
NSSE 2015

Complete Campus Report

Indiana University Bloomington

NSSE 2015 Complete Campus Report

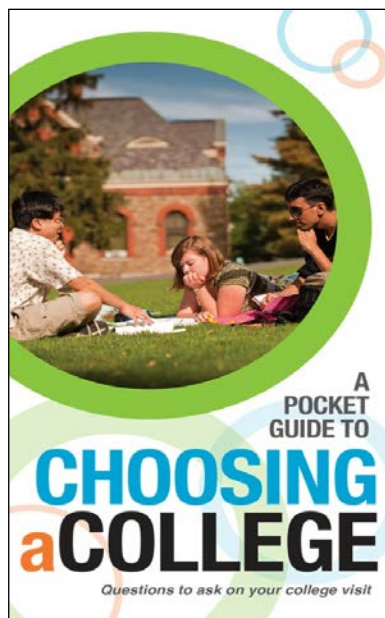
Indiana University Bloomington

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A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a new report entitled *A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students*, part of your *NSSE Institutional Report 2015*. This report replaces *The Student Experience in Brief* included in institutional reports through 2012.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their *NSSE Institutional Report 2015* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.



How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

nsse.indiana.edu/html/pocket_guide.cfm

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students Indiana University Bloomington

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 4,225 IU Bloomington students on the 2015 survey.



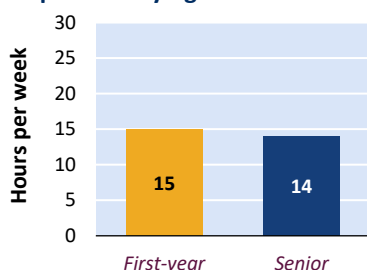
A Pocket Guide to Choosing a College is available at
nsse.indiana.edu/html/pocket_guide.cfm



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 15 hours per week preparing for class while seniors spent an average of 14 hours per week.



Do courses challenge students to do their best?^a

51% 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 48 pages of writing and seniors estimated an average of 80 pages.

How much reading is expected?

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

How often do students make course presentations?^b

45% of FY students and 57% of seniors "frequently" gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

57% of FY students "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

46% of FY students "frequently" used numerical information to examine a real-world problem or issue; 56% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

51% 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?^b

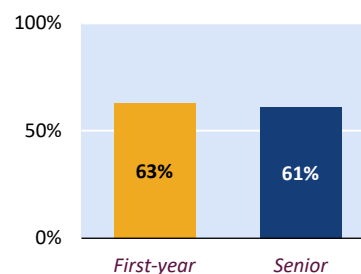
38% of FY and 44% of seniors "frequently" discussed career plans with faculty.

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?^d

63% of FY students and 61% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

32% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

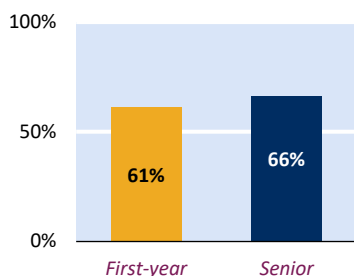
How many students work on research projects with faculty?

7% of FY students and 27% 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?^b

61% of FY students and 66% of seniors "frequently" worked with their peers on course projects and assignments.



Do students help each other learn?^b

64% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?^b

57% 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?^b

Among FY students, 76% "frequently" had discussions with people with different political views, 81% "frequently" had discussions with people from a different economic background, and 78% "frequently" had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

76% of FY students said the institution "substantially" emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

47% of FY students and 44% of seniors gave the quality of their interactions with academic advisors a "high" rating.

How well do students get along with each other?^c

59% of FY students gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience?

90% of FY and 90% 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, 41% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

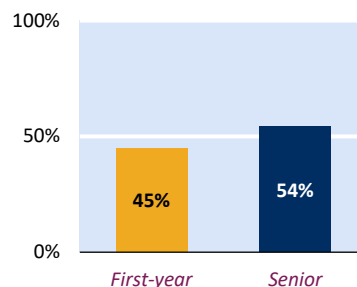
By their senior year, 27% of students had studied abroad.

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

By spring of their senior year, 60% 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?^e

45% of FY students and 54% 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."



Center for Postsecondary Research
Indiana University School of Education
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512
Phone: 812-856-5824
Fax: 812-856-5150
Email: nsse@indiana.edu
Web: nsse.indiana.edu

NSSE 2015

Administration Summary

Indiana University Bloomington

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Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

| Survey completions | First-year | Senior |
|----------------------------------|------------|--------|
| Submitted population | 8,293 | 9,059 |
| Adjusted population ^a | 7,862 | 7,791 |
| Survey sample ^b | 7,848 | 7,778 |
| Total respondents ^b | 2,481 | 1,744 |
| Full completions ^c | 2,135 | 1,459 |
| Partial completions | 346 | 285 |

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Targeted, experimental, and locally administered oversamples were not included.

c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

| | First-year | | | | Senior | | | |
|-----------------------------|----------------|----------|----------|----------------|----------------|----------|----------|----------------|
| | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH |
| Response rate | 32% | 20% | 18% | 20% | 22% | 21% | 21% | 22% |
| Sampling error ^b | +/- 1.6% | +/- 0.8% | +/- 1.2% | +/- 0.5% | +/- 2.1% | +/- 0.7% | +/- 1.0% | +/- 0.4% |

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).

b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your *Respondent Profile* report.

NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2015 weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness

| | First-year | | Senior | |
|---------------------------------|--------------|--------------|--------------|--------------|
| | Respondent % | Population % | Respondent % | Population % |
| Female | 63 | 49 | 61 | 52 |
| Full-time | 100 | 100 | 96 | 96 |
| First-time, first-year | 96 | 94 | N/A | N/A |
| Race/ethnicity ^a | | | | |
| Am. Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 |
| Black or African American | 5 | 5 | 3 | 3 |
| Hispanic or Latino | 7 | 5 | 7 | 5 |
| Native Hawaiian/Other Pac. Isl. | 0 | 0 | 0 | 0 |
| White | 75 | 74 | 76 | 78 |
| Other | 0 | 0 | 0 | 0 |
| Foreign or nonresident alien | 9 | 11 | 10 | 11 |
| Two or more races/ethnicities | 4 | 4 | 4 | 3 |
| Unknown | 0 | 0 | 0 | 1 |

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting

| | First-year | | Senior | |
|-------------------|--------------|--------------|--------------|--------------|
| | Respondent % | Population % | Respondent % | Population % |
| Full-time, female | 63 | 49 | 59 | 50 |
| Full-time, male | 37 | 50 | 37 | 46 |
| Part-time, female | 0 | 0 | 3 | 2 |
| Part-time, male | 0 | 0 | 1 | 2 |

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

| | |
|---|-----|
| Included "group" variables ^a | Yes |
| Identified an oversample ^b | No |
| Updated to identify ineligible students ^c | Yes |
| Identified students who completed BCSSE 2014 ^d | Yes |

- a. Institutions had the option to include additional variables in their population files for oversampling or for their own *post hoc* analyses. Up to five "group" variables were allowed; If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not survey all first-year and senior students (census) had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

| | |
|---------------------------------|--------------|
| Sample type | Census |
| Recruitment method | Email |
| Incentive offered | Yes |
| Survey version | U.S. English |
| Institution logo used in survey | Yes |

Additional question sets and companion surveys

| | |
|--|--|
| Asked optional sexual orientation question | Yes |
| Topical module(s) | Academic Advising, FY Experiences / Sr Transitions |
| Consortium | None |
| BCSSE 2014 | Yes |
| FSSE 2015 | No |

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

| | Date | Cumulative response rate | |
|----------------|------------|--------------------------|--------|
| | | First-year | Senior |
| Invitation | 02/17/2015 | 16% | 9% |
| Reminder 1 | 02/23/2015 | 22% | 14% |
| Reminder 2 | 02/26/2015 | 23% | 14% |
| Reminder 3 | 03/03/2015 | 26% | 17% |
| Final reminder | 04/27/2015 | 32% | 22% |

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

| | |
|---------|-----------------------------|
| Group 1 | AAU* (customized) |
| Group 2 | HLC (customized) |
| Group 3 | Carnegie RU/VH (customized) |

Comparison groups for additional question set report(s)

| | |
|---|-----------------------------|
| Topical Module: Academic Advising | Carnegie RU/VH (customized) |
| Topical Module: FY Experiences / Sr Transitions | RU/VH/H (customized) |



NSSE 2015

Respondent Profile

Indiana University Bloomington

NSSE 2015 Respondent Profile

About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact your NSSE Project Services team.

NSSE

national survey of student engagement

NSSE 2015 Respondent Profile

NSSEville State University

2

3

1

4

5

| Item wording or description | Variable name | Response options | First-Year Students | | | | | | | | | | | | Seniors | | | | | | | | | | | | | | | | | | | |
|--|---|---|---------------------|----|--------|-----|-----------|-----|---------|-----|--------------------|-----|--------|-----|------------------|-----|---------|-----|-----------------|-----|-------|----|-----------|----|--------|----|--------------------|-----|--------|-----|------------------|-----|---------|-----|
| | | | NSSEville State | | | | GLC Peers | | | | Private Master's S | | | | NSSE 2014 & 2015 | | | | NSSEville State | | | | GLC Peers | | | | Private Master's S | | | | NSSE 2014 & 2015 | | | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | | | |
| 20a. How many majors do you plan to complete? (Do not count minors.) | MAJnum | One More than one Total | 617 | 97 | 28,054 | 87 | 28,016 | 86 | 157,648 | 84 | 872 | 97 | 46,353 | 88 | 45,610 | 85 | 237,490 | 86 | 31 | 3 | 6,700 | 12 | 8,037 | 15 | 40,302 | 14 | 903 | 100 | 53,053 | 100 | 53,647 | 100 | 277,792 | 100 |
| First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.) | MAJfirstcol (Recorded from MAJfirst) | Arts & Humanities | 59 | 9 | 2,450 | 7 | 2,351 | 7 | 18,775 | 9 | 75 | 8 | 5,187 | 10 | 4,938 | 9 | 30,787 | 10 | 145 | 15 | 3,932 | 7 | 5,134 | 9 | 24,972 | 9 | 43 | 5 | 2,595 | 5 | 2,645 | 6 | 13,331 | 5 |
| | | Biological Sci., Agriculture, & Natural Resources | 78 | 12 | 3,087 | 9 | 3,789 | 11 | 21,430 | 11 | 106 | 10 | 6,914 | 13 | 6,503 | 12 | 36,974 | 13 | 101 | 12 | 8,507 | 17 | 8,231 | 16 | 46,560 | 18 | 16 | 2 | 6,459 | 11 | 5,401 | 10 | 23,822 | 8 |
| | | Physical Sci., Mathematics, & Computer Science | 44 | 9 | 1,681 | 6 | 1,39 | 4 | 10,680 | 6 | 106 | 10 | 6,914 | 13 | 6,503 | 12 | 36,974 | 13 | 101 | 12 | 8,507 | 17 | 8,231 | 16 | 46,560 | 18 | 16 | 2 | 6,459 | 11 | 5,401 | 10 | 23,822 | 8 |
| | | Social Sciences | 62 | 8 | 3,22 | 10 | 3,112 | 9 | 21,261 | 10 | 106 | 10 | 6,914 | 13 | 6,503 | 12 | 36,974 | 13 | 101 | 12 | 8,507 | 17 | 8,231 | 16 | 46,560 | 18 | 16 | 2 | 6,459 | 11 | 5,401 | 10 | 23,822 | 8 |
| | | Business | 68 | 10 | 4,46 | 15 | 4,600 | 15 | 27,025 | 16 | 101 | 12 | 8,507 | 17 | 8,231 | 16 | 46,560 | 18 | 101 | 12 | 8,507 | 17 | 8,231 | 16 | 46,560 | 18 | 101 | 12 | 8,507 | 17 | 8,231 | 16 | 46,560 | 18 |
| | | Communications, Media, & Public Relations | 26 | 3 | 1,280 | 4 | 1,176 | 4 | 7,670 | 4 | 43 | 4 | 2,328 | 4 | 2,066 | 4 | 11,461 | 4 | 43 | 4 | 2,328 | 4 | 2,066 | 4 | 11,461 | 4 | 43 | 4 | 2,328 | 4 | 2,066 | 4 | 11,461 | 4 |
| | | Education | 17 | 2 | 3,504 | 10 | 2,709 | 8 | 15,175 | 7 | 16 | 2 | 6,459 | 11 | 5,401 | 10 | 23,822 | 8 | 16 | 2 | 6,459 | 11 | 5,401 | 10 | 23,822 | 8 | 16 | 2 | 6,459 | 11 | 5,401 | 10 | 23,822 | 8 |
| | | Engineering | 154 | 31 | 1,767 | 7 | 3,379 | 11 | 14,439 | 9 | 199 | 25 | 2,350 | 5 | 4,837 | 9 | 18,046 | 8 | 199 | 25 | 2,350 | 5 | 4,837 | 9 | 18,046 | 8 | 199 | 25 | 2,350 | 5 | 4,837 | 9 | 18,046 | 8 |
| | | Health Professions | 88 | 10 | 5,975 | 17 | 5,743 | 16 | 28,011 | 14 | 110 | 11 | 7,471 | 13 | 7,142 | 12 | 37,082 | 13 | 110 | 11 | 7,471 | 13 | 7,142 | 12 | 37,082 | 13 | 110 | 11 | 7,471 | 13 | 7,142 | 12 | 37,082 | 13 |
| | | Social Service Professions | 6 | 1 | 1,943 | 6 | 1,465 | 5 | 8,021 | 5 | 9 | 1 | 3,283 | 6 | 2,676 | 5 | 13,881 | 5 | 9 | 1 | 3,283 | 6 | 2,676 | 5 | 13,881 | 5 | 9 | 1 | 3,283 | 6 | 2,676 | 5 | 13,881 | 5 |
| | | All Other | 36 | 6 | 1,080 | 4 | 1,032 | 3 | 7,695 | 4 | 65 | 7 | 3,671 | 7 | 3,711 | 7 | 18,809 | 7 | 65 | 7 | 3,671 | 7 | 3,711 | 7 | 18,809 | 7 | 65 | 7 | 3,671 | 7 | 3,711 | 7 | 18,809 | 7 |
| | | Undecided, Undeclared | 2 | 0 | 1,467 | 5 | 1,416 | 4 | 7,727 | 4 | 0 | 0 | 151 | 0 | 165 | 0 | 976 | 0 | 0 | 0 | 151 | 0 | 165 | 0 | 976 | 0 | 0 | 0 | 151 | 0 | 165 | 0 | 976 | 0 |
| | | Total | | | 640 | 100 | 31,952 | 100 | 32,666 | 100 | 187,909 | 100 | 902 | 100 | 52,848 | 100 | 53,449 | 100 | 276,701 | 100 | | | | | | | | | | | | | | |

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Response options:** Response options are worded as they appear on the instrument.
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.indiana.edu/html/weighting.cfm

