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

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.
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# First-Year Students

## Frequency Distributions

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## Statistical Comparisons

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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.
### Frequencies and Statistical Comparisons: First-Year Experiences

#### Washington State University

#### Variable name

**c. Getting help with school work**

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**d. Interacting with faculty**

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**3. During the current school year, about how often have you sought help with coursework from the following sources?**

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#### e. Family members

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#### f. Other persons or offices

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

### Frequency Distributions

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<th>Count</th>
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<td>FYScourse</td>
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<td></td>
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<td>39</td>
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### Statistical Comparisons

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<th>Response options</th>
<th>Mean</th>
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<td>44% ** -.10</td>
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<td>39%</td>
<td>45% *** -.13</td>
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<td>27% * .09</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.
### Frequency Distributions

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<td>FYSf04b_3_16 — Other academic issues (major not offered, course availability, advising, credit transfer, etc.)</td>
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<td>143</td>
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<td>289</td>
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<td>FYSf04b_6_16 — Difficulty managing demands of school and work</td>
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<td>FYSf04b_10_16 — Experiences with other students</td>
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### Statistical Comparisons

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* p<.05, ** p<.01, *** p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.
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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Mean</th>
<th>Effect size</th>
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<td>Yes</td>
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<tr>
<td>1a. [Excludes those who answered &quot;No,&quot; not expecting spring/summer graduation] After graduation, what best describes your immediate plans?</td>
<td>FYSr01a</td>
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<td>— Full-time employment</td>
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<td>56</td>
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<td>— Part-time employment</td>
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<td>Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)</td>
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<td>— Travel or gap year</td>
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<tr>
<td>1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?</td>
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<td>(Means indicate the percentage who responded &quot;Yes.&quot;)</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>Yes, I will start a new job</td>
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<td>370</td>
<td>29</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.
### 5. Do you plan to start your own business (nonprofit or for-profit) someday?\(^1\)

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### 6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

#### a. Critical thinking and analysis of arguments and information

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#### b. Creative thinking and problem solving

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#### c. Research skills

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#### d. Clear writing

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#### e. Persuasive speaking

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#### f. Technological skills

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#### g. Financial and business management skills

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## Seniors

### Frequencies and Statistical Comparisons: Senior Transitions

**Washington State University**

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### 7. To what extent has your coursework in your major(s) emphasized the following?

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#### c. Evaluating multiple approaches to a problem

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#### d. Inventing new methods to arrive at unconventional solutions

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### 8. Have you been creating an ePortfolio or other collection that includes samples of your work over time, shows your progress, and helps you reflect on the knowledge and skills you have gained?

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

This final question asked students to respond in an open text box. Comments were recorded for 726 senior(s). Responses are provided in your NSSE23 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.*
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*Sig. values: *p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.**
Endnotes

a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.

b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.

c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.

d. Effect size for independent t-tests uses Cohen's d; z-tests use Cohen's h.

e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.

f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

h. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.

i. Statistical comparisons are two-tailed independent t-tests or z-tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.

j. Statistical comparison uses z-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.

k. Mean represents the proportion who responded (depending on the item) “Done or in progress” or “Yes.”

Key to symbols:

▲ Your students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.

▽ Your students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.