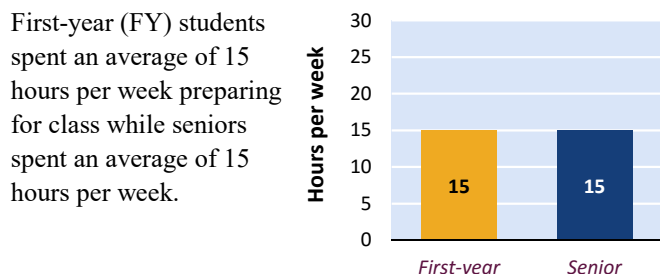


*A Pocket Guide to  
Choosing a College*  
is available at  
[nsse.indiana.edu/html/  
pocket\\_guide.cfm](http://nsse.indiana.edu/html/pocket_guide.cfm)



### Academics

#### How much time do students spend studying each week?



#### Do courses challenge students to do their best?<sup>a</sup>

38% of FY students reported that their courses "highly" challenged them to do their best work.

#### How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 67 pages of writing and seniors estimated an average of 77 pages.

#### How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

#### How often do students make course presentations?<sup>b</sup>

22% of FY students and 55% of seniors "frequently" gave course presentations.

#### Do class discussions and assignments include the perspectives of diverse groups of people?<sup>b</sup>

59% of FY students "frequently" included diverse perspectives in course discussions or assignments.

#### Are students expected to use numbers or statistics throughout their coursework?<sup>b</sup>

37% of FY students "frequently" used numerical information to examine a real-world problem or issue; 51% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

### Experiences with Faculty

#### How do students rate their interactions with faculty?<sup>c</sup>

43% of FY students rated the quality of their interactions with faculty as "high."

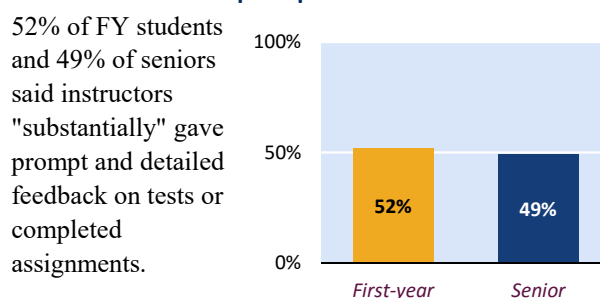
#### How often do students talk with faculty members or advisors about their career plans?<sup>b</sup>

29% of FY and 37% of seniors "frequently" discussed career plans with faculty.

#### Do faculty members clearly explain course goals and requirements?

83% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

#### Do students receive prompt and detailed feedback?<sup>d</sup>



#### How often do students talk with faculty members outside class about what they are learning?<sup>b</sup>

27% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

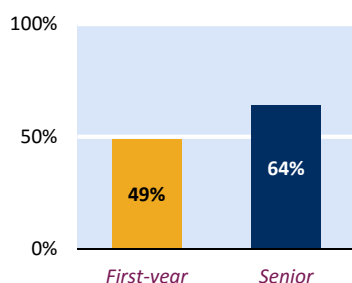
#### How many students work on research projects with faculty?

3% of FY students and 29% of seniors worked on a research project with a faculty member.

## Learning with Peers

### How often do students work together on class projects and assignments?<sup>b</sup>

49% of FY students and 64% of seniors "frequently" worked with their peers on course projects and assignments.



### Do students help each other learn?<sup>b</sup>

62% of seniors "frequently" explained course material to one or more students.

### How often do students work together to prepare for exams?<sup>b</sup>

55% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

### How often do students interact with others who have different viewpoints or who come from different backgrounds?<sup>b</sup>

Among FY students, 49% "frequently" had discussions with people with different political views, 73% "frequently" had discussions with people from a different economic background, and 71% "frequently" had discussions with people from a different race or ethnicity.

## Campus Environment

### Are students encouraged to use learning support services (tutors, writing center)?<sup>d</sup>

70% of FY students said the institution "substantially" emphasized the use of learning support services.

### How do students rate their interactions with academic advisors?<sup>c</sup>

41% of FY students and 40% of seniors gave the quality of their interactions with academic advisors a "high" rating.

### How well do students get along with each other?<sup>c</sup>

43% of FY students gave the quality of their interactions with their peers a "high" rating.

### How satisfied are students with their educational experience?

83% of FY and 82% of seniors rated their entire educational experience at this institution as "excellent" or "good."

## Rich Educational Experiences

### What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 21% of students participated in a learning community. By spring of their senior year, 40% of students had done (or were doing) a culminating senior experience.

### How many students study in other countries?

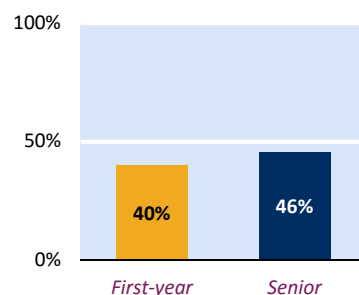
By their senior year, 24% of students had studied abroad.

### How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 48% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

### How many courses include community-based service-learning projects?<sup>e</sup>

40% of FY students and 46% of seniors said "at least some" of their courses included a community-based service-learning project.



#### Notes

- a. "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- b. "Frequently" is "Often" or "Very often."
- c. A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- d. "Substantially" is "Quite a bit" or "Very much."
- e. "At least some" is defined by combining responses of "Some," "Most," and "All."



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## Appendix C: NSSE 2017 Topical Module Report: Academic Advisors

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# **NSSE 2017 Topical Module Report**

## **Academic Advising**

University of Oregon

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## About This Topical Module

This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors. Complementary FSSE set available.