NSSE 2015 Respondent Profile

Indiana University Bloomington

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|--|--|---|---------------------|-----|-------|-----|-------|-----|----------------|-----|----------------|-----|--------|-----|-------|-----|----------------|-----|
| | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
| Item wording or description | Variable name | Response options | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| 20a. How many majors do you plan to complete? (Do not count minors.) | MAJnum | One | 1,534 | 71 | 7,344 | 80 | 3,380 | 80 | 21,325 | 82 | 997 | 68 | 9,351 | 79 | 5,195 | 80 | 31,441 | 82 |
| | | More than one | 599 | 29 | 1,953 | 20 | 856 | 20 | 4,675 | 18 | 464 | 32 | 2,495 | 21 | 1,372 | 20 | 6,743 | 18 |
| | | Total | 2,133 | 100 | 9,297 | 100 | 4,236 | 100 | 26,000 | 100 | 1,461 | 100 | 11,846 | 100 | 6,567 | 100 | 38,184 | 100 |
| | First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.) | Arts & Humanities | 176 | 8 | 687 | 7 | 269 | 6 | 1,921 | 7 | 185 | 12 | 1,184 | 10 | 585 | 9 | 3,723 | 10 |
| | | Biological Sci., Agriculture, & Natural Resources | 272 | 13 | 1,460 | 15 | 608 | 14 | 3,840 | 14 | 161 | 11 | 1,706 | 14 | 940 | 14 | 4,896 | 12 |
| | | Physical Sci., Mathematics, & Computer Science | 91 | 5 | 760 | 10 | 297 | 8 | 1,861 | 8 | 73 | 6 | 831 | 8 | 402 | 7 | 2,334 | 7 |
| | | Social Sciences | 201 | 9 | 1,060 | 10 | 368 | 8 | 2,786 | 10 | 212 | 14 | 1,792 | 14 | 773 | 11 | 5,315 | 13 |
| | | Business | 630 | 32 | 1,386 | 15 | 633 | 15 | 4,010 | 15 | 278 | 20 | 1,505 | 12 | 738 | 12 | 5,445 | 15 |
| | | Communications, Media, & Public Relations | 107 | 5 | 641 | 6 | 258 | 6 | 1,302 | 4 | 88 | 6 | 733 | 5 | 350 | 5 | 1,905 | 5 |
| | | Education | 114 | 5 | 251 | 3 | 183 | 4 | 987 | 4 | 45 | 3 | 351 | 3 | 301 | 4 | 1,643 | 4 |
| | | Engineering | 2 | 0 | 1,512 | 19 | 677 | 18 | 3,764 | 17 | 0 | 0 | 1,986 | 19 | 1,114 | 19 | 5,297 | 16 |
| | | Health Professions | 235 | 10 | 928 | 10 | 609 | 14 | 3,433 | 12 | 141 | 9 | 1,153 | 9 | 886 | 13 | 4,589 | 11 |
| | | Social Service Professions | 90 | 4 | 109 | 1 | 89 | 2 | 629 | 2 | 74 | 5 | 173 | 2 | 121 | 2 | 1,249 | 3 |
| | | All Other | 127 | 6 | 128 | 2 | 81 | 2 | 584 | 2 | 195 | 14 | 379 | 4 | 320 | 5 | 1,574 | 4 |
| | | Undecided, Undeclared | 85 | 4 | 350 | 4 | 154 | 3 | 812 | 3 | 3 | 0 | 22 | 0 | 14 | 0 | 83 | 0 |
| | | Total | 2,130 | 100 | 9,272 | 100 | 4,226 | 100 | 25,929 | 100 | 1,455 | 100 | 11,815 | 100 | 6,544 | 100 | 38,053 | 100 |
| | Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.) | Arts & Humanities | 105 | 17 | 424 | 20 | 175 | 19 | 877 | 18 | 111 | 23 | 591 | 22 | 333 | 24 | 1,361 | 20 |
| | | Biological Sci., Agriculture, & Natural Resources | 33 | 5 | 127 | 7 | 79 | 9 | 299 | 7 | 19 | 4 | 202 | 8 | 131 | 10 | 471 | 7 |
| | | Physical Sci., Mathematics, & Computer Science | 41 | 7 | 235 | 15 | 97 | 13 | 472 | 12 | 26 | 6 | 302 | 15 | 177 | 14 | 639 | 11 |
| | | Social Sciences | 80 | 13 | 456 | 21 | 149 | 17 | 1,004 | 20 | 88 | 18 | 611 | 24 | 270 | 19 | 1,555 | 23 |
| | | Business | 249 | 45 | 287 | 16 | 184 | 22 | 890 | 20 | 138 | 32 | 321 | 14 | 224 | 17 | 1,170 | 19 |
| | | Communications, Media, & Public Relations | 17 | 2 | 78 | 3 | 29 | 3 | 169 | 3 | 14 | 3 | 114 | 4 | 50 | 3 | 237 | 3 |
| | | Education | 13 | 2 | 40 | 2 | 17 | 2 | 128 | 3 | 2 | 0 | 41 | 2 | 18 | 1 | 155 | 2 |
| | | Engineering | 0 | 0 | 80 | 4 | 16 | 2 | 188 | 4 | 0 | 0 | 82 | 3 | 33 | 3 | 256 | 4 |
| | | Health Professions | 13 | 2 | 83 | 4 | 37 | 5 | 253 | 6 | 6 | 1 | 89 | 3 | 50 | 3 | 364 | 5 |
| | | Social Service Professions | 15 | 2 | 41 | 2 | 19 | 2 | 151 | 3 | 17 | 4 | 53 | 2 | 26 | 2 | 223 | 3 |
| | | All Other | 16 | 3 | 36 | 2 | 21 | 2 | 105 | 3 | 36 | 7 | 56 | 3 | 36 | 3 | 205 | 3 |
| | | Undecided, Undeclared | 15 | 2 | 52 | 3 | 24 | 3 | 108 | 2 | 5 | 1 | 15 | 1 | 11 | 1 | 54 | 1 |
| | | Total | 597 | 100 | 1,939 | 100 | 847 | 100 | 4,644 | 100 | 462 | 100 | 2,477 | 100 | 1,359 | 100 | 6,690 | 100 |
| 21. What is your class level? | class | Freshman/First-year | 2,018 | 94 | 8,716 | 93 | 3,971 | 93 | 23,135 | 88 | 0 | 0 | 13 | 0 | 11 | 0 | 65 | 0 |
| | | Sophomore | 112 | 6 | 460 | 6 | 187 | 5 | 2,264 | 10 | 17 | 1 | 83 | 1 | 65 | 1 | 353 | 1 |
| | | Junior | 9 | 0 | 87 | 1 | 55 | 1 | 439 | 2 | 218 | 15 | 1,135 | 10 | 865 | 13 | 3,838 | 10 |
| | | Senior | 2 | 0 | 19 | 0 | 15 | 0 | 85 | 0 | 1,213 | 83 | 10,435 | 87 | 5,512 | 84 | 33,265 | 87 |
| | | Unclassified | 1 | 0 | 15 | 0 | 7 | 0 | 77 | 0 | 10 | 1 | 179 | 2 | 115 | 2 | 632 | 2 |
| | | Total | 2,142 | 100 | 9,297 | 100 | 4,235 | 100 | 26,000 | 100 | 1,458 | 100 | 11,845 | 100 | 6,568 | 100 | 38,153 | 100 |
| 22. Thinking about this current academic term, ... | fulltime | No | 9 | 1 | 77 | 1 | 49 | 1 | 470 | 2 | 130 | 10 | 1,307 | 13 | 795 | 13 | 6,014 | 17 |
| | | Yes | 2,120 | 99 | 9,192 | 99 | 4,174 | 99 | 25,477 | 98 | 1,319 | 90 | 10,494 | 87 | 5,757 | 87 | 31,973 | 83 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2015 Respondent Profile

Indiana University Bloomington

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|---|------------------|--------------------------------|---------------------|-----|-------|-----|-------|-----|----------------|-----|----------------|-----|--------|-----|-------|-----|----------------|-----|
| Item wording or description are you a full-time student? | Variable name | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| | | Total | 2,129 | 100 | 9,269 | 100 | 4,223 | 100 | 25,947 | 100 | 1,449 | 100 | 11,801 | 100 | 6,552 | 100 | 37,987 | 100 |
| 23a. How many courses are you taking for credit this current academic term? | coursenum | 0 | 1 | 0 | 13 | 0 | 8 | 0 | 68 | 0 | 2 | 0 | 144 | 2 | 99 | 2 | 571 | 2 |
| | | 1 | 4 | 0 | 7 | 0 | 3 | 0 | 70 | 0 | 22 | 1 | 272 | 3 | 186 | 3 | 1,146 | 3 |
| | | 2 | 7 | 0 | 17 | 0 | 12 | 0 | 142 | 1 | 41 | 3 | 570 | 5 | 330 | 5 | 2,793 | 7 |
| | | 3 | 7 | 0 | 316 | 3 | 122 | 3 | 654 | 3 | 87 | 6 | 1,313 | 10 | 543 | 9 | 4,123 | 11 |
| | | 4 | 274 | 13 | 3,388 | 31 | 1,258 | 30 | 8,180 | 28 | 409 | 28 | 3,976 | 32 | 1,962 | 30 | 11,975 | 31 |
| | | 5 | 1,041 | 48 | 3,583 | 41 | 1,761 | 42 | 10,443 | 42 | 530 | 36 | 3,516 | 31 | 2,125 | 32 | 10,572 | 28 |
| | | 6 | 579 | 27 | 1,320 | 16 | 734 | 17 | 4,170 | 17 | 263 | 18 | 1,279 | 11 | 843 | 13 | 4,263 | 11 |
| | | 7 or more | 229 | 11 | 650 | 8 | 340 | 8 | 2,259 | 9 | 103 | 7 | 771 | 7 | 483 | 7 | 2,668 | 7 |
| | | Total | 2,142 | 100 | 9,294 | 100 | 4,238 | 100 | 25,986 | 100 | 1,457 | 100 | 11,841 | 100 | 6,571 | 100 | 38,111 | 100 |
| b. Of these, how many are entirely online? | onlinenum | 0 | 1,956 | 91 | 8,437 | 89 | 3,573 | 84 | 22,185 | 86 | 1,275 | 88 | 9,554 | 80 | 4,515 | 69 | 28,053 | 74 |
| | | 1 | 150 | 7 | 645 | 9 | 494 | 12 | 2,746 | 11 | 142 | 10 | 1,576 | 14 | 1,327 | 20 | 6,052 | 16 |
| | | 2 | 18 | 1 | 115 | 1 | 118 | 3 | 655 | 2 | 19 | 1 | 437 | 4 | 420 | 6 | 2,271 | 6 |
| | | 3 | 5 | 0 | 27 | 0 | 24 | 1 | 186 | 1 | 7 | 0 | 119 | 1 | 174 | 3 | 900 | 2 |
| | | 4 | 0 | 0 | 13 | 0 | 3 | 0 | 61 | 0 | 1 | 0 | 43 | 0 | 49 | 1 | 404 | 1 |
| | | 5 | 1 | 0 | 9 | 0 | 3 | 0 | 28 | 0 | 1 | 0 | 23 | 0 | 19 | 0 | 118 | 0 |
| | | 6 | 0 | 0 | 3 | 0 | 1 | 0 | 18 | 0 | 1 | 0 | 16 | 0 | 12 | 0 | 82 | 0 |
| | | 7 or more | 0 | 0 | 6 | 0 | 4 | 0 | 20 | 0 | 1 | 0 | 12 | 0 | 21 | 0 | 87 | 0 |
| | | Total | 2,130 | 100 | 9,255 | 100 | 4,220 | 100 | 25,899 | 100 | 1,447 | 100 | 11,780 | 100 | 6,537 | 100 | 37,967 | 100 |
| Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum.) | onlinecrscol | No courses taken online | 1,956 | 91 | 8,431 | 89 | 3,572 | 84 | 22,160 | 86 | 1,275 | 88 | 9,552 | 80 | 4,515 | 69 | 28,037 | 75 |
| | | Some courses taken online | 169 | 8 | 789 | 11 | 634 | 16 | 3,554 | 14 | 158 | 11 | 2,076 | 19 | 1,754 | 27 | 8,252 | 21 |
| | | All courses taken online | 5 | 0 | 19 | 0 | 12 | 0 | 120 | 0 | 14 | 1 | 142 | 1 | 267 | 4 | 1,616 | 4 |
| | | Total | 2,130 | 100 | 9,239 | 100 | 4,218 | 100 | 25,834 | 100 | 1,447 | 100 | 11,770 | 100 | 6,536 | 100 | 37,905 | 100 |
| 24. What have most of your grades been up to now at this institution? | grades | C- or lower | 21 | 1 | 125 | 2 | 62 | 2 | 372 | 2 | 1 | 0 | 17 | 0 | 10 | 0 | 99 | 0 |
| | | C | 32 | 2 | 249 | 3 | 114 | 3 | 648 | 3 | 11 | 1 | 183 | 2 | 88 | 1 | 762 | 2 |
| | | C+ | 51 | 3 | 347 | 4 | 142 | 3 | 991 | 4 | 27 | 2 | 347 | 3 | 162 | 3 | 1,341 | 4 |
| | | B- | 107 | 5 | 568 | 6 | 237 | 6 | 1,583 | 6 | 70 | 5 | 744 | 6 | 392 | 6 | 2,551 | 7 |
| | | B | 326 | 16 | 1,903 | 20 | 808 | 19 | 4,883 | 19 | 235 | 16 | 2,364 | 20 | 1,244 | 19 | 7,653 | 20 |
| | | B+ | 401 | 18 | 1,825 | 19 | 729 | 17 | 4,964 | 19 | 269 | 19 | 2,512 | 20 | 1,266 | 19 | 7,516 | 20 |
| | | A- | 536 | 25 | 1,990 | 20 | 941 | 22 | 5,394 | 20 | 358 | 24 | 2,624 | 21 | 1,457 | 22 | 7,596 | 20 |
| | | A | 667 | 31 | 2,282 | 26 | 1,204 | 28 | 7,164 | 28 | 484 | 33 | 3,051 | 27 | 1,950 | 29 | 10,597 | 28 |
| | | Total | 2,141 | 100 | 9,289 | 100 | 4,237 | 100 | 25,999 | 100 | 1,455 | 100 | 11,842 | 100 | 6,569 | 100 | 38,115 | 100 |
| 25. Did you begin college at this institution or elsewhere? | begincol | Started here | 2,060 | 97 | 8,907 | 95 | 4,031 | 95 | 24,245 | 93 | 1,203 | 82 | 9,012 | 72 | 4,888 | 73 | 23,350 | 60 |
| | | Started elsewhere | 75 | 3 | 352 | 5 | 197 | 5 | 1,696 | 7 | 255 | 18 | 2,804 | 28 | 1,668 | 27 | 14,715 | 40 |
| | | Total | 2,135 | 100 | 9,259 | 100 | 4,228 | 100 | 25,941 | 100 | 1,458 | 100 | 11,816 | 100 | 6,556 | 100 | 38,065 | 100 |
| 26. Since graduating from high school, which of the following did you attend? | attend_voc | Vocational or technical school | 16 | 1 | 83 | 1 | 44 | 1 | 306 | 1 | 25 | 2 | 271 | 3 | 253 | 4 | 1,609 | 4 |
| | attend_com | Community or junior college | 48 | 2 | 444 | 6 | 280 | 7 | 1,695 | 7 | 204 | 15 | 2,755 | 27 | 1,839 | 29 | 13,602 | 38 |

NSSE 2015 Respondent Profile

Indiana University Bloomington

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|--|--|---|---------------------|-----|-------|-----|-------|-----|----------------|-----|----------------|-----|--------|-----|-------|-----|----------------|-----|
| | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
| Item wording or description | Variable name | Response options | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.) | attend_col | 4-year college or university other than this one | 184 | 9 | 563 | 6 | 249 | 7 | 1,708 | 7 | 266 | 18 | 2,161 | 20 | 1,211 | 19 | 8,414 | 23 |
| | attend_none | None | 1,850 | 86 | 8,010 | 86 | 3,604 | 85 | 21,777 | 84 | 979 | 67 | 7,143 | 57 | 3,662 | 55 | 18,208 | 46 |
| | attend_other | Other | 39 | 2 | 218 | 2 | 99 | 2 | 682 | 3 | 40 | 3 | 334 | 3 | 171 | 3 | 1,112 | 3 |
| | | | | | | | | | | | | | | | | | | |
| 27. What is the highest level of education you ever expect to complete? | edaspire | Some college but less than a bachelor's degree | 44 | 2 | 215 | 3 | 114 | 3 | 636 | 3 | 15 | 1 | 166 | 2 | 121 | 2 | 1,013 | 3 |
| | | Bachelor's degree (B.A., B.S., etc.) | 620 | 29 | 2,126 | 24 | 1,128 | 27 | 6,398 | 26 | 420 | 30 | 3,048 | 27 | 1,834 | 29 | 10,284 | 28 |
| | | Master's degree (M.A., M.S., etc.) | 927 | 44 | 3,919 | 43 | 1,739 | 41 | 10,800 | 41 | 603 | 41 | 5,109 | 43 | 2,796 | 42 | 16,183 | 42 |
| | | Doctoral or professional degree (Ph.D., J.D., M.D., etc.) | 540 | 25 | 2,987 | 31 | 1,236 | 29 | 8,040 | 30 | 409 | 28 | 3,470 | 29 | 1,801 | 27 | 10,527 | 27 |
| | | Total | 2,131 | 100 | 9,247 | 100 | 4,217 | 100 | 25,874 | 100 | 1,447 | 100 | 11,793 | 100 | 6,552 | 100 | 38,007 | 100 |
| 28. What is the highest level of education completed by either of your parents (or those who raised you)? | parented | Did not finish high school | 44 | 2 | 258 | 3 | 110 | 3 | 712 | 3 | 23 | 2 | 328 | 3 | 150 | 2 | 1,394 | 4 |
| | | High school diploma or G.E.D. | 202 | 9 | 942 | 11 | 463 | 11 | 3,076 | 12 | 144 | 10 | 1,286 | 12 | 782 | 12 | 5,479 | 14 |
| | | Attended college, but did not complete degree | 162 | 7 | 637 | 7 | 335 | 8 | 2,267 | 9 | 84 | 6 | 828 | 7 | 493 | 8 | 3,503 | 9 |
| | | Associate's degree (A.A., A.S., etc.) | 138 | 6 | 574 | 7 | 327 | 8 | 2,047 | 8 | 99 | 7 | 784 | 7 | 482 | 7 | 3,206 | 8 |
| | | Bachelor's degree (B.A., B.S., etc.) | 759 | 35 | 2,851 | 31 | 1,387 | 32 | 8,312 | 32 | 472 | 32 | 3,821 | 32 | 2,168 | 33 | 11,804 | 31 |
| | | Master's degree (M.A., M.S., etc.) | 549 | 26 | 2,614 | 28 | 1,113 | 26 | 6,575 | 25 | 391 | 27 | 3,044 | 26 | 1,674 | 25 | 8,505 | 22 |
| | | Doctoral or professional degree (Ph.D., J.D., M.D., etc.) | 279 | 13 | 1,378 | 14 | 478 | 12 | 2,909 | 11 | 240 | 17 | 1,730 | 14 | 809 | 12 | 4,168 | 11 |
| | | Total | 2,133 | 100 | 9,254 | 100 | 4,213 | 100 | 25,898 | 100 | 1,453 | 100 | 11,821 | 100 | 6,558 | 100 | 38,059 | 100 |
| First-generation status (Neither parent holds a bachelor's degree.) | firstgen | Not first-generation | 1,587 | 75 | 6,843 | 73 | 2,978 | 70 | 17,796 | 68 | 1,103 | 76 | 8,595 | 71 | 4,651 | 71 | 24,477 | 64 |
| | (Recoded from parented.) | First-generation | 546 | 25 | 2,411 | 27 | 1,235 | 30 | 8,102 | 32 | 350 | 24 | 3,226 | 29 | 1,907 | 29 | 13,582 | 36 |
| | | Total | 2,133 | 100 | 9,254 | 100 | 4,213 | 100 | 25,898 | 100 | 1,453 | 100 | 11,821 | 100 | 6,558 | 100 | 38,059 | 100 |
| 29. What is your gender identity? | genderid | Man | 720 | 47 | 3,367 | 49 | 1,579 | 48 | 9,471 | 47 | 536 | 46 | 4,691 | 50 | 2,568 | 48 | 15,065 | 48 |
| | | Woman | 1,377 | 51 | 5,761 | 50 | 2,600 | 51 | 16,087 | 51 | 882 | 52 | 6,918 | 48 | 3,871 | 50 | 22,203 | 50 |
| | | Another gender identity | 12 | 1 | 30 | 0 | 12 | 0 | 89 | 0 | 9 | 1 | 42 | 0 | 23 | 0 | 146 | 0 |
| | | I prefer not to respond | 24 | 1 | 106 | 1 | 33 | 1 | 265 | 1 | 21 | 1 | 157 | 1 | 88 | 1 | 620 | 2 |
| | | Total | 2,133 | 100 | 9,264 | 100 | 4,224 | 100 | 25,912 | 100 | 1,448 | 100 | 11,808 | 100 | 6,550 | 100 | 38,034 | 100 |
| 30. Enter your year of birth (e.g., 1994): | agecat | 19 or younger | 2,064 | 96 | 8,892 | 95 | 4,043 | 95 | 24,437 | 93 | 14 | 1 | 90 | 1 | 55 | 1 | 352 | 1 |
| | (Recoded from the information entered in birthyear.) | 20-23 | 68 | 4 | 296 | 4 | 142 | 4 | 1,142 | 5 | 1,308 | 90 | 10,325 | 85 | 5,465 | 82 | 28,239 | 73 |
| | | 24-29 | 1 | 0 | 43 | 1 | 20 | 1 | 164 | 1 | 92 | 7 | 845 | 9 | 557 | 9 | 5,122 | 14 |
| | | 30-39 | 1 | 0 | 6 | 0 | 5 | 0 | 53 | 0 | 21 | 2 | 333 | 4 | 274 | 5 | 2,457 | 7 |
| | | 40-55 | 1 | 0 | 4 | 0 | 2 | 0 | 47 | 0 | 9 | 1 | 152 | 2 | 154 | 3 | 1,451 | 4 |
| | | Over 55 | 0 | 0 | 1 | 0 | 0 | 0 | 15 | 0 | 2 | 0 | 31 | 0 | 27 | 1 | 225 | 1 |
| | | Total | 2,135 | 100 | 9,242 | 100 | 4,212 | 100 | 25,858 | 100 | 1,446 | 100 | 11,776 | 100 | 6,532 | 100 | 37,846 | 100 |
| 31a. Are you an international student? | internat | No | 1,955 | 91 | 8,243 | 91 | 3,923 | 93 | 23,945 | 93 | 1,331 | 91 | 11,034 | 94 | 6,257 | 96 | 36,060 | 95 |
| | | Yes | 175 | 9 | 979 | 9 | 284 | 7 | 1,842 | 7 | 120 | 9 | 722 | 6 | 274 | 4 | 1,751 | 5 |
| | | Total | 2,130 | 100 | 9,222 | 100 | 4,207 | 100 | 25,787 | 100 | 1,451 | 100 | 11,756 | 100 | 6,531 | 100 | 37,811 | 100 |
| International student | countrycol | Africa Sub-Saharan | 1 | 1 | 1 | 0 | 1 | 0 | 30 | 5 | 1 | 1 | 3 | 1 | 3 | 1 | 16 | 3 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2015 Respondent Profile

Indiana University Bloomington

| | | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|--|------------------------------------|---|-------------------------------------|---------------------|-----|-------|-----|-------|-----|----------------|-----|----------------|-----|--------|-----|-------|-----|----------------|-----|
| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
| Item wording or description | Variable name | Response options | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| country of citizenship, collapsed into regions by NSSE. Responses to country are in the data file. U.S. (domestic) students did not receive this question. | <i>(Recoded from country.)</i> | Asia | | 154 | 91 | 247 | 90 | 192 | 90 | 370 | 62 | 105 | 90 | 236 | 88 | 181 | 89 | 392 | 64 |
| | | Canada | | 1 | 1 | 1 | 0 | 0 | 0 | 18 | 2 | 6 | 5 | 3 | 1 | 2 | 1 | 36 | 5 |
| | | Europe | | 9 | 5 | 6 | 2 | 7 | 3 | 56 | 9 | 3 | 2 | 14 | 4 | 9 | 4 | 60 | 8 |
| | | Latin America and Caribbean | | 2 | 2 | 10 | 4 | 7 | 3 | 78 | 13 | 3 | 2 | 11 | 5 | 4 | 3 | 84 | 14 |
| | | Middle East and North Africa | | 1 | 1 | 8 | 3 | 6 | 3 | 34 | 6 | 0 | 0 | 3 | 1 | 5 | 2 | 26 | 4 |
| | | Oceania | | 0 | 0 | 1 | 0 | 2 | 1 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 1 |
| | | Unknown region/uncoded | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | | 168 | 100 | 274 | 100 | 215 | 100 | 596 | 100 | 118 | 100 | 270 | 100 | 204 | 100 | 623 | 100 |
| 32. What is your racial or ethnic identification? (Select all that apply.) | re_amind | American Indian or Alaska Native | | 26 | 1 | 145 | 2 | 72 | 2 | 430 | 2 | 17 | 1 | 162 | 1 | 84 | 1 | 578 | 2 |
| | re_asian | Asian | | 302 | 15 | 2,189 | 23 | 651 | 16 | 4,376 | 16 | 217 | 15 | 2,054 | 18 | 791 | 12 | 5,010 | 13 |
| | re_black | Black or African American | | 129 | 6 | 532 | 6 | 234 | 6 | 2,360 | 9 | 53 | 4 | 477 | 5 | 271 | 4 | 2,903 | 8 |
| | re_latino | Hispanic or Latino | | 125 | 6 | 969 | 11 | 497 | 13 | 2,822 | 11 | 84 | 6 | 1,020 | 9 | 540 | 8 | 3,657 | 10 |
| | re_pacific | Native Hawaiian or Other Pacific Islander | | 11 | 1 | 78 | 1 | 29 | 1 | 255 | 1 | 10 | 1 | 73 | 1 | 37 | 1 | 454 | 1 |
| | re_white | White | | 1,620 | 75 | 5,764 | 62 | 2,973 | 69 | 17,066 | 66 | 1,123 | 77 | 8,305 | 69 | 4,964 | 75 | 26,303 | 69 |
| | re_other | Other | | 24 | 1 | 243 | 3 | 78 | 2 | 691 | 3 | 19 | 1 | 253 | 2 | 105 | 2 | 977 | 3 |
| | re_pnr | I prefer not to respond | | 54 | 3 | 346 | 4 | 126 | 3 | 848 | 3 | 40 | 3 | 466 | 4 | 251 | 4 | 1,697 | 5 |
| | Racial or ethnic identification | re_all | American Indian or Alaska Native | 5 | 0 | 31 | 0 | 21 | 1 | 65 | 0 | 3 | 0 | 34 | 0 | 27 | 0 | 108 | 0 |
| | | <i>(Recoded from</i> | Asian | 261 | 13 | 1,870 | 20 | 536 | 13 | 3,588 | 13 | 183 | 13 | 1,777 | 15 | 657 | 10 | 4,020 | 11 |
| | | re_amind | Black or African American | 89 | 4 | 368 | 4 | 159 | 4 | 1,769 | 7 | 43 | 3 | 339 | 3 | 202 | 3 | 2,334 | 6 |
| | | through | Hispanic or Latino | 74 | 4 | 589 | 7 | 315 | 8 | 1,716 | 6 | 46 | 3 | 619 | 5 | 339 | 5 | 2,400 | 6 |
| | | re_pnr | Native Hawaiian/Other Pac. Islander | 3 | 0 | 23 | 0 | 7 | 0 | 63 | 0 | 2 | 0 | 16 | 0 | 10 | 0 | 120 | 0 |
| | | where each | White | 1,498 | 69 | 5,049 | 55 | 2,643 | 60 | 14,995 | 58 | 1,034 | 70 | 7,545 | 63 | 4,571 | 69 | 23,790 | 62 |
| | | student is | Other | 13 | 1 | 132 | 1 | 36 | 1 | 366 | 1 | 8 | 1 | 142 | 1 | 65 | 1 | 561 | 2 |
| | | represented | Multiracial | 137 | 6 | 860 | 9 | 382 | 9 | 2,496 | 9 | 95 | 7 | 873 | 7 | 433 | 7 | 2,978 | 8 |
| | | only once.) | I prefer not to respond | 54 | 3 | 346 | 4 | 126 | 3 | 848 | 3 | 40 | 3 | 466 | 4 | 251 | 4 | 1,697 | 5 |
| | | Total | | 2,134 | 100 | 9,268 | 100 | 4,225 | 100 | 25,906 | 100 | 1,454 | 100 | 11,811 | 100 | 6,555 | 100 | 38,008 | 100 |
| 33. Are you a member of a social fraternity or sorority? | greek | No | | 1,753 | 82 | 7,881 | 85 | 3,495 | 83 | 22,370 | 86 | 1,190 | 82 | 9,846 | 85 | 5,436 | 83 | 32,739 | 87 |
| | | Yes | | 378 | 18 | 1,351 | 15 | 716 | 17 | 3,454 | 14 | 258 | 18 | 1,937 | 15 | 1,106 | 17 | 5,163 | 13 |
| | | Total | | 2,131 | 100 | 9,232 | 100 | 4,211 | 100 | 25,824 | 100 | 1,448 | 100 | 11,783 | 100 | 6,542 | 100 | 37,902 | 100 |
| 34. Which of the following best describes where you are living while attending college? | living | Dormitory or other campus housing (not fraternity or sorority house) | | 1,876 | 88 | 7,590 | 79 | 3,171 | 75 | 19,216 | 72 | 174 | 12 | 2,301 | 17 | 301 | 5 | 4,868 | 12 |
| | | Fraternity or sorority house | | 53 | 2 | 101 | 1 | 78 | 2 | 214 | 1 | 96 | 7 | 313 | 3 | 204 | 3 | 691 | 2 |
| | | Residence (house, apartment, etc.) within walking distance to the institution | | 116 | 6 | 627 | 7 | 370 | 9 | 2,080 | 8 | 785 | 54 | 5,643 | 46 | 3,629 | 54 | 12,906 | 33 |

NSSE 2015 Respondent Profile

Indiana University Bloomington

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | | |
|--------------------------------|---|--|--|-------|-------|-------|-------|-------|----------------|--------|----------------|-------|--------|--------|-------|-------|----------------|--------|----|
| Item wording or description | Variable name | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | Residence (house, apartment, etc.) farther than walking distance to the institution | 68 | 3 | 813 | 11 | 543 | 13 | 3,958 | 17 | 376 | 26 | 3,366 | 32 | 2,283 | 36 | 18,643 | 51 | |
| | | None of the above | 15 | 1 | 109 | 2 | 46 | 1 | 379 | 2 | 15 | 1 | 169 | 2 | 130 | 2 | 866 | 2 | |
| | | Total | 2,128 | 100 | 9,240 | 100 | 4,208 | 100 | 25,847 | 100 | 1,446 | 100 | 11,792 | 100 | 6,547 | 100 | 37,974 | 100 | |
| 35. | Are you a student-athlete on a team sponsored by your institution's athletics department? | athlete | No | 2,058 | 97 | 8,816 | 96 | 4,069 | 97 | 24,717 | 96 | 1,412 | 97 | 11,399 | 97 | 6,371 | 98 | 36,842 | 98 |
| | | Yes | 69 | 3 | 392 | 4 | 135 | 3 | 1,039 | 4 | 38 | 3 | 345 | 3 | 145 | 2 | 929 | 2 | |
| | | Total | 2,127 | 100 | 9,208 | 100 | 4,204 | 100 | 25,756 | 100 | 1,450 | 100 | 11,744 | 100 | 6,516 | 100 | 37,771 | 100 | |
| 36. | Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? | veteran | No | 2,103 | 99 | 9,117 | 99 | 4,158 | 99 | 25,449 | 99 | 1,417 | 98 | 11,490 | 97 | 6,330 | 97 | 36,469 | 96 |
| | | Yes | 14 | 1 | 86 | 1 | 38 | 1 | 278 | 1 | 29 | 2 | 248 | 3 | 190 | 3 | 1,324 | 4 | |
| | | Total | 2,117 | 100 | 9,203 | 100 | 4,196 | 100 | 25,727 | 100 | 1,446 | 100 | 11,738 | 100 | 6,520 | 100 | 37,793 | 100 | |
| 37a. | Have you been diagnosed with any disability or impairment? | disability | No | 1,934 | 90 | 8,417 | 91 | 3,820 | 90 | 23,534 | 90 | 1,321 | 91 | 10,606 | 89 | 5,877 | 90 | 33,679 | 88 |
| | | Yes | 137 | 6 | 560 | 6 | 283 | 7 | 1,632 | 7 | 91 | 6 | 862 | 8 | 492 | 8 | 3,112 | 9 | |
| | | I prefer not to respond | 64 | 3 | 268 | 3 | 113 | 3 | 684 | 3 | 38 | 3 | 311 | 3 | 178 | 3 | 1,156 | 3 | |
| | | Total | 2,135 | 100 | 9,245 | 100 | 4,216 | 100 | 25,850 | 100 | 1,450 | 100 | 11,779 | 100 | 6,547 | 100 | 37,947 | 100 | |
| b. | [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.) | dis_sense | A sensory impairment (vision or hearing) | 15 | 11 | 84 | 16 | 44 | 17 | 240 | 16 | 5 | 6 | 111 | 14 | 56 | 12 | 407 | 14 |
| | | dis_mobility | A mobility impairment | 10 | 8 | 42 | 8 | 21 | 7 | 118 | 9 | 7 | 7 | 50 | 7 | 38 | 9 | 272 | 10 |
| | | dis_learning | A learning disability (e.g., ADHD, dyslexia) | 54 | 42 | 244 | 44 | 125 | 45 | 762 | 47 | 41 | 47 | 374 | 45 | 209 | 44 | 1,455 | 48 |
| | | dis_mental | A mental health disorder | 52 | 36 | 221 | 35 | 105 | 34 | 512 | 28 | 45 | 47 | 373 | 42 | 212 | 40 | 1,058 | 33 |
| | | dis_other | A disability or impairment not listed above | 22 | 15 | 89 | 17 | 54 | 19 | 321 | 20 | 15 | 16 | 156 | 18 | 86 | 19 | 616 | 20 |
| | Disability or impairment | disability_all | A sensory impairment | 14 | 1 | 57 | 1 | 32 | 1 | 175 | 1 | 3 | 0 | 71 | 1 | 40 | 1 | 258 | 1 |
| | | (Recoded from disability and dis_sense through dis_other where each student is represented only once.) | A mobility impairment | 8 | 0 | 27 | 0 | 13 | 0 | 74 | 0 | 3 | 0 | 22 | 0 | 20 | 0 | 147 | 0 |
| | | | A learning disability | 43 | 2 | 174 | 2 | 87 | 2 | 565 | 2 | 28 | 2 | 246 | 2 | 137 | 2 | 1,042 | 3 |
| | | | A mental health disorder | 39 | 2 | 141 | 1 | 65 | 1 | 318 | 1 | 27 | 2 | 238 | 2 | 134 | 2 | 637 | 2 |
| | | | A disability or impairment not listed | 15 | 1 | 56 | 1 | 32 | 1 | 214 | 1 | 9 | 1 | 100 | 1 | 56 | 1 | 412 | 1 |
| | | | More than one disability or impairment | 17 | 1 | 102 | 1 | 53 | 1 | 277 | 1 | 21 | 1 | 183 | 2 | 102 | 2 | 604 | 2 |
| | | | No disability or impairment | 1,934 | 90 | 8,417 | 91 | 3,820 | 90 | 23,534 | 90 | 1,321 | 91 | 10,606 | 89 | 5,877 | 90 | 33,679 | 88 |
| | | | Prefer not to respond | 64 | 3 | 268 | 3 | 113 | 3 | 684 | 3 | 38 | 3 | 311 | 3 | 178 | 3 | 1,156 | 3 |
| | | Total | 2,134 | 100 | 9,242 | 100 | 4,215 | 100 | 25,841 | 100 | 1,450 | 100 | 11,777 | 100 | 6,544 | 100 | 37,935 | 100 | |
| 38. | Which of the following best describes your sexual orientation? | sexorient14 | Heterosexual | 1,884 | 88 | 6,651 | 88 | 2,315 | 91 | 14,756 | 88 | 1,234 | 85 | 8,211 | 87 | 3,662 | 89 | 20,619 | 86 |
| | | | Gay | 33 | 2 | 116 | 2 | 34 | 2 | 220 | 2 | 36 | 3 | 200 | 3 | 67 | 2 | 480 | 2 |
| | | | Lesbian | 7 | 0 | 34 | 0 | 9 | 0 | 98 | 0 | 9 | 1 | 69 | 1 | 23 | 0 | 208 | 1 |
| | (Question | | Bisexual | 64 | 3 | 204 | 3 | 61 | 2 | 439 | 2 | 63 | 4 | 300 | 3 | 96 | 2 | 763 | 3 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2015 Respondent Profile