## 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 'Academic Advising' column of this report.

Group label	Academic Advising
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all module participants) was used.
Group description	Default comparison group

## Academic Advising (N=335)

Acadia University (Wolfville, NS)	Briar Cliff University (Sioux City, IA)
Adrian College (Adrian, MI)	Bridgewater College (Bridgewater, VA)*
Alaska Pacific University (Anchorage, AK)	Bridgewater State University (Bridgewater, MA)
Albany State University (Albany, GA)	Brigham Young University (Provo, UT)
Albion College (Albion, MI)	Brigham Young University-Idaho (Rexburg, ID)
Algoma University (Sault Ste. Marie, ON)	Bryn Mawr College (Bryn Mawr, PA)*
Allegheny College (Meadville, PA)	Bucknell University (Lewisburg, PA)
Alma College (Alma, MI)	Burman University (Lacombe, AB)*
American Public University System (Charles Town, WV)*	California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)
Anna Maria College (Paxton, MA)	California State Polytechnic University-Pomona (Pomona, CA)
Armstrong State University (Savannah, GA)	California State University San Marcos (San Marcos, CA)*
Ashford University (San Diego, CA)*	California State University-Bakersfield (Bakersfield, CA)
Auburn University at Montgomery (Montgomery, AL)*	California State University-Channel Islands (Camarillo, CA)
Augusta University (Augusta, GA)	California State University-Dominguez Hills (Carson, CA)
Bacone College (Muskogee, OK)	California State University-Long Beach (Long Beach, CA)
Baker University (Baldwin City, KS)*	California State University-Los Angeles (Los Angeles, CA)
Becker College (Worcester, MA)	California State University, Fresno (Fresno, CA)
Berkeley College (New York, NY)	California State University, Northridge (Northridge, CA)
Berry College (Mount Berry, GA)*	California State University, Sacramento (Sacramento, CA)
Bethany College (Lindsborg, KS)	California University of Pennsylvania (California, PA)
Binghamton University (State University of New York) (Binghamton, NY)	Campbell University Inc. (Buies Creek, NC)
Birmingham-Southern College (Birmingham, AL)*	Canisius College (Buffalo, NY)*
Bishop's University (Sherbrooke, QC)	Cape Breton University (Sydney, NS)
Black Hills State University (Spearfish, SD)*	Carroll University (Waukesha, WI)
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	Catholic University of America, The (Washington, DC)
Boston University (Boston, MA)*	Cedarville University (Cedarville, OH)*
Bowie State University (Bowie, MD)	Centenary College of Louisiana (Shreveport, LA)
Brandon University (Brandon, MB)	Central Christian College of Kansas (McPherson, KS)
Brenau University (Gainesville, GA)*	Central Connecticut State University (New Britain, CT)
Brevard College (Brevard, NC)*	Chaminade University of Honolulu (Honolulu, HI)

## Academic Advising (N=335), continued

Chatham University (Pittsburgh, PA)	Goshen College (Goshen, IN)
Chicago State University (Chicago, IL)	Goucher College (Baltimore, MD)
Chowan University (Murfreesboro, NC)	Grambling State University (Grambling, LA)
Christopher Newport University (Newport News, VA)	Grove City College (Grove City, PA)*
Claflin University (Orangeburg, SC)*	Hampshire College (Amherst, MA)*
Clarion University of Pennsylvania (Clarion, PA)	Hardin-Simmons University (Abilene, TX)
Clarke University (Dubuque, IA)	Hartwick College (Oneonta, NY)*
Clemson University (Clemson, SC)*	Henderson State University (Arkadelphia, AR)
Colgate University (Hamilton, NY)	Heritage University (Toppenish, WA)*
College at Brockport, SUNY, The (Brockport, NY)	Illinois Wesleyan University (Bloomington, IL)*
College of Idaho, The (Caldwell, ID)	Indiana State University (Terre Haute, IN)*
College of Saint Elizabeth (Morristown, NJ)	Inter American University of Puerto Rico-Metro Campus (San Juan, PR)
College of Saint Rose, The (Albany, NY)	Iona College (New Rochelle, NY)*
Colorado State University (Fort Collins, CO)*	Jarvis Christian College (Hawkins, TX)
Columbia College (Columbia, MO)	John Brown University (Siloam Springs, AR)
Concordia University (Portland, OR)	John Carroll University (Cleveland, OH)
Concordia University (Montreal, QC)	Keene State College (Keene, NH)*
Concordia University Chicago (River Forest, IL)	Kent State University (Kent, OH)
Concordia University Texas (Austin, TX)	Kentucky State University (Frankfort, KY)
Connecticut College (New London, CT)	King's University, The (Edmonton, AB)
Cornerstone University (Grand Rapids, MI)	Kutztown University of Pennsylvania (Kutztown, PA)
CUNY Bernard M Baruch College (New York, NY)	Lake Forest College (Lake Forest, IL)
CUNY Medgar Evers College (Brooklyn, NY)	Lebanon Valley College (Annville, PA)*
Dakota State University (Madison, SD)*	Lenoir-Rhyne University (Hickory, NC)*
Davis & Elkins College (Elkins, WV)	Lewis & Clark College (Portland, OR)*
Defiance College (Defiance, OH)	Lewis University (Romeoville, IL)
Delta State University (Cleveland, MS)*	LIM College (New York, NY)
Denison University (Granville, OH)	Lincoln University (Lincoln University, PA)
Dickinson State University (Dickinson, ND)	Lock Haven University (Lock Haven, PA)
Dixie State University (Saint George, UT)*	Lynchburg College (Lynchburg, VA)*
Doane University (Crete, NE)*	Madonna University (Livonia, MI)*
Dominican University of California (San Rafael, CA)*	Mansfield University of Pennsylvania (Mansfield, PA)
East Central University (Ada, OK)	Maranatha Baptist University (Watertown, WI)
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)	Marshall University (Huntington, WV)*
East Tennessee State University (Johnson City, TN)*	Martin Methodist College (Pulaski, TN)
East Texas Baptist University (Marshall, TX)*	Mayville State University (Mayville, ND)
Eastern Connecticut State University (Willimantic, CT)	McNeese State University (Lake Charles, LA)*
Eastern Michigan University (Ypsilanti, MI)*	Michigan State University (East Lansing, MI)*
Eastern Washington University (Cheney, WA)	Middle Georgia State University (Macon, GA)
Edinboro University of Pennsylvania (Edinboro, PA)	Midland University (Fremont, NE)
Elizabeth City State University (Elizabeth City, NC)	Midway University (Midway, KY)
Elizabethtown College (Elizabethtown, PA)	Millersville University of Pennsylvania (Millersville, PA)
Embry Riddle Aeronautical University-Worldwide (Daytona Beach, FL)	Millsaps College (Jackson, MS)
Fairmont State University (Fairmont, WV)*	Minnesota State University Moorhead (Moorhead, MN)
Farmingdale State College (Farmingdale, NY)	Missouri Southern State University (Joplin, MO)*
Fayetteville State University (Fayetteville, NC)	Missouri Western State University (Saint Joseph, MO)*
Fitchburg State University (Fitchburg, MA)	Montana State University Billings (Billings, MT)*
Florida A&M University (Tallahassee, FL)	Morrisville State College (Morrisville, NY)
Florida Institute of Technology (Melbourne, FL)	Mount Mercy University (Cedar Rapids, IA)*
Florida International University (Miami, FL)*	Mount Saint Mary College (Newburgh, NY)*
Francis Marion University (Florence, SC)	Mount St. Vincent University (Halifax, NS)
Franklin University (Columbus, OH)	Murray State University (Murray, KY)
Fredonia State University of New York (Fredonia, NY)	New College of Florida (Sarasota, FL)
Furman University (Greenville, SC)*	New Jersey Institute of Technology (Newark, NJ)*
Gannon University (Erie, PA)	New Mexico Highlands University (Las Vegas, NM)*
Georgia College & State University (Milledgeville, GA)	New Mexico Institute of Mining and Technology (Socorro, NM)
Gettysburg College (Gettysburg, PA)	New Mexico State University (Las Cruces, NM)
Gonzaga University (Spokane, WA)*	North Carolina Agricultural & Technical State University (Greensboro, NC)