Indiana University Bloomington

| | | | First-Year Students | | | | | | | | Seniors | | | | | | | |
|---|------------------|-------------------------------------|---------------------|-----|--------|-----|-------|-----|----------------|-----|----------------|-----|--------|-----|-------|-----|----------------|-----|
| Item wording or description administered per institution request.) | Variable name | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
| | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| | | | 27 | 1 | 68 | 1 | 21 | 1 | 172 | 1 | 24 | 2 | 82 | 1 | 31 | 1 | 219 | 1 |
| | | Another sexual orientation | 37 | 2 | 133 | 2 | 22 | 1 | 267 | 1 | 19 | 1 | 109 | 1 | 46 | 1 | 241 | 1 |
| | | Questioning or unsure | 82 | 4 | 323 | 4 | 81 | 3 | 773 | 5 | 67 | 5 | 410 | 5 | 161 | 4 | 1,292 | 5 |
| | | I prefer not to respond | 2,134 | 100 | 7,529 | 100 | 2,543 | 100 | 16,725 | 100 | 1,452 | 100 | 9,381 | 100 | 4,086 | 100 | 23,822 | 100 |
| | | Total | | | | | | | | | | | | | | | | |
| Institution-reported information | | | | | | | | | | | | | | | | | | |
| (Variables provided by your institution in your NSSE population file.) | | | | | | | | | | | | | | | | | | |
| Institution-reported sex | IRsex | Female | 1,572 | 50 | 7,247 | 49 | 3,424 | 50 | 20,933 | 51 | 1,072 | 52 | 8,446 | 48 | 4,825 | 50 | 27,765 | 50 |
| | | Male | 909 | 50 | 4,456 | 51 | 2,191 | 50 | 12,590 | 49 | 672 | 48 | 5,872 | 52 | 3,283 | 50 | 19,135 | 50 |
| | | Total | 2,481 | 100 | 11,703 | 100 | 5,615 | 100 | 33,523 | 100 | 1,744 | 100 | 14,318 | 100 | 8,108 | 100 | 46,900 | 100 |
| Institution-reported race or ethnicity | IRrace | American Indian or Alaska Native | 3 | 0 | 38 | 0 | 29 | 1 | 83 | 0 | 2 | 0 | 54 | 0 | 43 | 1 | 153 | 0 |
| | | Asian | 0 | 0 | 1,514 | 14 | 428 | 8 | 2,642 | 8 | 0 | 0 | 1,567 | 12 | 582 | 7 | 3,316 | 7 |
| | | Black or African American | 122 | 5 | 477 | 4 | 243 | 5 | 2,378 | 8 | 54 | 3 | 455 | 4 | 305 | 4 | 3,118 | 8 |
| | | Hispanic or Latino | 155 | 7 | 1,172 | 11 | 642 | 12 | 3,329 | 11 | 113 | 7 | 1,203 | 9 | 653 | 8 | 4,187 | 10 |
| | | Native Hawaiian/Other Pac. Islander | 0 | 0 | 21 | 0 | 12 | 0 | 112 | 0 | 0 | 0 | 24 | 0 | 15 | 0 | 268 | 0 |
| | | White | 1,758 | 74 | 6,113 | 55 | 3,566 | 62 | 17,594 | 60 | 1,244 | 76 | 8,863 | 64 | 5,817 | 72 | 26,825 | 65 |
| | | Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Foreign or nonresident alien | 214 | 10 | 1,004 | 8 | 393 | 8 | 1,667 | 6 | 158 | 10 | 662 | 5 | 344 | 4 | 1,278 | 3 |
| | | Two or more races/ethnicities | 97 | 4 | 467 | 4 | 206 | 4 | 1,225 | 4 | 61 | 4 | 430 | 3 | 221 | 3 | 1,343 | 3 |
| | | Unknown | 6 | 0 | 354 | 3 | 69 | 1 | 795 | 2 | 7 | 0 | 429 | 3 | 99 | 1 | 1,285 | 3 |
| | | Total | 2,355 | 100 | 11,160 | 100 | 5,588 | 100 | 29,825 | 100 | 1,639 | 100 | 13,687 | 100 | 8,079 | 100 | 41,773 | 100 |
| Institution-reported class level | IRclass | Freshman/First-Year | 2,481 | 100 | 11,703 | 100 | 5,615 | 100 | 33,523 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Sophomore | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Junior | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Senior | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,744 | 100 | 14,318 | 100 | 8,108 | 100 | 46,900 | 100 |
| | | Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 2,481 | 100 | 11,703 | 100 | 5,615 | 100 | 33,523 | 100 | 1,744 | 100 | 14,318 | 100 | 8,108 | 100 | 46,900 | 100 |
| Institution-reported first-time first-year (FTFY) status | IRftfy | No | 95 | 4 | 508 | 6 | 233 | 5 | 2,141 | 9 | 1,744 | 100 | 14,318 | 100 | 8,108 | 100 | 46,889 | 100 |
| | | Yes | 2,386 | 96 | 11,195 | 94 | 5,382 | 95 | 31,382 | 91 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 |
| | | Total | 2,481 | 100 | 11,703 | 100 | 5,615 | 100 | 33,523 | 100 | 1,744 | 100 | 14,318 | 100 | 8,108 | 100 | 46,900 | 100 |
| Institution-reported enrollment status | IRenrollment | Not full-time | 8 | 0 | 156 | 2 | 147 | 5 | 690 | 3 | 69 | 4 | 936 | 9 | 798 | 12 | 6,681 | 16 |
| | | Full-time | 2,473 | 100 | 11,547 | 98 | 5,468 | 95 | 32,833 | 97 | 1,675 | 96 | 13,382 | 91 | 7,310 | 88 | 40,219 | 84 |
| | | Total | 2,481 | 100 | 11,703 | 100 | 5,615 | 100 | 33,523 | 100 | 1,744 | 100 | 14,318 | 100 | 8,108 | 100 | 46,900 | 100 |

NSSE 2015

Selected Comparison Groups

Indiana University Bloomington

Customized Comparison Groups

The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via the "Report Form" on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2014 and 2015 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that choose not to customize receive default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of topical modules or through consortium participation were also invited to customize comparison groups for the corresponding reports by choosing from the institutions where the question sets were administered. The default for these groups is all other 2014 (if applicable) and 2015 institutions where the questions were included. Please note: Comparison groups for additional question sets (topical modules and consortium questions) are documented within those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "GLC Peers," "Private Master's S," and "NSSE 2014 & 2015."

ns

First-Year Students

Your Students' Responses

Comparison Group 1

Comparison Group 2

Comparison Group 3

Frequency Distributions

NSSEville State

GLC Peers

Private Master's S

NSSE 2014 & 2015

| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % |
|---|----------------------------|---------------------|------------------|-------|-----|--------|-----|--------|-----|---------|-----|
| 1. During the current school year, about how often have you done the following? | | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | askquest | 1 | Never | 45 | 4 | 1,462 | 5 | 8 | 5 | 3,978 | 3 |
| | | 2 | Sometimes | 450 | 37 | 13,011 | 33 | 6,710 | 40 | 43,752 | 33 |
| | | 3 | Often | 428 | 34 | 11,491 | 34 | 5,911 | 34 | 47,737 | 35 |
| | | 4 | Very often | 307 | 25 | 7,173 | 22 | 3,759 | 21 | 39,041 | 28 |
| | | | Total | 1,230 | 100 | 33,087 | 100 | 17,396 | 100 | 134,508 | 100 |

Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name

The name assigned to the comparison group is listed here.

How Group was Constructed

Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List

The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2014 participants are identified with an asterisk.

Comparison Group 1: GLC Peers

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

| | |
|--|---|
| Date submitted | 6/26/15 |
| How was this comparison group constructed? | Your institution retained the default comparison group (region and sector). Your default group is: Region (Gr Lakes); Sector (Priv) |
| Group description | Our institution is satisfied with the default comparison for this group. |

GLC Peers (N=106)

| | |
|---|--|
| Adrian College (Adrian, MI) | Franciscan University of Steubenville (Steubenville, OH) |
| Albion College (Albion, MI) | Franklin College (Franklin, IN) |
| Alma College (Alma, MI) | Franklin University (Columbus, OH) |
| Alverno College (Milwaukee, WI) | Goshen College (Goshen, IN) |
| American InterContinental University Online (Hoffman Estates, IL) | Grace College and Theological Seminary (Winona Lake, IN) |
| Anderson University (Anderson, IN) | Greenville College (Greenville, IL) |
| Andrews University (Berrien Springs, MI) | Hanover College (Hanover, IN) |
| Aquinas College (Grand Rapids, MI) | Hiram College (Hiram, OH) |

a. The default groups are:

Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2014 and 2015 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2014 (if applicable) and 2015 consortium members.

Comparison Group 2: All other 2014 and 2015 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)

Comparison Group 3: All other 2014 and 2015 U.S. NSSE institutions (2014 and 2015 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: AAU

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

| | |
|--|--|
| Date submitted | 6/12/15 |
| How was this comparison group constructed? | Your institution customized this group by selecting institutional characteristics and then adding or removing institutions from the resulting list. Selected characteristics included: Basic Classification (RU/VH) |
| Group description | Association of American Universities |

AAU (N=13)

Boston University (Boston, MA)*
 Case Western Reserve University (Cleveland, OH)
 Georgia Institute of Technology (Atlanta, GA)*
 Rutgers University-New Brunswick/Piscataway (New Brunswick, NJ)
 Stony Brook University (Stony Brook, NY)*
 Tulane University of Louisiana (New Orleans, LA)
 University at Buffalo, State University of New York (Buffalo, NY)*
 University of Arizona, The (Tucson, AZ)
 University of Illinois at Urbana-Champaign (Urbana, IL)
 University of Maryland (College Park, MD)*
 University of Missouri-Columbia (Columbia, MO)
 University of Oregon (Eugene, OR)
 University of Wisconsin-Madison (Madison, WI)*

Comparison Group 2: HLC

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

| | |
|--|--|
| Date submitted | 6/12/15 |
| How was this comparison group constructed? | Your institution customized this comparison group by selecting from the list of all 2014 and 2015 NSSE participants. |
| Group description | No description provided |

HLC (N=5)

University of Arizona, The (Tucson, AZ)
University of Cincinnati (Cincinnati, OH)
University of Illinois at Urbana-Champaign (Urbana, IL)
University of Missouri-Columbia (Columbia, MO)
University of Wisconsin-Madison (Madison, WI)*

Comparison Group 3: Carnegie RU/VH

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

| | |
|--|---|
| Date submitted | 6/12/15 |
| How was this comparison group constructed? | Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (RU/VH) |
| Group description | No description provided |

Carnegie RU/VH (N=41)

| | |
|--|---|
| Boston University (Boston, MA)* | University of Wisconsin-Madison (Madison, WI)* |
| Case Western Reserve University (Cleveland, OH) | Virginia Commonwealth University (Richmond, VA)* |
| Florida State University (Tallahassee, FL)* | Virginia Polytechnic Institute and State University (Blacksburg, VA)* |
| Georgia Institute of Technology (Atlanta, GA)* | Washington State University (Pullman, WA) |
| Georgia State University (Atlanta, GA)* | Wayne State University (Detroit, MI) |
| Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA) | Yeshiva University (New York, NY)* |
| Mississippi State University (Mississippi State, MS)* | |
| Montana State University-Bozeman (Bozeman, MT)* | |
| North Carolina State University (Raleigh, NC)* | |
| Rutgers University-New Brunswick/Piscataway (New Brunswick, NJ) | |
| Stony Brook University (Stony Brook, NY)* | |
| Tulane University of Louisiana (New Orleans, LA) | |
| University at Albany, SUNY, The (Albany, NY)* | |
| University at Buffalo, State University of New York (Buffalo, NY)* | |
| University of Alabama at Birmingham (Birmingham, AL)* | |
| University of Alabama in Huntsville (Huntsville, AL) | |
| University of Arizona, The (Tucson, AZ) | |
| University of Central Florida (Orlando, FL)* | |
| University of Cincinnati (Cincinnati, OH) | |
| University of Delaware (Newark, DE)* | |
| University of Georgia (Athens, GA)* | |
| University of Hawai'i at Manoa (Honolulu, HI) | |
| University of Houston (Houston, TX) | |
| University of Illinois at Chicago (Chicago, IL) | |
| University of Illinois at Urbana-Champaign (Urbana, IL) | |
| University of Kentucky (Lexington, KY) | |
| University of Louisville (Louisville, KY) | |
| University of Maryland (College Park, MD)* | |
| University of Massachusetts Amherst (Amherst, MA)* | |
| University of Miami (Coral Gables, FL) | |
| University of Missouri-Columbia (Columbia, MO) | |
| University of Oregon (Eugene, OR) | |
| University of South Carolina Columbia (Columbia, SC) | |
| University of South Florida (Tampa, FL) | |
| University of Tennessee, Knoxville, The (Knoxville, TN)* | |

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 first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

AAU

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2015 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

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.

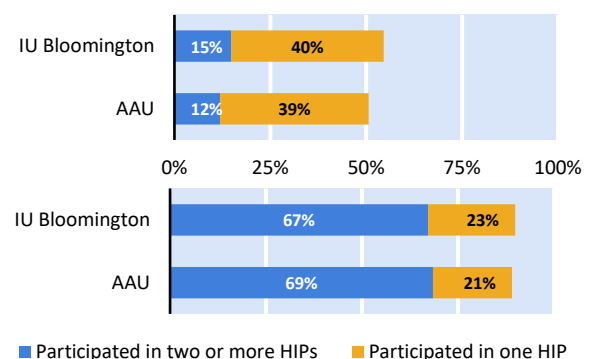
| Theme | Engagement Indicator | Your students compared with AAU | |
|--------------------------|-----------------------------------|---------------------------------|--------|
| | | First-year | Senior |
| Academic Challenge | Higher-Order Learning | | |
| | Reflective & Integrative Learning | | |
| | 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

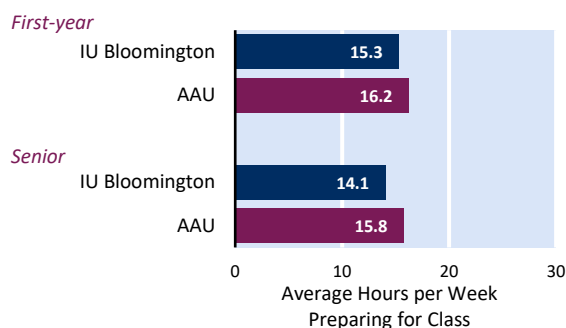


Academic Challenge: Additional Results

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.

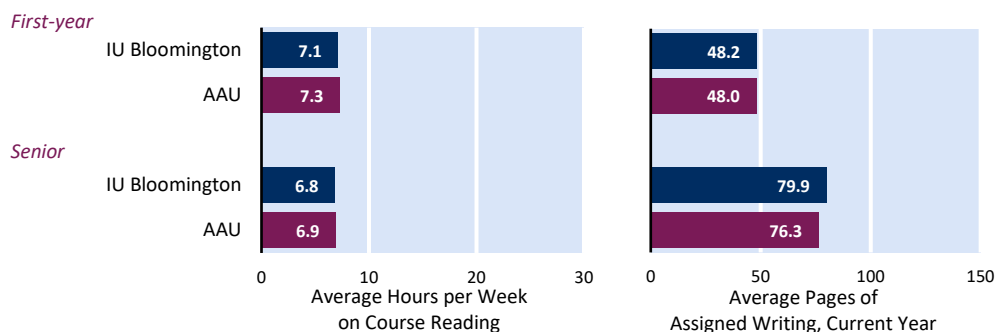
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



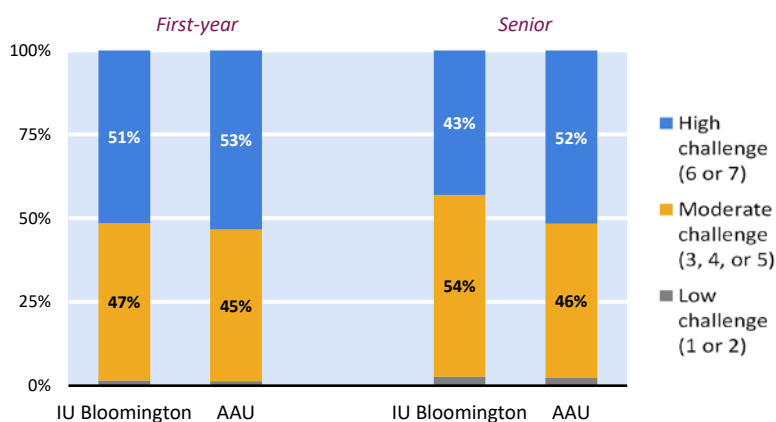
Reading and Writing

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.



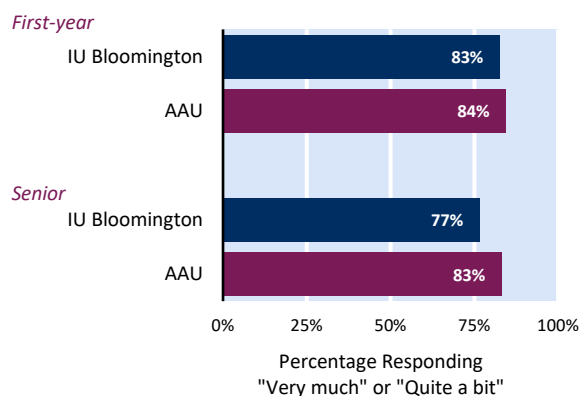
Challenging Students to Do Their Best Work

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 Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior 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 AAU

Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)

Connected your learning to societal problems or issues^b (RI)

Talked about career plans with a faculty member^b (SF)

Quality of interactions with faculty^d (QI)

Included diverse perspectives (...) in course discussions or assignments^b (RI)

Lowest Performing Relative to AAU

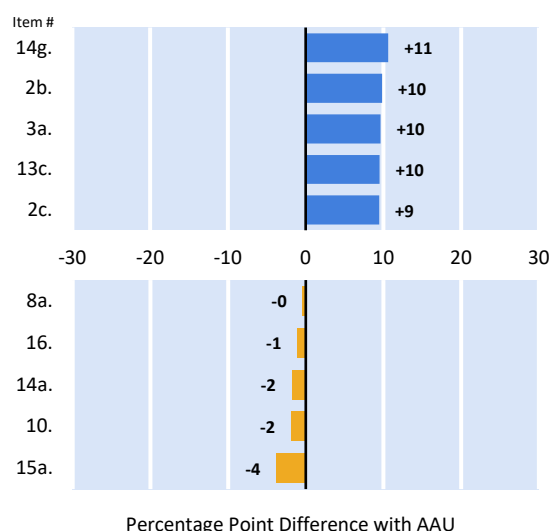
Discussions with... People of a race or ethnicity other than your own^b (DD)

Spent more than 10 hours per week on assigned reading^f

Institution emphasis on studying and academic work^c

Extent to which courses challenged you to do your best work^d

Spent more than 15 hours per week preparing for class



Senior

Highest Performing Relative to AAU

Evaluating a point of view, decision, or information source^c (HO)

Included diverse perspectives (...) in course discussions or assignments^b (RI)

Quality of interactions with faculty^d (QI)

About how many courses have included a community-based project (service-learning)?^e (HIP)

Institution emphasis on attending campus activities and events (...) ^c (SE)

Lowest Performing Relative to AAU

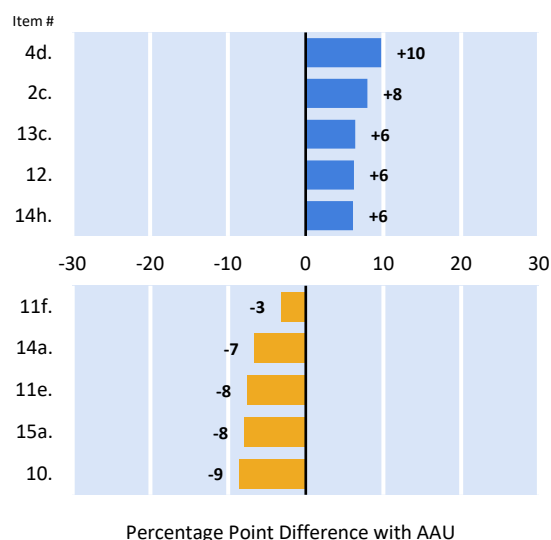
Completed a culminating senior experience (...) (HIP)

Institution emphasis on studying and academic work^c

Worked with a faculty member on a research project (HIP)

Spent more than 15 hours per week preparing for class

Extent to which courses challenged you to do your best work^d



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.

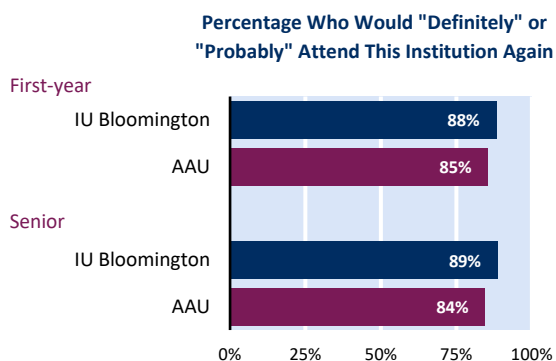
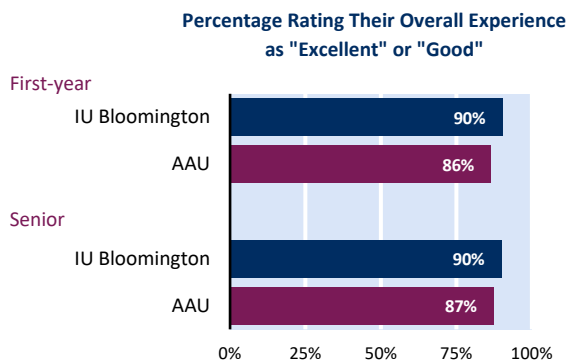
Perceived Gains Among Seniors

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 | 86% |
| Working effectively with others | 76% |
| Writing clearly and effectively | 74% |
| Acquiring job- or work-related knowledge and skills | 71% |
| Speaking clearly and effectively | 71% |
| Analyzing numerical and statistical information | 66% |
| Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.) | 66% |
| Solving complex real-world problems | 65% |
| Developing or clarifying a personal code of values and ethics | 61% |
| Being an informed and active citizen | 60% |

Satisfaction with IU Bloomington

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 | 2,481 | 32% | 63% | 100% |
| Senior | 1,744 | 22% | 61% | 96% |

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

Additional Questions

Your institution administered the following additional question set(s):

Academic Advising

First-Year Experiences and Senior Transitions

See your *Topical Module* report(s) 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 1,500 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

NSSE 2015

Engagement Indicators

Indiana University Bloomington

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

| Theme | Engagement Indicator |
|---------------------------------|-----------------------------------|
| <i>Academic Challenge</i> | Higher-Order Learning |
| | Reflective & Integrative Learning |
| | Learning Strategies |
| | Quantitative Reasoning |
| <i>Learning with Peers</i> | Collaborative Learning |
| | Discussions with Diverse Others |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction |
| | Effective Teaching Practices |
| <i>Campus Environment</i> | Quality of Interactions |
| | Supportive Environment |

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Summary of Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.





For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.





Use the following 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.

First-Year Students

| Theme | Engagement Indicator | Your first-year students compared with AAU | Your first-year students compared with HLC | Your first-year students compared with Carnegie RU/VH |
|-------------------------------------|-----------------------------------|--|--|---|
| <i>Academic Challenge</i> | Higher-Order Learning | | | |
| | Reflective & Integrative Learning | | | |
| | Learning Strategies | | | |
| | Quantitative Reasoning | | | |
| <i>Learning with Peers</i> | Collaborative Learning | | -- | |
| | Discussions with Diverse Others | | | |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | | | |
| | Effective Teaching Practices | | | |
| <i>Campus Environment</i> | Quality of Interactions | | | |
| | Supportive Environment | | | |

Seniors

| Theme | Engagement Indicator | Your seniors compared with AAU | Your seniors compared with HLC | Your seniors compared with Carnegie RU/VH |
|-------------------------------------|-----------------------------------|---|---|---|
| <i>Academic Challenge</i> | Higher-Order Learning | | -- | -- |
| | Reflective & Integrative Learning | | | |
| | Learning Strategies | | -- |  |
| | Quantitative Reasoning | -- | -- | -- |
| <i>Learning with Peers</i> | Collaborative Learning |  |  | -- |
| | Discussions with Diverse Others | -- | -- | -- |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | | | |
| | Effective Teaching Practices | | -- | -- |
| <i>Campus Environment</i> | Quality of Interactions | |  | -- |
| | Supportive Environment | | -- | -- |

Academic Challenge: First-year students

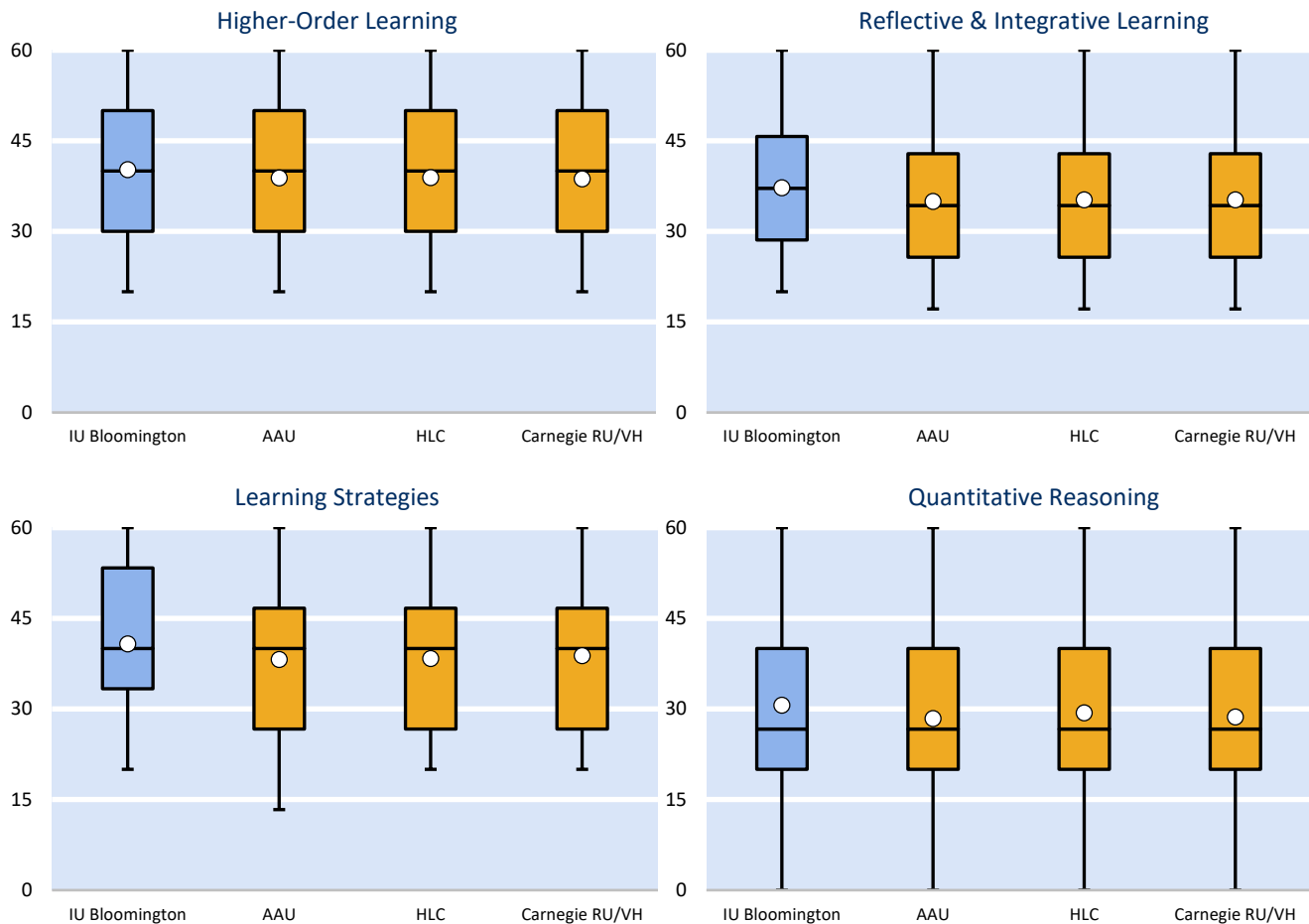
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your first-year students compared with | | | | | |
|-----------------------------------|------------------------|--|-------------|----------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Higher-Order Learning | 40.2 | 38.8 *** | .10 | 38.9 *** | .10 | 38.7 *** | .11 |
| Reflective & Integrative Learning | 37.2 | 35.0 *** | .18 | 35.2 *** | .16 | 35.2 *** | .16 |
| Learning Strategies | 40.8 | 38.2 *** | .18 | 38.3 *** | .17 | 38.8 *** | .14 |
| Quantitative Reasoning | 30.6 | 28.4 *** | .14 | 29.3 *** | .08 | 28.7 *** | .12 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

| Higher-Order Learning | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| <i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i> | % | % | % | % |
| 4b. Applying facts, theories, or methods to practical problems or new situations | 78 | 76 | 77 | 75 |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 77 | 73 | 73 | 72 |
| 4d. Evaluating a point of view, decision, or information source | 72 | 66 | 65 | 66 |
| 4e. Forming a new idea or understanding from various pieces of information | 72 | 67 | 67 | 66 |
| Reflective & Integrative Learning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 2a. Combined ideas from different courses when completing assignments | 64 | 55 | 57 | 56 |
| 2b. Connected your learning to societal problems or issues | 61 | 51 | 51 | 52 |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 57 | 48 | 47 | 48 |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue | 66 | 60 | 60 | 61 |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 68 | 65 | 66 | 65 |
| 2f. Learned something that changed the way you understand an issue or concept | 69 | 65 | 66 | 64 |
| 2g. Connected ideas from your courses to your prior experiences and knowledge | 80 | 77 | 78 | 76 |
| Learning Strategies | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 9a. Identified key information from reading assignments | 84 | 79 | 79 | 79 |
| 9b. Reviewed your notes after class | 66 | 61 | 63 | 63 |
| 9c. Summarized what you learned in class or from course materials | 68 | 60 | 61 | 62 |
| Quantitative Reasoning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 57 | 55 | 57 | 55 |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 46 | 39 | 42 | 40 |
| 6c. Evaluated what others have concluded from numerical information | 48 | 40 | 42 | 41 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Academic Challenge: Seniors