\*2016 participant

## Academic Advising (N=335), continued

Northeastern Illinois University (Chicago, IL)*	SUNY College of Environmental Science and Forestry (Syracuse, NY)
Northwestern Oklahoma State University (Alva, OK)	SUNY College of Technology at Alfred (Alfred, NY)
Norwich University (Northfield, VT)*	SUNY Maritime College (Bronx, NY)
Oakland University (Rochester Hills, MI)*	SUNY-Buffalo State College (Buffalo, NY)
Occidental College (Los Angeles, CA)	Tennessee State University (Nashville, TN)
Oglala Lakota College (Kyle, SD)	Texas A&M University - Corpus Christi (Corpus Christi, TX)
Ohio Northern University (Ada, OH)*	Texas Wesleyan University (Fort Worth, TX)*
Ohio State University at Newark, The (Newark, OH)*	Thompson Rivers University (Kamloops, BC)
Ohio State University-Lima Campus (Lima, OH)*	Trine University (Angola, IN)*
Ohio State University-Mansfield Campus (Mansfield, OH)*	Troy University (Troy, AL)
Ohio State University-Marion Campus (Marion, OH)*	Union College (NE) (Lincoln, NE)
Ohio State University, The (Columbus, OH)*	United States Coast Guard Academy (New London, CT)
Ohio University (Athens, OH)	United States Merchant Marine Academy (Kings Point, NY)
Ohio Wesleyan University (Delaware, OH)*	University at Albany, SUNY, The (Albany, NY)
Oklahoma Christian University (Edmond, OK)*	University of Alabama at Birmingham (Birmingham, AL)*
Ottawa University (Ottawa, KS)	University of Alabama in Huntsville (Huntsville, AL)*
Otterbein University (Westerville, OH)	University of Alaska Anchorage (Anchorage, AK)*
Pace University (New York, NY)*	University of Alaska Fairbanks (Fairbanks, AK)*
Pfeiffer University (Misenheimer, NC)	University of Arkansas (Fayetteville, AR)*
Pitzer College (Claremont, CA)	University of Arkansas at Little Rock (Little Rock, AR)*
Plymouth State University (Plymouth, NH)	University of Baltimore (Baltimore, MD)*
Point Park University (Pittsburgh, PA)	University of Calgary (Calgary, AB)
Providence College (Providence, RI)	University of Central Florida (Orlando, FL)
Queens University of Charlotte (Charlotte, NC)*	University of Great Falls (Great Falls, MT)*
Quest University Canada (Squamish, BC)	University of Hawai'i at Hilo (Hilo, HI)
Randolph-Macon College (Ashland, VA)	University of Houston (Houston, TX)
Regent University (Virginia Beach, VA)	University of Houston-Downtown (Houston, TX)*
Rhode Island School of Design (Providence, RI)	University of Houston-Victoria (Victoria, TX)
Rhodes College (Memphis, TN)	University of Illinois at Chicago (Chicago, IL)
Rider University (Lawrenceville, NJ)	University of Illinois Springfield (Springfield, IL)*
Ringling College of Art and Design (Sarasota, FL)	University of Indianapolis (Indianapolis, IN)
Robert Morris University (Moon Township, PA)*	University of Maine (Orono, ME)
Rockford University (Rockford, IL)*	University of Maine at Augusta (Augusta, ME)
Rogers State University (Claremore, OK)	University of Maine at Farmington (Farmington, ME)
Rollins College (Winter Park, FL)*	University of Maine at Fort Kent (Fort Kent, ME)
Rowan University (Glassboro, NJ)*	University of Maine at Machias (Machias, ME)
Saint Mary's College (Notre Dame, IN)*	University of Maine at Presque Isle (Presque Isle, ME)
Saint Xavier University (Chicago, IL)	University of Mary (Bismarck, ND)*
Salem State University (Salem, MA)*	University of Mary Washington (Fredericksburg, VA)*
Seton Hall University (South Orange, NJ)	University of Maryland-Eastern Shore (Princess Anne, MD)
Sewanee: The University of the South (Sewanee, TN)	University of Massachusetts Amherst (Amherst, MA)
Shawnee State University (Portsmouth, OH)	University of Massachusetts Boston (Boston, MA)
Shepherd University (Shepherdstown, WV)*	University of Massachusetts Dartmouth (North Dartmouth, MA)
Shippensburg University of Pennsylvania (Shippensburg, PA)	University of Massachusetts Lowell (Lowell, MA)*
Slippery Rock University of Pennsylvania (Slippery Rock, PA)	University of Memphis (Memphis, TN)*
South Dakota State University (Brookings, SD)*	University of Michigan-Flint (Flint, MI)*
Southern Connecticut State University (New Haven, CT)	University of Minnesota Duluth (Duluth, MN)*
Southern Oregon University (Ashland, OR)*	University of Minnesota-Crookston (Crookston, MN)*
Southwestern Oklahoma State University (Weatherford, OK)	University of Missouri-Kansas City (Kansas City, MO)*
Spelman College (Atlanta, GA)*	University of Missouri-St. Louis (Saint Louis, MO)
Spring Arbor University (Spring Arbor, MI)*	University of Mount Union (Alliance, OH)*
St. Edward's University (Austin, TX)	University of Nebraska at Kearney (Kearney, NE)*
St. Francis College (Brooklyn Heights, NY)*	University of Nebraska at Omaha (Omaha, NE)*
Stephen F. Austin State University (Nacogdoches, TX)	University of New Brunswick (Fredericton, NB)
Stevens Institute of Technology (Hoboken, NJ)	University of New Brunswick - Saint John Campus (Saint John, NB)
Stockton University (Galloway, NJ)*	University of New Hampshire (Durham, NH)
Suffolk University (Boston, MA)	University of New Haven (West Haven, CT)
SUNY College at Old Westbury (Old Westbury, NY)	University of North Carolina at Charlotte (Charlotte, NC)*