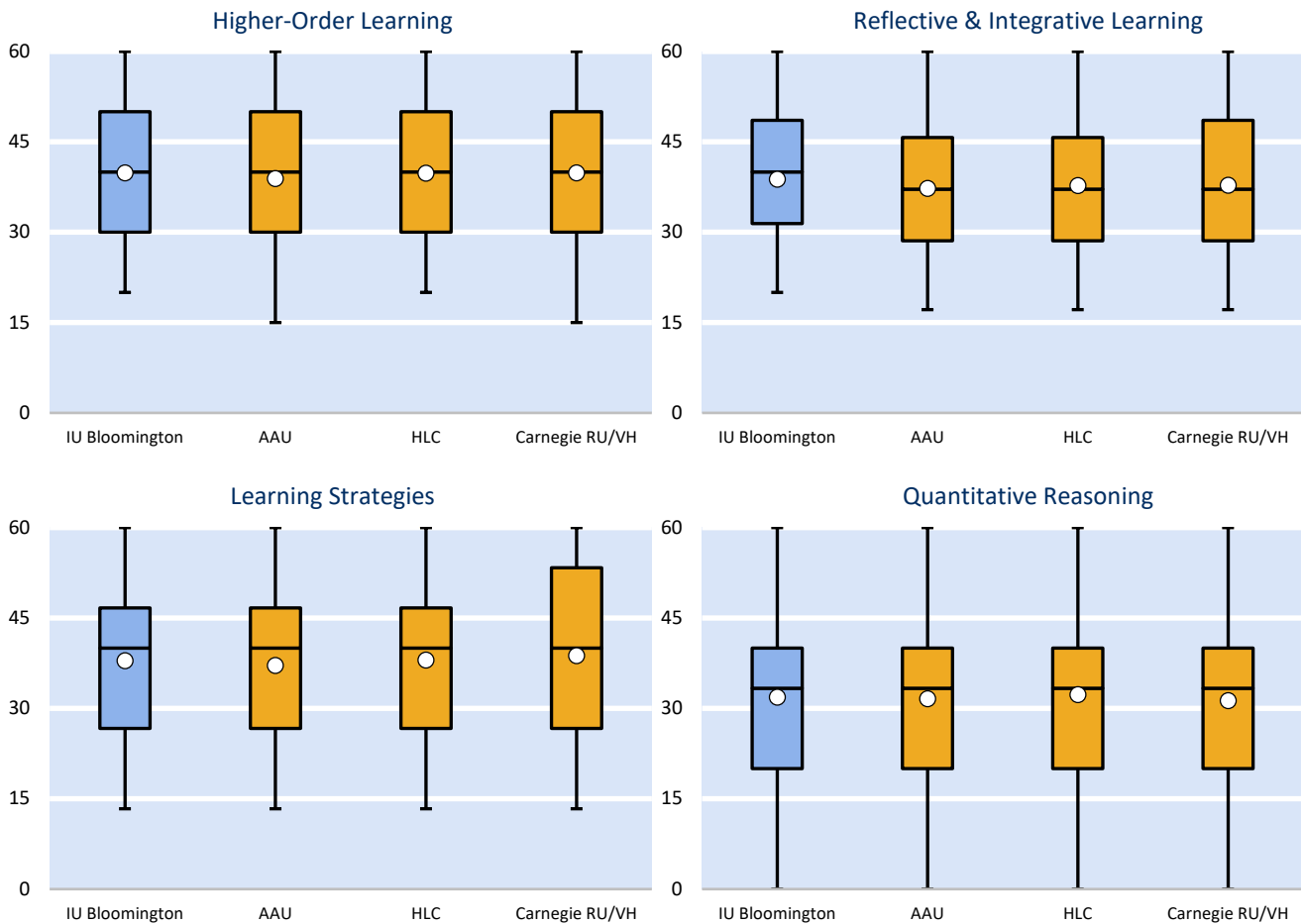
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your seniors compared with | | | | | |
|-----------------------------------|------------------------|----------------------------|-------------|---------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Higher-Order Learning | 39.8 | 38.9 * | .07 | 39.8 | .00 | 39.8 | .00 |
| Reflective & Integrative Learning | 38.8 | 37.3 *** | .12 | 37.8 ** | .08 | 37.8 ** | .08 |
| Learning Strategies | 37.9 | 37.1 * | .05 | 38.0 | -.01 | 38.8 * | -.06 |
| Quantitative Reasoning | 31.8 | 31.6 | .01 | 32.2 | -.02 | 31.3 | .03 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

| Higher-Order Learning | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| <i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i> | % | % | % | % |
| 4b. Applying facts, theories, or methods to practical problems or new situations | 78 | 77 | 80 | 78 |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 75 | 74 | 76 | 75 |
| 4d. Evaluating a point of view, decision, or information source | 72 | 62 | 64 | 66 |
| 4e. Forming a new idea or understanding from various pieces of information | 71 | 66 | 68 | 68 |
| Reflective & Integrative Learning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 2a. Combined ideas from different courses when completing assignments | 75 | 72 | 74 | 72 |
| 2b. Connected your learning to societal problems or issues | 64 | 59 | 60 | 60 |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 56 | 48 | 48 | 50 |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue | 66 | 61 | 62 | 63 |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 70 | 66 | 67 | 68 |
| 2f. Learned something that changed the way you understand an issue or concept | 71 | 69 | 69 | 69 |
| 2g. Connected ideas from your courses to your prior experiences and knowledge | 81 | 82 | 83 | 82 |
| Learning Strategies | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 9a. Identified key information from reading assignments | 83 | 79 | 79 | 80 |
| 9b. Reviewed your notes after class | 52 | 54 | 56 | 59 |
| 9c. Summarized what you learned in class or from course materials | 60 | 58 | 60 | 62 |
| Quantitative Reasoning | | | | |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | | | | |
| 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 56 | 59 | 61 | 58 |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 47 | 46 | 48 | 46 |
| 6c. Evaluated what others have concluded from numerical information | 52 | 50 | 51 | 48 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Learning with Peers: First-year students

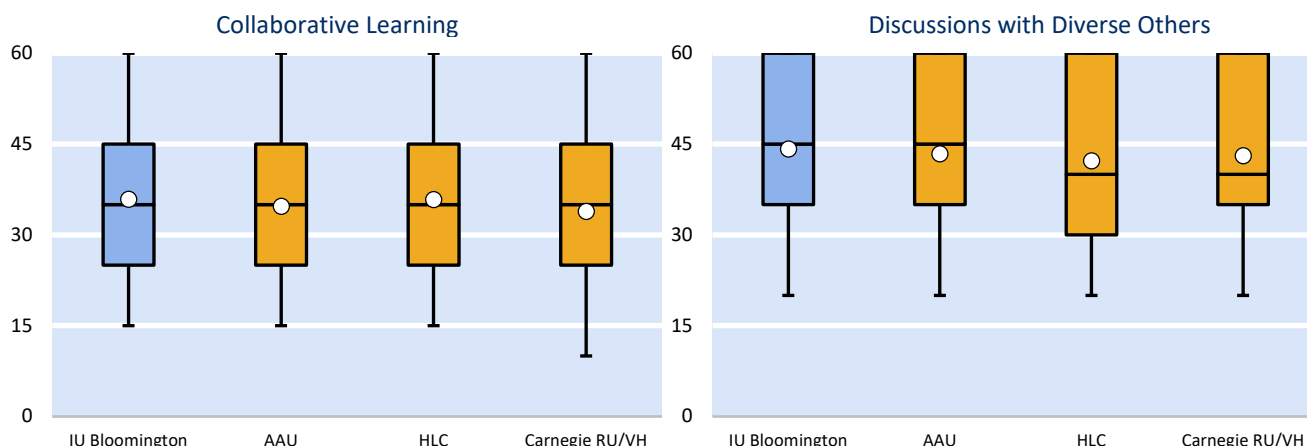
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your first-year students compared with | | | | | |
|---------------------------------|------------------------|--|-------------|----------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Collaborative Learning | 35.8 | 34.7 *** | .08 | 35.8 | .00 | 33.8 *** | .14 |
| Discussions with Diverse Others | 44.1 | 43.4 * | .05 | 42.2 *** | .13 | 43.0 *** | .07 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| 1e. Asked another student to help you understand course material | 59 | 58 | 62 | 55 |
| 1f. Explained course material to one or more students | 68 | 63 | 65 | 61 |
| 1g. Prepared for exams by discussing or working through course material with other students | 57 | 56 | 58 | 54 |
| 1h. Worked with other students on course projects or assignments | 61 | 54 | 59 | 53 |

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|--|----------------|-----|-----|----------------|
| 8a. People from a race or ethnicity other than your own | 78 | 79 | 75 | 77 |
| 8b. People from an economic background other than your own | 81 | 77 | 75 | 76 |
| 8c. People with religious beliefs other than your own | 78 | 76 | 73 | 75 |
| 8d. People with political views other than your own | 76 | 71 | 72 | 72 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Learning with Peers: Seniors

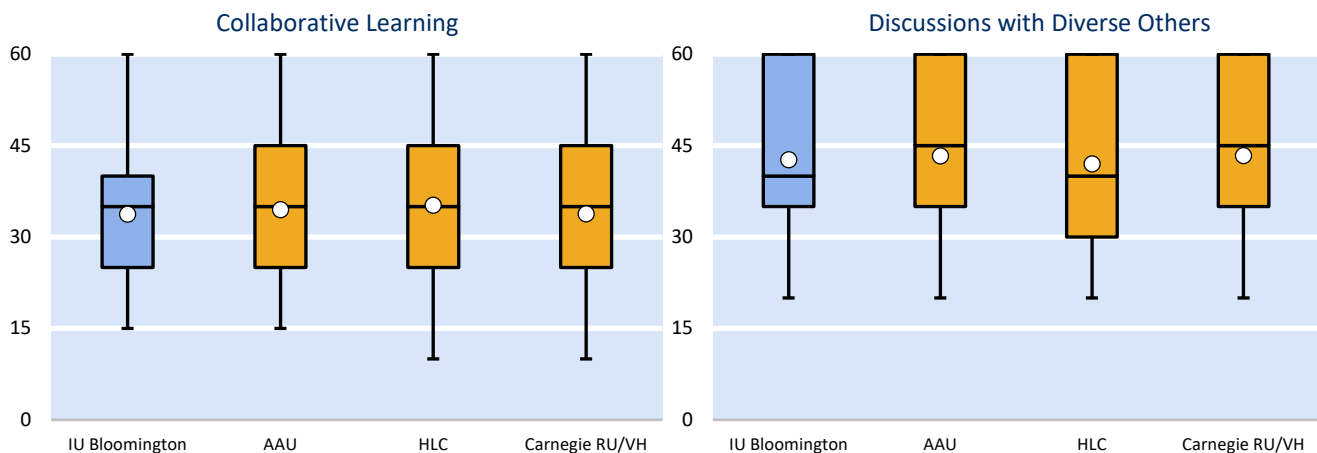
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your seniors compared with | | | | | |
|---------------------------------|------------------------|----------------------------|-------------|----------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Collaborative Learning | 33.8 | 34.5 * | -.05 | 35.2 *** | -.10 | 33.8 | .00 |
| Discussions with Diverse Others | 42.7 | 43.3 | -.04 | 42.0 | .04 | 43.4 | -.04 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| 1e. Asked another student to help you understand course material | 45 | 47 | 50 | 45 |
| 1f. Explained course material to one or more students | 64 | 62 | 64 | 61 |
| 1g. Prepared for exams by discussing or working through course material with other students | 50 | 51 | 53 | 50 |
| 1h. Worked with other students on course projects or assignments | 66 | 67 | 69 | 65 |

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|--|----------------|-----|-----|----------------|
| 8a. People from a race or ethnicity other than your own | 75 | 78 | 73 | 77 |
| 8b. People from an economic background other than your own | 76 | 76 | 75 | 77 |
| 8c. People with religious beliefs other than your own | 76 | 76 | 73 | 75 |
| 8d. People with political views other than your own | 73 | 71 | 72 | 73 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Experiences with Faculty: First-year students

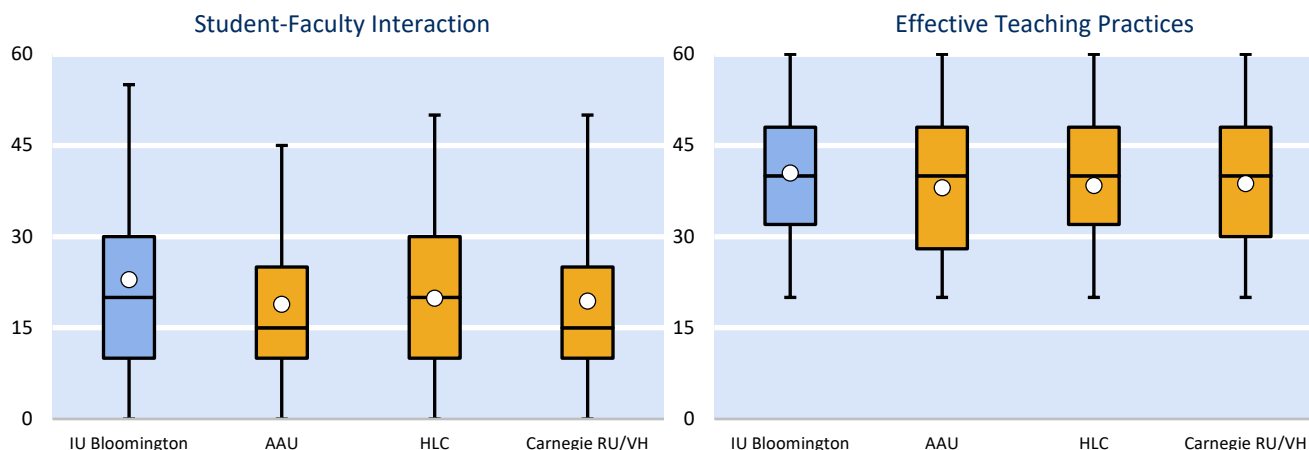
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your first-year students compared with | | | | | |
|------------------------------|------------------------|--|-------------|----------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Student-Faculty Interaction | 22.9 | 18.9 *** | .28 | 19.9 *** | .21 | 19.4 *** | .24 |
| Effective Teaching Practices | 40.4 | 38.0 *** | .19 | 38.4 *** | .16 | 38.7 *** | .13 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| 3a. Talked about career plans with a faculty member | 38 | 28 | 32 | 30 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 25 | 17 | 19 | 18 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 32 | 23 | 24 | 23 |
| 3d. Discussed your academic performance with a faculty member | 31 | 23 | 25 | 25 |

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| 5a. Clearly explained course goals and requirements | 83 | 79 | 81 | 80 |
| 5b. Taught course sessions in an organized way | 83 | 79 | 80 | 79 |
| 5c. Used examples or illustrations to explain difficult points | 80 | 77 | 79 | 77 |
| 5d. Provided feedback on a draft or work in progress | 64 | 56 | 57 | 59 |
| 5e. Provided prompt and detailed feedback on tests or completed assignments | 63 | 54 | 55 | 56 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Experiences with Faculty: Seniors

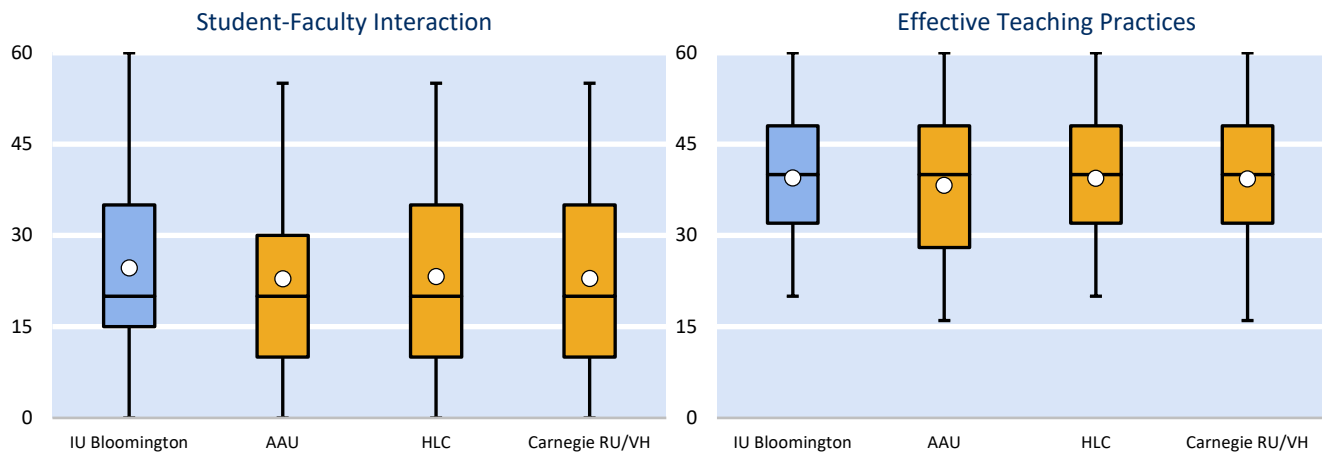
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your seniors compared with | | | | | |
|------------------------------|------------------------|----------------------------|-------------|----------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Student-Faculty Interaction | 24.6 | 22.8 *** | .12 | 23.2 *** | .09 | 22.9 *** | .11 |
| Effective Teaching Practices | 39.4 | 38.2 *** | .10 | 39.4 | .00 | 39.2 | .01 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| 3a. Talked about career plans with a faculty member | 44 | 38 | 41 | 39 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 31 | 28 | 28 | 27 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 32 | 31 | 32 | 31 |
| 3d. Discussed your academic performance with a faculty member | 30 | 26 | 27 | 29 |