## Academic Advising (N=335), continued

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University of North Georgia (Dahlonega, GA)  
University of Northern Iowa (Cedar Falls, IA)\*  
University of Pikeville (Pikeville, KY)  
University of Rhode Island (Kingston, RI)\*  
University of Saint Francis-Fort Wayne (Fort Wayne, IN)  
University of San Francisco (San Francisco, CA)  
University of Science and Arts of Oklahoma (Chickasha, OK)\*  
University of South Dakota (Vermillion, SD)\*  
University of Southern Indiana (Evansville, IN)\*  
University of Southern Maine (Portland, ME)  
University of Southern Mississippi (Hattiesburg, MS)\*  
University of Tennessee at Chattanooga, The (Chattanooga, TN)  
University of Texas at Arlington, The (Arlington, TX)  
University of Texas at Dallas, The (Richardson, TX)  
University of Texas at El Paso, The (El Paso, TX)  
University of Texas at San Antonio, The (San Antonio, TX)  
University of Texas Rio Grande Valley, The (Edinburg, TX)  
University of the Fraser Valley (Abbotsford, BC)\*  
University of the Ozarks (Clarksville, AR)  
University of the Pacific (Stockton, CA)\*  
University of Vermont (Burlington, VT)  
University of Wisconsin-Eau Claire (Eau Claire, WI)  
University of Wisconsin-La Crosse (La Crosse, WI)  
University of Wisconsin-Milwaukee (Milwaukee, WI)  
University of Wisconsin-Superior (Superior, WI)  
University of Wisconsin-Whitewater (Whitewater, WI)  
Urbana University (Urbana, OH)  
Ursuline College (Pepper Pike, OH)\*  
Valdosta State University (Valdosta, GA)  
Vaughn College of Aeronautics and Technology (Flushing, NY)  
Virginia Commonwealth University (Richmond, VA)  
Waldorf University (Forest City, IA)\*  
Warren Wilson College (Swannanoa, NC)  
Washburn University (Topeka, KS)  
Washington College (Chestertown, MD)\*  
Wayland Baptist University (Plainview, TX)\*  
Weber State University (Ogden, UT)  
Western New Mexico University (Silver City, NM)  
Western Oregon University (Monmouth, OR)  
Western Washington University (Bellingham, WA)  
Westminster College (Salt Lake City, UT)\*  
Wofford College (Spartanburg, SC)  
York College of Pennsylvania (York, PA)

\*2016 participant



# NSSE 2017 Academic Advising

## Frequencies and Statistical Comparisons

### University of Oregon

## First-Year Students

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UO		Academic Advising		UO	Academic Advising	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?</b>										
	ADV01	0	0	35	8	8,805	12	<b>2.5</b>	2.2 *** △	.21
		1	1	76	19	18,892	23			
		2	2	113	27	24,108	30			
		3	3	104	25	15,198	19			
		4	4	44	10	6,602	8			
		5	5	19	4	2,449	3			
		6	6 or more	28	7	3,975	5			
		Total		419	100	80,029	100			
<b>2. During the current school year, to what extent have your academic advisors done the following?</b>										
a. Been available when needed	ADV02a	1	Very little	18	5	6,191	8	<b>3.0</b>	2.9 * △	.10
		2	Some	67	16	16,136	20			
		3	Quite a bit	182	43	27,741	34			
		4	Very much	124	29	24,009	30			
		—	Not applicable	30	7	5,991	8			
		Total		421	100	80,068	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	17	4	6,033	7	<b>3.0</b>	3.0	.07
		2	Some	64	16	15,238	19			
		3	Quite a bit	186	44	26,247	33			
		4	Very much	121	29	25,518	32			
		—	Not applicable	32	7	6,935	9			
		Total		420	100	79,971	100			
c. Informed you of important deadlines	ADV02c	1	Very little	47	11	10,250	13	<b>2.7</b>	2.8 * ▽	-.10
		2	Some	102	25	16,844	21			
		3	Quite a bit	143	34	23,955	30			
		4	Very much	88	21	22,323	28			
		—	Not applicable	40	9	6,590	9			
		Total		420	100	79,962	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	48	12	9,809	12	<b>2.7</b>	2.8	-.07
		2	Some	95	23	17,958	22			
		3	Quite a bit	143	35	24,065	30			
		4	Very much	87	20	20,508	26			
		—	Not applicable	47	11	7,577	10			
		Total		420	100	79,917	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	47	11	11,011	14	<b>2.7</b>	2.7	-.02
		2	Some	105	26	17,825	22			
		3	Quite a bit	136	32	22,973	29			
		4	Very much	92	22	20,337	26			
		—	Not applicable	41	10	7,795	10			
		Total		421	100	79,941	100			

# NSSE 2017 Academic Advising

## Frequencies and Statistical Comparisons

### University of Oregon

## First-Year Students

Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>		
				UO		Academic Advising		UO	Academic Advising	
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
f. Provided useful information about courses	ADV02f	1	Very little	29	8	8,831	11	2.9	2.9	.02
		2	Some	98	24	16,970	21			
		3	Quite a bit	149	35	25,292	31			
		4	Very much	112	26	23,119	29			
		—	Not applicable	30	7	5,669	8			
			Total	418	100	79,881	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	56	13	11,667	14	2.6	2.7	-.05
		2	Some	83	20	16,247	20			
		3	Quite a bit	106	26	18,474	23			
		4	Very much	71	17	17,713	22			
		—	Not applicable	101	24	15,758	20			
			Total	417	100	79,859	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	70	16	15,369	19	2.4	2.5	-.05
		2	Some	104	25	17,034	21			
		3	Quite a bit	105	26	16,961	21			
		4	Very much	54	12	15,025	19			
		—	Not applicable	84	20	15,453	20			
			Total	417	100	79,842	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	78	19	16,527	21	2.4	2.5 *	-.11
		2	Some	120	28	18,741	23			
		3	Quite a bit	99	24	17,135	21			
		4	Very much	56	13	15,922	20			
		—	Not applicable	65	15	11,401	15			
			Total	418	100	79,726	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04_15	1	Never	163	38	30,907	38	1.9	1.9	-.01
		2	Sometimes	149	36	29,272	36			
		3	Often	80	20	13,752	18			
		4	Very often	25	6	5,857	8			
			Total	417	100	79,788	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	116	27	26,931	34			
		—	Academic advisor(s) available to any student	120	29	6,928	9			
		—	Faculty or staff not formally assigned as an advisor	22	6	6,818	8			
		—	Online advising system (degree progress report, etc.)	20	4	3,083	4			
		—	Website, catalog, or other published sources	17	4	3,840	5			
		—	Friends or other students	36	9	12,524	15			
		—	Family members	54	12	14,028	17			
		—	Other, please specify:	16	4	1,651	2			
		—	I did not seek academic advice this year	16	4	4,027	6			
			Total	417	100	79,830	100			

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

# NSSE 2017 Academic Advising

## Frequencies and Statistical Comparisons

### University of Oregon

## Seniors

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UO		Academic Advising		UO	Academic Advising	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?</b>										
	ADV01	0	0	79	16	16,250	16	<b>2.2</b>	2.2	.01
		1	1	106	21	26,036	25			
		2	2	133	26	26,571	25			
		3	3	85	17	15,307	14			
		4	4	54	11	8,245	8			
		5	5	13	2	3,625	3			
		6	6 or more	40	7	10,186	9			
		Total		510	100	106,220	100			
<b>2. During the current school year, to what extent have your academic advisors done the following?</b>										
a. Been available when needed	ADV02a	1	Very little	40	8	10,329	10	<b>2.9</b>	2.9	-.04
		2	Some	103	20	20,783	20			
		3	Quite a bit	189	37	32,283	30			
		4	Very much	134	26	35,030	33			
		—	Not applicable	42	8	7,881	8			
		Total		508	100	106,306	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	36	7	10,202	10	<b>3.0</b>	3.0	.00
		2	Some	96	18	19,674	18			
		3	Quite a bit	175	35	30,313	28			
		4	Very much	148	29	36,132	34			
		—	Not applicable	53	11	9,914	9			
		Total		508	100	106,235	100			
c. Informed you of important deadlines	ADV02c	1	Very little	76	15	17,571	16	<b>2.7</b>	2.7	-.05
		2	Some	112	22	21,539	20			
		3	Quite a bit	148	29	27,388	26			
		4	Very much	121	24	30,207	29			
		—	Not applicable	53	11	9,490	9			
		Total		510	100	106,195	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	71	14	17,579	17	<b>2.6</b>	2.7	-.05
		2	Some	124	24	22,646	21			
		3	Quite a bit	130	26	25,605	24			
		4	Very much	102	20	26,458	25			
		—	Not applicable	81	16	13,804	13			
		Total		508	100	106,092	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	121	24	23,715	22	<b>2.3</b>	2.4 *	-.12
		2	Some	135	26	23,530	22			
		3	Quite a bit	89	18	20,653	19			
		4	Very much	81	16	20,926	20			
		—	Not applicable	81	16	17,292	16			
		Total		507	100	106,116	100			