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|---|----------------|-----|-----|----------------|
| 5a. Clearly explained course goals and requirements | 81 | 81 | 83 | 81 |
| 5b. Taught course sessions in an organized way | 83 | 79 | 81 | 79 |
| 5c. Used examples or illustrations to explain difficult points | 83 | 78 | 80 | 78 |
| 5d. Provided feedback on a draft or work in progress | 57 | 51 | 54 | 55 |
| 5e. Provided prompt and detailed feedback on tests or completed assignments | 61 | 57 | 60 | 61 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Campus Environment: First-year students

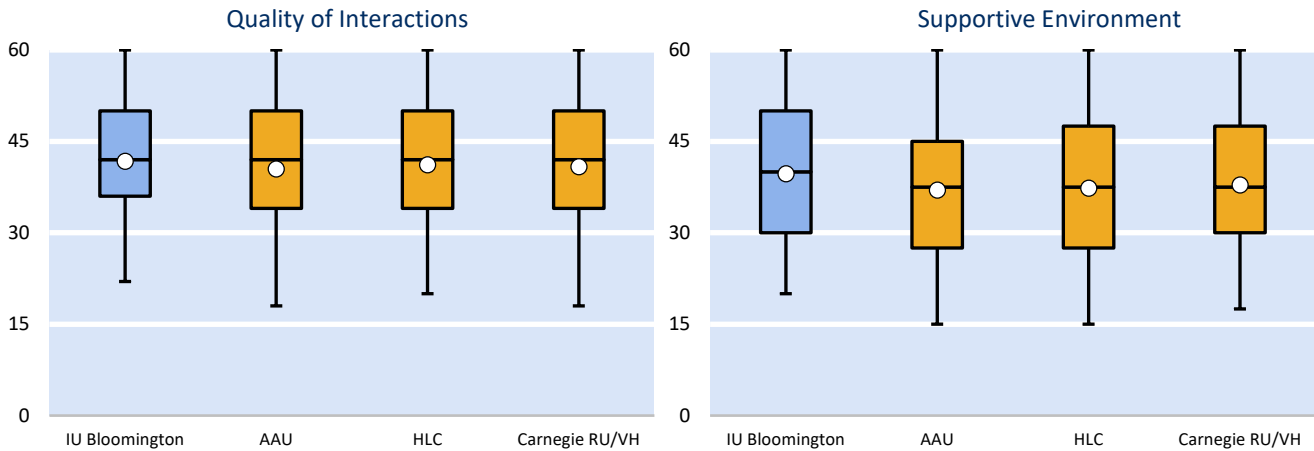
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your first-year students compared with | | | | | |
|-------------------------|------------------------|--|-------------|----------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Quality of Interactions | 41.7 | 40.5 *** | .11 | 41.2 * | .05 | 40.8 *** | .07 |
| Supportive Environment | 39.7 | 37.0 *** | .21 | 37.3 *** | .18 | 37.9 *** | .14 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|--|----------------|-----|-----|----------------|
| 13a. Students | 59 | 57 | 58 | 59 |
| 13b. Academic advisors | 47 | 44 | 48 | 46 |
| 13c. Faculty | 51 | 42 | 44 | 44 |
| 13d. Student services staff (career services, student activities, housing, etc.) | 41 | 41 | 43 | 42 |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.) | 35 | 34 | 38 | 36 |

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

| | | | | |
|--|----|----|----|----|
| 14b. Providing support to help students succeed academically | 80 | 76 | 78 | 78 |
| 14c. Using learning support services (tutoring services, writing center, etc.) | 76 | 76 | 76 | 78 |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 67 | 61 | 60 | 61 |
| 14e. Providing opportunities to be involved socially | 81 | 75 | 75 | 76 |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 79 | 75 | 75 | 76 |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | 51 | 41 | 43 | 44 |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.) | 79 | 71 | 71 | 73 |
| 14i. Attending events that address important social, economic, or political issues | 60 | 52 | 52 | 53 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Campus Environment: Seniors

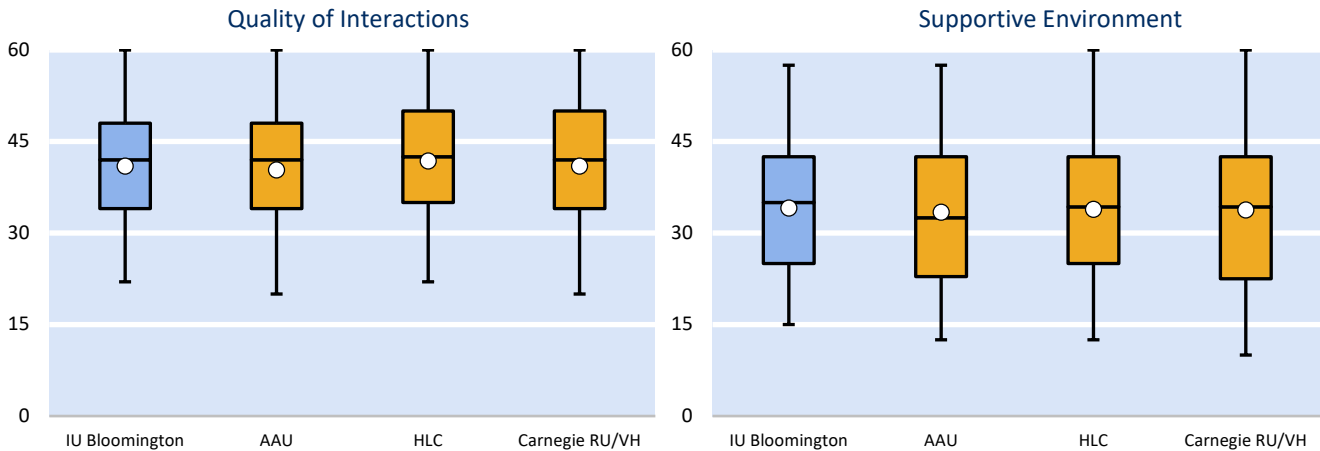
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | IU Bloomington Mean | Your seniors compared with | | | | | |
|-------------------------|------------------------|----------------------------|-------------|--------|-------------|----------------|-------------|
| | | AAU | | HLC | | Carnegie RU/VH | |
| | | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Quality of Interactions | 41.0 | 40.3 * | .06 | 41.8 * | -.07 | 40.9 | .00 |
| Supportive Environment | 34.1 | 33.4 * | .05 | 33.9 | .01 | 33.8 | .02 |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

| | IU Bloomington | AAU | HLC | Carnegie RU/VH |
|--|----------------|-----|-----|----------------|
| 13a. Students | 58 | 60 | 63 | 62 |
| 13b. Academic advisors | 44 | 44 | 48 | 46 |
| 13c. Faculty | 55 | 49 | 51 | 52 |
| 13d. Student services staff (career services, student activities, housing, etc.) | 40 | 36 | 40 | 39 |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.) | 31 | 31 | 36 | 34 |

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

| | | | | |
|--|----|----|----|----|
| 14b. Providing support to help students succeed academically | 68 | 67 | 72 | 69 |
| 14c. Using learning support services (tutoring services, writing center, etc.) | 60 | 62 | 65 | 64 |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 51 | 50 | 50 | 52 |
| 14e. Providing opportunities to be involved socially | 72 | 69 | 71 | 69 |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 70 | 69 | 70 | 68 |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | 33 | 30 | 31 | 31 |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.) | 71 | 65 | 65 | 65 |
| 14i. Attending events that address important social, economic, or political issues | 49 | 45 | 44 | 46 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

| First-Year Students | | IU Bloomington | Your first-year students compared with | | | | | |
|---------------------------------|-------------------------------------|-----------------------|---|--------------------|---|---------------------|--------------------|---|
| <i>Theme</i> | <i>Engagement Indicator</i> | | NSSE Top 50% | | | NSSE Top 10% | | |
| | | <i>Mean</i> | <i>Mean</i> | <i>Effect size</i> | ✓ | <i>Mean</i> | <i>Effect size</i> | ✓ |
| <i>Academic Challenge</i> | Higher-Order Learning | 40.2 | 41.0 ** | -.06 | | 43.0 *** | -.21 | |
| | Reflective and Integrative Learning | 37.2 | 37.6 | -.03 | ✓ | 39.6 *** | -.19 | |
| | Learning Strategies | 40.8 | 41.6 ** | -.06 | | 44.4 *** | -.26 | |
| | Quantitative Reasoning | 30.6 | 29.4 *** | .08 | ✓ | 31.5 * | -.05 | |
| <i>Learning with Peers</i> | Collaborative Learning | 35.8 | 35.1 * | .05 | ✓ | 37.3 *** | -.10 | |
| | Discussions with Diverse Others | 44.1 | 43.3 * | .05 | ✓ | 45.5 *** | -.09 | |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 22.9 | 24.1 *** | -.08 | | 27.2 *** | -.27 | |
| | Effective Teaching Practices | 40.4 | 42.3 *** | -.14 | | 44.6 *** | -.32 | |
| <i>Campus Environment</i> | Quality of Interactions | 41.7 | 44.0 *** | -.19 | | 45.8 *** | -.35 | |
| | Supportive Environment | 39.7 | 39.4 | .02 | ✓ | 41.3 *** | -.13 | |
| Seniors | | IU Bloomington | Your seniors compared with | | | | | |
| <i>Theme</i> | <i>Engagement Indicator</i> | | NSSE Top 50% | | | NSSE Top 10% | | |
| | | <i>Mean</i> | <i>Mean</i> | <i>Effect size</i> | ✓ | <i>Mean</i> | <i>Effect size</i> | ✓ |
| <i>Academic Challenge</i> | Higher-Order Learning | 39.8 | 43.5 *** | -.26 | | 45.3 *** | -.40 | |
| | Reflective and Integrative Learning | 38.8 | 41.3 *** | -.19 | | 43.1 *** | -.34 | |
| | Learning Strategies | 37.9 | 42.5 *** | -.32 | | 44.8 *** | -.49 | |
| | Quantitative Reasoning | 31.8 | 31.8 | .01 | ✓ | 33.6 *** | -.11 | |
| <i>Learning with Peers</i> | Collaborative Learning | 33.8 | 35.7 *** | -.14 | | 38.2 *** | -.32 | |
| | Discussions with Diverse Others | 42.7 | 43.9 *** | -.08 | | 45.9 *** | -.21 | |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 24.6 | 29.8 *** | -.32 | | 34.1 *** | -.58 | |
| | Effective Teaching Practices | 39.4 | 43.1 *** | -.27 | | 45.1 *** | -.43 | |
| <i>Campus Environment</i> | Quality of Interactions | 41.0 | 45.0 *** | -.35 | | 46.7 *** | -.49 | |
| | Supportive Environment | 34.1 | 36.1 *** | -.15 | | 38.8 *** | -.34 | |

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size $> .10$.

NSSE 2015 Engagement Indicators

Detailed Statistics^a

Indiana University Bloomington

Detailed Statistics: First-Year Students

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|--|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Academic Challenge | | | | | | | | | | | | |
| Higher-Order Learning | | | | | | | | | | | | |
| IU Bloomington (N = 2244) | 40.2 | 13.4 | .28 | 20 | 30 | 40 | 50 | 60 | | | | |
| AAU | 38.8 | 13.5 | .11 | 20 | 30 | 40 | 50 | 60 | 2,934 | 1.4 | .000 | .103 |
| HLC | 38.9 | 13.4 | .15 | 20 | 30 | 40 | 50 | 60 | 3,546 | 1.3 | .000 | .098 |
| Carnegie RU/VH | 38.7 | 13.7 | .06 | 20 | 30 | 40 | 50 | 60 | 2,479 | 1.5 | .000 | .111 |
| Top 50% | 41.0 | 13.7 | .04 | 20 | 30 | 40 | 55 | 60 | 2,320 | -.8 | .007 | -.056 |
| Top 10% | 43.0 | 13.8 | .08 | 20 | 35 | 40 | 55 | 60 | 2,631 | -2.8 | .000 | -.206 |
| Reflective & Integrative Learning | | | | | | | | | | | | |
| IU Bloomington (N = 2308) | 37.2 | 12.4 | .26 | 20 | 29 | 37 | 46 | 60 | | | | |
| AAU | 35.0 | 12.5 | .10 | 17 | 26 | 34 | 43 | 60 | 18,697 | 2.2 | .000 | .178 |
| HLC | 35.2 | 12.4 | .13 | 17 | 26 | 34 | 43 | 60 | 11,091 | 2.0 | .000 | .160 |
| Carnegie RU/VH | 35.2 | 12.6 | .06 | 17 | 26 | 34 | 43 | 60 | 2,544 | 2.0 | .000 | .158 |
| Top 50% | 37.6 | 12.7 | .03 | 17 | 29 | 37 | 46 | 60 | 2,382 | -.4 | .106 | -.033 |
| Top 10% | 39.6 | 12.8 | .07 | 20 | 31 | 40 | 49 | 60 | 2,692 | -2.4 | .000 | -.188 |
| Learning Strategies | | | | | | | | | | | | |
| IU Bloomington (N = 2177) | 40.8 | 14.1 | .30 | 20 | 33 | 40 | 53 | 60 | | | | |
| AAU | 38.2 | 14.1 | .12 | 13 | 27 | 40 | 47 | 60 | 16,935 | 2.6 | .000 | .183 |
| HLC | 38.3 | 14.1 | .16 | 20 | 27 | 40 | 47 | 60 | 10,013 | 2.4 | .000 | .173 |
| Carnegie RU/VH | 38.8 | 14.1 | .07 | 20 | 27 | 40 | 47 | 60 | 44,636 | 1.9 | .000 | .138 |
| Top 50% | 41.6 | 14.1 | .04 | 20 | 33 | 40 | 53 | 60 | 2,252 | -.8 | .007 | -.059 |
| Top 10% | 44.4 | 14.0 | .08 | 20 | 33 | 47 | 60 | 60 | 2,508 | -3.6 | .000 | -.258 |
| Quantitative Reasoning | | | | | | | | | | | | |
| IU Bloomington (N = 2285) | 30.6 | 16.3 | .34 | 0 | 20 | 27 | 40 | 60 | | | | |
| AAU | 28.4 | 15.9 | .13 | 0 | 20 | 27 | 40 | 60 | 2,945 | 2.2 | .000 | .140 |
| HLC | 29.3 | 15.9 | .17 | 0 | 20 | 27 | 40 | 60 | 10,870 | 1.3 | .001 | .080 |
| Carnegie RU/VH | 28.7 | 16.2 | .07 | 0 | 20 | 27 | 40 | 60 | 48,920 | 2.0 | .000 | .121 |
| Top 50% | 29.4 | 16.6 | .04 | 0 | 20 | 27 | 40 | 60 | 187,872 | 1.3 | .000 | .076 |
| Top 10% | 31.5 | 16.5 | .09 | 0 | 20 | 33 | 40 | 60 | 39,483 | -.9 | .013 | -.053 |
| Learning with Peers | | | | | | | | | | | | |
| Collaborative Learning | | | | | | | | | | | | |
| IU Bloomington (N = 2332) | 35.8 | 13.8 | .29 | 15 | 25 | 35 | 45 | 60 | | | | |
| AAU | 34.7 | 14.1 | .11 | 15 | 25 | 35 | 45 | 60 | 19,288 | 1.2 | .000 | .082 |
| HLC | 35.8 | 13.9 | .15 | 15 | 25 | 35 | 45 | 60 | 11,419 | .0 | .932 | .002 |
| Carnegie RU/VH | 33.8 | 14.2 | .06 | 10 | 25 | 35 | 45 | 60 | 2,568 | 2.0 | .000 | .140 |
| Top 50% | 35.1 | 13.8 | .03 | 15 | 25 | 35 | 45 | 60 | 172,158 | .7 | .015 | .051 |
| Top 10% | 37.3 | 13.8 | .07 | 15 | 25 | 35 | 50 | 60 | 40,228 | -1.4 | .000 | -.104 |
| Discussions with Diverse Others | | | | | | | | | | | | |
| IU Bloomington (N = 2211) | 44.1 | 14.8 | .31 | 20 | 35 | 45 | 60 | 60 | | | | |
| AAU | 43.4 | 15.0 | .12 | 20 | 35 | 45 | 60 | 60 | 17,133 | .8 | .023 | .052 |
| HLC | 42.2 | 15.0 | .17 | 20 | 30 | 40 | 60 | 60 | 10,153 | 1.9 | .000 | .130 |
| Carnegie RU/VH | 43.0 | 15.3 | .07 | 20 | 35 | 40 | 60 | 60 | 2,463 | 1.1 | .001 | .073 |
| Top 50% | 43.3 | 15.4 | .04 | 20 | 35 | 45 | 60 | 60 | 2,279 | .8 | .011 | .052 |
| Top 10% | 45.5 | 14.8 | .08 | 20 | 40 | 50 | 60 | 60 | 38,960 | -1.4 | .000 | -.094 |
| Experiences with Faculty | | | | | | | | | | | | |
| Student-Faculty Interaction | | | | | | | | | | | | |
| IU Bloomington (N = 2277) | 22.9 | 15.1 | .32 | 0 | 10 | 20 | 30 | 55 | | | | |
| AAU | 18.9 | 14.1 | .11 | 0 | 10 | 15 | 25 | 45 | 2,871 | 4.0 | .000 | .283 |
| HLC | 19.9 | 14.5 | .16 | 0 | 10 | 20 | 30 | 50 | 3,475 | 3.0 | .000 | .207 |