# NSSE 2017 Academic Advising

## Frequencies and Statistical Comparisons

### University of Oregon

## Seniors

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				UO		Academic Advising		UO	Academic Advising	
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
f. Provided useful information about courses	ADV02f	1	Very little	78	16	16,916	16	2.6	2.7 *	-.10
		2	Some	128	25	22,378	21			
		3	Quite a bit	135	26	27,875	26			
		4	Very much	109	21	28,810	27			
		—	Not applicable	58	12	10,123	10			
		Total	508	100	106,102	100				
g. Helped you when you had academic difficulties	ADV02g	1	Very little	91	19	18,559	18	2.5	2.6 *	-.13
		2	Some	97	19	18,841	18			
		3	Quite a bit	94	18	20,210	19			
		4	Very much	85	17	24,047	22			
		—	Not applicable	141	28	24,392	24			
		Total	508	100	106,049	100				
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	111	23	24,023	23	2.3	2.4 *	-.11
		2	Some	122	24	19,206	18			
		3	Quite a bit	97	18	18,798	17			
		4	Very much	75	15	21,332	20			
		—	Not applicable	105	21	22,651	22			
		Total	510	100	106,010	100				
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	117	24	25,611	25	2.3	2.4 *	-.09
		2	Some	134	26	22,031	20			
		3	Quite a bit	97	19	19,621	18			
		4	Very much	87	17	24,533	22			
		—	Not applicable	73	15	13,999	14			
		Total	508	100	105,795	100				
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04_15	1	Never	262	52	48,755	46	1.7	1.8 ***	-.17
		2	Sometimes	165	32	33,853	32			
		3	Often	59	11	15,608	15			
		4	Very often	22	4	7,758	7			
		Total	508	100	105,974	100				
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	90	17	32,337	31			
		—	Academic advisor(s) available to any student	106	21	9,512	9			
		—	Faculty or staff not formally assigned as an advisor	66	13	18,154	16			
		—	Online advising system (degree progress report, etc.)	74	15	8,315	8			
		—	Website, catalog, or other published sources	33	6	5,988	6			
		—	Friends or other students	61	12	12,381	11			
		—	Family members	31	6	9,337	8			
		—	Other, please specify:	24	5	3,205	3			
		—	I did not seek academic advice this year	24	5	6,820	7			
		Total	509	100	106,049	100				

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

# NSSE 2017 Academic Advising

## Detailed Statistics<sup>e</sup>

### University of Oregon

#### 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>
	UO	UO	Academic Advising	UO	Academic Advising	UO	Academic Advising	Comparisons with: Academic Advising		
ADV01	414	2.49	2.18	.08	.01	1.55	1.51	44,972	.000	.21
ADV02a	388	3.03	2.94	.04	.00	0.84	0.94	396	.031	.10
ADV02b	384	3.05	2.98	.04	.00	0.82	0.94	393	.121	.07
ADV02c	376	2.71	2.81	.05	.01	0.96	1.03	41,015	.048	-.10
ADV02d	371	2.71	2.78	.05	.01	0.96	1.01	40,456	.169	-.07
ADV02e	376	2.73	2.74	.05	.01	0.97	1.03	383	.698	-.02
ADV02f	383	2.87	2.85	.05	.00	0.92	1.00	391	.747	.02
ADV02g	312	2.62	2.67	.06	.01	1.02	1.07	35,750	.394	-.05
ADV02h	330	2.44	2.50	.05	.01	0.98	1.10	337	.279	-.05
ADV02i	349	2.36	2.48	.05	.01	1.00	1.10	356	.030	-.11
ADV04_15	412	1.94	1.95	.04	.00	0.91	0.93	44,829	.894	-.01

# NSSE 2017 Academic Advising

## Detailed Statistics<sup>e</sup>

### University of Oregon

## 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>
	UO	UO	Academic Advising	UO	Academic Advising	UO	Academic Advising	Comparisons with: Academic Advising		
ADV01	508	2.22	2.21	.07	.01	1.68	1.75	64,926	.875	.01
ADV02a	463	2.89	2.93	.04	.00	0.92	1.00	471	.380	-.04
ADV02b	452	2.95	2.96	.04	.00	0.93	1.00	460	.931	.00
ADV02c	454	2.68	2.74	.05	.00	1.04	1.09	59,079	.247	-.05
ADV02d	425	2.62	2.67	.05	.00	1.03	1.09	432	.271	-.05
ADV02e	426	2.31	2.44	.05	.00	1.08	1.12	432	.012	-.12
ADV02f	447	2.60	2.71	.05	.00	1.04	1.08	58,580	.030	-.10
ADV02g	366	2.45	2.60	.06	.01	1.11	1.14	49,512	.013	-.13
ADV02h	402	2.31	2.44	.05	.01	1.08	1.16	409	.017	-.11
ADV02i	430	2.34	2.44	.05	.00	1.09	1.16	437	.049	-.09
ADV04_15	506	1.67	1.83	.04	.00	0.83	0.94	515	.000	-.17

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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.

## Appendix D: Sub-Population Descriptive Statistics by Question



# Appendix D: Sub-Population Descriptive Statistics by Question

## Discussions with Diverse Others

Demographic	Response	Freshman								Senior							
		Race/Ethnicity		SES		Religious Beliefs		Political Ideology		Race/Ethnicity		SES		Religious Beliefs		Political Ideology	
		N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Female	Very often	103	32.2%	91	28.3%	88	27.3%	68	21.1%	120	34.9%	122	35.6%	102	29.8%	74	21.5%
	Often	122	38.1%	133	41.3%	122	37.9%	79	24.5%	127	36.9%	135	39.4%	123	36.0%	82	23.8%
Male	Very often	40	28.8%	38	27.3%	35	25.4%	30	21.6%	58	30.5%	65	34.2%	56	29.5%	47	24.7%
	Often	58	41.7%	69	49.6%	56	40.6%	44	31.7%	75	39.5%	77	40.5%	76	40.0%	54	28.4%
URM	Very often	50	42.7%	40	34.2%	35	29.9%	23	19.7%	32	38.1%	26	31.3%	23	27.4%	18	21.4%
	Often	39	33.3%	51	43.6%	42	35.9%	33	28.2%	37	44.0%	38	45.8%	34	40.5%	24	28.6%
Non-URM	Very often	93	27.2%	89	25.9%	88	25.7%	75	21.8%	146	32.4%	161	35.8%	135	30.1%	103	22.9%
	Often	141	41.2%	151	43.9%	136	39.7%	90	26.2%	165	36.7%	174	38.7%	165	36.8%	112	24.9%
First Gen	Very often	45	35.4%	46	35.9%	38	29.7%	28	21.9%	47	30.1%	52	33.3%	42	26.9%	36	23.1%
	Often	46	36.2%	49	38.3%	47	36.7%	30	23.4%	71	45.5%	65	41.7%	68	43.6%	44	28.2%
Non-First Gen	Very often	98	29.5%	83	24.9%	85	25.6%	70	21.0%	131	34.7%	135	35.8%	116	30.9%	85	22.5%
	Often	134	40.4%	153	45.9%	131	39.5%	93	27.9%	131	34.7%	147	39.0%	131	34.8%	92	24.3%
Resident	Very often	80	28.6%	73	26.0%	74	26.4%	60	21.4%	119	32.0%	128	34.5%	110	29.6%	85	22.8%
	Often	111	39.6%	125	44.5%	109	38.9%	76	27.0%	146	39.2%	159	42.9%	149	40.1%	95	25.5%
Non-Resident	Very often	63	35.2%	56	31.1%	49	27.2%	38	21.1%	59	36.4%	59	36.4%	48	30.0%	36	22.2%
	Often	69	38.5%	77	42.8%	69	38.3%	47	26.1%	56	34.6%	53	32.7%	50	31.3%	41	25.3%
Pell	Very often	42	30.9%	40	29.2%	39	28.5%	26	19.0%	79	34.5%	83	36.4%	69	30.1%	48	21.0%
	Often	55	40.4%	61	44.5%	53	38.7%	38	27.7%	92	40.2%	94	41.2%	96	41.9%	66	28.8%
Non-Pell	Very often	101	31.3%	89	27.5%	84	26.0%	72	22.2%	99	32.5%	104	34.1%	89	29.4%	73	23.9%
	Often	125	38.7%	141	43.5%	125	38.7%	85	26.2%	110	36.1%	118	38.7%	103	34.0%	70	23.0%

Quality of Interactions

Demographic	Response	Freshman										Senior									
		Students		Advisors		Faculty		Student Svs		Admin		Students		Advisors		Faculty		Student Svs		Admin	
		N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Female	7 Excellent	41	13.1%	52	16.6%	42	13.5%	38	12.7%	28	10.1%	46	13.6%	56	17.1%	55	16.2%	37	12.3%	28	8.6%
	6	79	25.2%	72	22.9%	82	26.3%	73	24.4%	56	20.3%	102	30.3%	73	22.3%	101	29.8%	62	20.7%	66	20.4%
Male	7 Excellent	32	24.1%	28	21.7%	18	13.5%	23	18.3%	17	13.9%	32	17.2%	38	20.8%	39	21.0%	20	12.4%	16	8.9%
	6	34	25.6%	28	21.7%	43	32.3%	32	25.4%	34	27.9%	48	25.8%	38	20.8%	43	23.1%	33	20.5%	37	20.7%
URM	7 Excellent	20	17.9%	23	20.9%	13	11.6%	16	15.2%	14	13.2%	14	17.5%	12	15.4%	16	20.0%	10	15.2%	5	6.7%
	6	26	23.2%	30	27.3%	29	25.9%	24	22.9%	22	20.8%	22	27.5%	12	15.4%	22	27.5%	17	25.8%	17	22.7%
Non-URM	7 Excellent	53	15.9%	57	17.1%	47	14.1%	45	14.1%	31	10.6%	64	14.4%	82	19.0%	78	17.5%	47	11.9%	39	9.1%
	6	87	26.0%	70	21.0%	96	28.8%	81	25.3%	68	23.3%	128	28.9%	99	22.9%	122	27.4%	78	19.7%	86	20.1%
First Gen	7 Excellent	16	13.0%	28	22.8%	8	6.5%	17	14.7%	16	13.7%	13	8.4%	31	20.7%	30	19.5%	16	12.2%	18	12.3%
	6	28	22.8%	25	20.3%	33	26.6%	24	20.7%	18	15.4%	41	26.6%	37	24.7%	33	21.4%	30	22.9%	30	20.5%
Non-First Gen	7 Excellent	57	17.6%	52	16.3%	52	16.2%	44	14.2%	29	10.3%	65	17.6%	63	17.5%	64	17.3%	41	12.4%	26	7.3%
	6	85	26.3%	75	23.4%	92	28.7%	81	26.2%	72	25.6%	109	29.5%	74	20.6%	111	29.9%	65	19.7%	73	20.4%
Resident	7 Excellent	39	14.4%	54	20.1%	29	10.7%	37	14.8%	34	13.9%	46	12.5%	66	18.4%	66	17.9%	40	12.7%	32	9.0%
	6	65	24.0%	54	20.1%	76	28.0%	58	23.2%	46	18.9%	107	29.2%	82	22.9%	95	25.7%	68	21.5%	66	18.6%
Non-Resident	7 Excellent	34	19.4%	26	14.9%	31	17.8%	24	13.7%	11	7.1%	32	20.5%	28	18.4%	28	17.9%	17	11.7%	12	8.1%
	6	48	27.4%	46	26.4%	49	28.2%	47	26.9%	44	28.6%	43	27.6%	29	19.1%	49	31.4%	27	18.6%	37	25.0%
Pell	7 Excellent	19	14.5%	33	25.0%	13	9.8%	22	17.6%	21	16.5%	28	12.4%	46	20.7%	52	22.9%	28	15.1%	26	12.0%
	6	26	19.8%	24	18.2%	30	22.6%	21	16.8%	27	21.3%	62	27.4%	57	25.7%	58	25.6%	51	27.4%	48	22.2%
Non-Pell	7 Excellent	54	17.1%	47	15.1%	47	15.1%	39	13.0%	24	8.9%	50	16.8%	48	16.7%	42	14.1%	29	10.5%	18	6.3%
	6	87	27.6%	76	24.4%	95	30.4%	84	28.0%	63	23.2%	88	29.6%	54	18.8%	86	28.9%	44	16.0%	55	19.2%

Supportive Campus Environment

Demographic	Response	Freshman											
		Diversity		Engage		Well-Being		Balance		Activities/Events		Social Justice	
		N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Female	Very much	69	22.4%	62	20.3%	91	29.7%	22	7.2%	75	24.7%	42	13.8%
	Quite a bit	110	35.7%	141	46.2%	132	43.1%	76	24.8%	132	43.4%	109	35.9%
Male	Very much	23	17.8%	15	11.8%	34	26.8%	6	4.7%	27	21.4%	16	12.8%
	Quite a bit	58	45.0%	69	54.3%	61	48.0%	41	32.3%	47	37.3%	43	34.4%
URM	Very much	23	21.3%	21	19.6%	39	36.4%	9	8.4%	31	29.0%	14	13.3%
	Quite a bit	39	36.1%	49	45.8%	42	39.3%	25	23.4%	43	40.2%	31	29.5%
Non-URM	Very much	69	21.0%	56	17.2%	86	26.4%	19	5.8%	71	22.0%	44	13.6%
	Quite a bit	129	39.2%	161	49.5%	151	46.3%	92	28.2%	136	42.1%	121	37.3%
First Gen	Very much	29	24.4%	17	14.4%	34	28.8%	14	11.9%	31	26.3%	16	13.9%
	Quite a bit	41	34.5%	49	41.5%	55	46.6%	23	19.5%	37	31.4%	33	28.7%
Non-First Gen	Very much	63	19.8%	60	19.1%	91	28.9%	14	4.4%	71	22.8%	42	13.4%
	Quite a bit	127	39.9%	161	51.3%	138	43.8%	94	29.8%	142	45.5%	119	37.9%
Resident	Very much	57	21.5%	42	16.0%	71	26.9%	19	7.2%	59	22.5%	37	14.2%
	Quite a bit	99	37.4%	116	44.1%	120	45.5%	60	22.7%	101	38.5%	89	34.1%
Non-Resident	Very much	35	20.3%	35	20.7%	54	32.0%	9	5.3%	43	25.6%	21	12.5%
	Quite a bit	69	40.1%	94	55.6%	73	43.2%	57	33.7%	78	46.4%	63	37.5%
Pell	Very much	38	29.7%	21	16.4%	35	27.3%	13	10.2%	29	22.8%	18	14.3%
	Quite a bit	41	32.0%	51	39.8%	55	43.0%	33	25.8%	50	39.4%	37	29.4%
Non-Pell	Very much	54	17.5%	56	18.4%	90	29.5%	15	4.9%	73	24.1%	40	13.2%
	Quite a bit	127	41.1%	159	52.3%	138	45.2%	84	27.5%	129	42.6%	115	38.0%

Demographic	Response	Senior											
		Diversity		Engage		Well-Being		Balance		Activities/Events		Social Justice	
		N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Female	Very much	46	13.8%	52	15.6%	70	21.0%	17	5.1%	63	19.0%	35	10.5%
	Quite a bit	93	27.8%	139	41.6%	135	40.4%	41	12.3%	140	42.2%	103	31.0%
Male	Very much	26	14.3%	28	15.4%	31	17.0%	10	5.5%	41	22.7%	18	10.1%
	Quite a bit	50	27.5%	69	37.9%	77	42.3%	32	17.6%	63	34.8%	45	25.1%
URM	Very much	9	11.3%	11	13.8%	12	15.0%	3	3.8%	15	18.8%	9	11.3%
	Quite a bit	24	30.0%	35	43.8%	30	37.5%	14	17.5%	36	45.0%	24	30.0%
Non-URM	Very much	63	14.4%	69	15.8%	89	20.4%	24	5.5%	89	20.6%	44	10.2%
	Quite a bit	119	27.3%	173	39.7%	182	41.7%	59	13.6%	167	38.6%	124	28.8%
First Gen	Very much	25	16.3%	22	14.4%	28	18.2%	10	6.5%	31	20.1%	12	7.8%
	Quite a bit	35	22.9%	67	43.8%	62	40.3%	13	8.5%	60	39.0%	39	25.3%
Non-First Gen	Very much	47	12.9%	58	16.0%	73	20.2%	17	4.7%	73	20.3%	41	11.5%
	Quite a bit	108	29.8%	141	38.8%	150	41.4%	60	16.6%	143	39.8%	109	30.5%
Resident	Very much	46	12.6%	51	14.0%	64	17.6%	21	5.8%	70	19.3%	34	9.4%
	Quite a bit	97	26.6%	145	39.9%	149	40.9%	41	11.4%	136	37.6%	101	27.9%
Non-Resident	Very much	26	17.1%	29	19.0%	37	24.3%	6	3.9%	34	22.5%	19	12.8%
	Quite a bit	46	30.3%	63	41.2%	63	41.4%	32	20.9%	67	44.4%	47	31.5%
Pell	Very much	32	14.2%	37	16.4%	47	20.8%	15	6.7%	52	23.1%	24	10.7%
	Quite a bit	55	24.3%	88	38.9%	89	39.4%	30	13.3%	75	33.3%	68	30.4%
Non-Pell	Very much	40	13.8%	43	14.8%	54	18.6%	12	4.2%	52	18.1%	29	10.1%
	Quite a bit	88	30.3%	120	41.4%	123	42.4%	43	14.9%	128	44.4%	80	27.9%