NSSE 2015 Engagement Indicators

Detailed Statistics^a

Indiana University Bloomington

Detailed Statistics: First-Year Students

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Carnegie RU/VH | 19.4 | 14.4 | .07 | 0 | 10 | 15 | 25 | 50 | 2,481 | 3.5 | .000 | .244 |
| Top 50% | 24.1 | 15.2 | .05 | 0 | 15 | 20 | 35 | 55 | 99,166 | -1.2 | .000 | -.077 |
| Top 10% | 27.2 | 16.1 | .12 | 5 | 15 | 25 | 40 | 60 | 3,019 | -4.3 | .000 | -.270 |
| Effective Teaching Practices | | | | | | | | | | | | |
| IU Bloomington (N = 2302) | 40.4 | 12.4 | .26 | 20 | 32 | 40 | 48 | 60 | | | | |
| AAU | 38.0 | 12.4 | .10 | 20 | 28 | 40 | 48 | 60 | 18,454 | 2.4 | .000 | .194 |
| HLC | 38.4 | 12.4 | .13 | 20 | 32 | 40 | 48 | 60 | 10,971 | 2.0 | .000 | .165 |
| Carnegie RU/VH | 38.7 | 12.8 | .06 | 20 | 30 | 40 | 48 | 60 | 2,546 | 1.7 | .000 | .134 |
| Top 50% | 42.3 | 13.2 | .04 | 20 | 32 | 40 | 52 | 60 | 2,407 | -1.9 | .000 | -.144 |
| Top 10% | 44.6 | 13.3 | .09 | 20 | 36 | 44 | 56 | 60 | 2,865 | -4.2 | .000 | -.318 |
| Campus Environment | | | | | | | | | | | | |
| Quality of Interactions | | | | | | | | | | | | |
| IU Bloomington (N = 2146) | 41.7 | 11.1 | .24 | 22 | 36 | 42 | 50 | 60 | | | | |
| AAU | 40.5 | 11.7 | .10 | 18 | 34 | 42 | 50 | 60 | 2,911 | 1.2 | .000 | .107 |
| HLC | 41.2 | 11.7 | .13 | 20 | 34 | 42 | 50 | 60 | 3,588 | .6 | .039 | .049 |
| Carnegie RU/VH | 40.8 | 11.9 | .06 | 18 | 34 | 42 | 50 | 60 | 2,411 | .9 | .000 | .073 |
| Top 50% | 44.0 | 11.7 | .04 | 22 | 38 | 46 | 52 | 60 | 2,247 | -2.3 | .000 | -.194 |
| Top 10% | 45.8 | 11.9 | .08 | 23 | 40 | 48 | 55 | 60 | 2,664 | -4.1 | .000 | -.349 |
| Supportive Environment | | | | | | | | | | | | |
| IU Bloomington (N = 2113) | 39.7 | 13.0 | .28 | 20 | 30 | 40 | 50 | 60 | | | | |
| AAU | 37.0 | 12.9 | .11 | 15 | 28 | 38 | 45 | 60 | 16,122 | 2.7 | .000 | .206 |
| HLC | 37.3 | 13.2 | .15 | 15 | 28 | 38 | 48 | 60 | 9,479 | 2.4 | .000 | .179 |
| Carnegie RU/VH | 37.9 | 13.2 | .07 | 18 | 30 | 38 | 48 | 60 | 41,882 | 1.8 | .000 | .138 |
| Top 50% | 39.4 | 13.4 | .04 | 18 | 30 | 40 | 50 | 60 | 2,189 | .2 | .388 | .018 |
| Top 10% | 41.3 | 13.0 | .08 | 20 | 33 | 40 | 53 | 60 | 29,739 | -1.6 | .000 | -.126 |

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2015 Engagement Indicators

Detailed Statistics^a

Indiana University Bloomington

Detailed Statistics: Seniors

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|--|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Academic Challenge | | | | | | | | | | | | |
| Higher-Order Learning | | | | | | | | | | | | |
| IU Bloomington (N = 1559) | 39.8 | 13.6 | .34 | 20 | 30 | 40 | 50 | 60 | | | | |
| AAU | 38.9 | 13.8 | .12 | 15 | 30 | 40 | 50 | 60 | 1,929 | .9 | .011 | .067 |
| HLC | 39.8 | 13.7 | .16 | 20 | 30 | 40 | 50 | 60 | 9,212 | .1 | .895 | .004 |
| Carnegie RU/VH | 39.8 | 14.2 | .07 | 15 | 30 | 40 | 50 | 60 | 1,684 | .0 | .992 | .000 |
| Top 50% | 43.5 | 13.8 | .04 | 20 | 35 | 40 | 55 | 60 | 1,611 | -3.7 | .000 | -.264 |
| Top 10% | 45.3 | 13.6 | .09 | 20 | 40 | 45 | 60 | 60 | 1,754 | -5.5 | .000 | -.402 |
| Reflective & Integrative Learning | | | | | | | | | | | | |
| IU Bloomington (N = 1619) | 38.8 | 12.7 | .32 | 20 | 31 | 40 | 49 | 60 | | | | |
| AAU | 37.3 | 12.9 | .11 | 17 | 29 | 37 | 46 | 60 | 16,304 | 1.5 | .000 | .120 |
| HLC | 37.8 | 12.8 | .14 | 17 | 29 | 37 | 46 | 60 | 9,545 | 1.0 | .003 | .081 |
| Carnegie RU/VH | 37.8 | 13.2 | .06 | 17 | 29 | 37 | 49 | 60 | 1,745 | 1.0 | .001 | .078 |
| Top 50% | 41.3 | 12.7 | .04 | 20 | 31 | 40 | 51 | 60 | 96,342 | -2.5 | .000 | -.195 |
| Top 10% | 43.1 | 12.5 | .08 | 20 | 34 | 43 | 54 | 60 | 25,085 | -4.3 | .000 | -.344 |
| Learning Strategies | | | | | | | | | | | | |
| IU Bloomington (N = 1492) | 37.9 | 14.5 | .38 | 13 | 27 | 40 | 47 | 60 | | | | |
| AAU | 37.1 | 14.8 | .13 | 13 | 27 | 40 | 47 | 60 | 14,941 | .8 | .050 | .053 |
| HLC | 38.0 | 14.7 | .17 | 13 | 27 | 40 | 47 | 60 | 8,750 | -.1 | .799 | -.007 |
| Carnegie RU/VH | 38.8 | 14.9 | .07 | 13 | 27 | 40 | 53 | 60 | 42,203 | -.9 | .024 | -.059 |
| Top 50% | 42.5 | 14.6 | .04 | 20 | 33 | 40 | 60 | 60 | 121,598 | -4.6 | .000 | -.316 |
| Top 10% | 44.8 | 14.2 | .08 | 20 | 33 | 47 | 60 | 60 | 32,937 | -7.0 | .000 | -.490 |
| Quantitative Reasoning | | | | | | | | | | | | |
| IU Bloomington (N = 1585) | 31.8 | 16.6 | .42 | 0 | 20 | 33 | 40 | 60 | | | | |
| AAU | 31.6 | 17.1 | .14 | 0 | 20 | 33 | 40 | 60 | 1,971 | .3 | .566 | .015 |
| HLC | 32.2 | 17.0 | .19 | 0 | 20 | 33 | 40 | 60 | 9,371 | -.4 | .389 | -.024 |
| Carnegie RU/VH | 31.3 | 17.3 | .08 | 0 | 20 | 33 | 40 | 60 | 1,711 | .6 | .169 | .034 |
| Top 50% | 31.8 | 17.3 | .04 | 0 | 20 | 33 | 40 | 60 | 1,619 | .1 | .821 | .005 |
| Top 10% | 33.6 | 16.9 | .09 | 0 | 20 | 33 | 47 | 60 | 36,899 | -1.8 | .000 | -.105 |
| Learning with Peers | | | | | | | | | | | | |
| Collaborative Learning | | | | | | | | | | | | |
| IU Bloomington (N = 1652) | 33.8 | 13.7 | .34 | 15 | 25 | 35 | 40 | 60 | | | | |
| AAU | 34.5 | 14.3 | .12 | 15 | 25 | 35 | 45 | 60 | 2,062 | -.7 | .047 | -.050 |
| HLC | 35.2 | 14.7 | .16 | 10 | 25 | 35 | 45 | 60 | 2,482 | -1.5 | .000 | -.101 |
| Carnegie RU/VH | 33.8 | 14.7 | .07 | 10 | 25 | 35 | 45 | 60 | 1,789 | .0 | .885 | -.003 |
| Top 50% | 35.7 | 13.9 | .04 | 15 | 25 | 35 | 45 | 60 | 133,938 | -1.9 | .000 | -.139 |
| Top 10% | 38.2 | 13.7 | .08 | 15 | 30 | 40 | 50 | 60 | 28,351 | -4.4 | .000 | -.321 |
| Discussions with Diverse Others | | | | | | | | | | | | |
| IU Bloomington (N = 1522) | 42.7 | 14.1 | .36 | 20 | 35 | 40 | 60 | 60 | | | | |
| AAU | 43.3 | 15.1 | .13 | 20 | 35 | 45 | 60 | 60 | 1,930 | -.6 | .096 | -.043 |
| HLC | 42.0 | 15.4 | .18 | 20 | 30 | 40 | 60 | 60 | 2,334 | .7 | .104 | .043 |
| Carnegie RU/VH | 43.4 | 15.7 | .08 | 20 | 35 | 45 | 60 | 60 | 1,664 | -.7 | .060 | -.044 |
| Top 50% | 43.9 | 15.9 | .04 | 15 | 35 | 45 | 60 | 60 | 1,560 | -1.2 | .001 | -.078 |
| Top 10% | 45.9 | 15.4 | .08 | 20 | 40 | 50 | 60 | 60 | 1,675 | -3.2 | .000 | -.210 |
| Experiences with Faculty | | | | | | | | | | | | |
| Student-Faculty Interaction | | | | | | | | | | | | |
| IU Bloomington (N = 1577) | 24.6 | 15.5 | .39 | 0 | 15 | 20 | 35 | 60 | | | | |
| AAU | 22.8 | 15.4 | .13 | 0 | 10 | 20 | 30 | 55 | 16,005 | 1.8 | .000 | .117 |
| HLC | 23.2 | 15.5 | .17 | 0 | 10 | 20 | 35 | 55 | 9,394 | 1.4 | .001 | .092 |

NSSE 2015 Engagement Indicators

Detailed Statistics^a

Indiana University Bloomington

Detailed Statistics: Seniors

| | Mean statistics | | | Percentile ^d scores | | | | | Comparison results | | | |
|-------------------------------------|-----------------|-----------------|------------------|--------------------------------|------|------|------|------|------------------------------|------------|-------------------|--------------------------|
| | Mean | SD ^b | SEM ^c | 5th | 25th | 50th | 75th | 95th | Deg. of freedom ^e | Mean diff. | Sig. ^f | Effect size ^g |
| Carnegie RU/VH | 22.9 | 15.9 | .08 | 0 | 10 | 20 | 35 | 55 | 45,586 | 1.8 | .000 | .111 |
| Top 50% | 29.8 | 16.2 | .07 | 5 | 20 | 30 | 40 | 60 | 1,665 | -5.1 | .000 | -.315 |
| Top 10% | 34.1 | 16.5 | .17 | 5 | 20 | 35 | 45 | 60 | 2,243 | -9.5 | .000 | -.577 |
| Effective Teaching Practices | | | | | | | | | | | | |
| IU Bloomington (N = 1595) | 39.4 | 12.3 | .31 | 20 | 32 | 40 | 48 | 60 | | | | |
| AAU | 38.2 | 12.8 | .11 | 16 | 28 | 40 | 48 | 60 | 1,992 | 1.2 | .000 | .096 |
| HLC | 39.4 | 12.9 | .15 | 20 | 32 | 40 | 48 | 60 | 2,365 | .1 | .879 | .004 |
| Carnegie RU/VH | 39.2 | 13.5 | .06 | 16 | 32 | 40 | 48 | 60 | 1,733 | .2 | .543 | .014 |
| Top 50% | 43.1 | 13.6 | .05 | 20 | 36 | 44 | 56 | 60 | 1,665 | -3.6 | .000 | -.268 |
| Top 10% | 45.1 | 13.4 | .10 | 20 | 36 | 48 | 60 | 60 | 1,980 | -5.7 | .000 | -.429 |
| Campus Environment | | | | | | | | | | | | |
| Quality of Interactions | | | | | | | | | | | | |
| IU Bloomington (N = 1459) | 41.0 | 10.8 | .28 | 22 | 34 | 42 | 48 | 60 | | | | |
| AAU | 40.3 | 11.4 | .10 | 20 | 34 | 42 | 48 | 60 | 1,834 | .6 | .034 | .057 |
| HLC | 41.8 | 11.1 | .13 | 22 | 35 | 43 | 50 | 60 | 8,475 | -.8 | .011 | -.073 |
| Carnegie RU/VH | 40.9 | 11.8 | .06 | 20 | 34 | 42 | 50 | 60 | 1,590 | .0 | .899 | .003 |
| Top 50% | 45.0 | 11.4 | .04 | 24 | 38 | 46 | 54 | 60 | 1,517 | -4.0 | .000 | -.351 |
| Top 10% | 46.7 | 11.8 | .08 | 24 | 40 | 50 | 56 | 60 | 1,713 | -5.7 | .000 | -.490 |
| Supportive Environment | | | | | | | | | | | | |
| IU Bloomington (N = 1463) | 34.1 | 12.9 | .34 | 15 | 25 | 35 | 43 | 58 | | | | |
| AAU | 33.4 | 13.4 | .12 | 13 | 23 | 33 | 43 | 58 | 1,839 | .7 | .045 | .054 |
| HLC | 33.9 | 13.6 | .16 | 13 | 25 | 34 | 43 | 60 | 2,199 | .2 | .592 | .015 |
| Carnegie RU/VH | 33.8 | 14.0 | .07 | 10 | 23 | 34 | 43 | 60 | 1,596 | .3 | .369 | .022 |
| Top 50% | 36.1 | 13.9 | .05 | 13 | 26 | 38 | 45 | 60 | 1,518 | -2.0 | .000 | -.145 |
| Top 10% | 38.8 | 13.7 | .11 | 15 | 30 | 40 | 50 | 60 | 1,760 | -4.7 | .000 | -.341 |

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2015
High-Impact Practices
Indiana University Bloomington

About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. NSSE research has found that interpretations vary by HIP: For service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

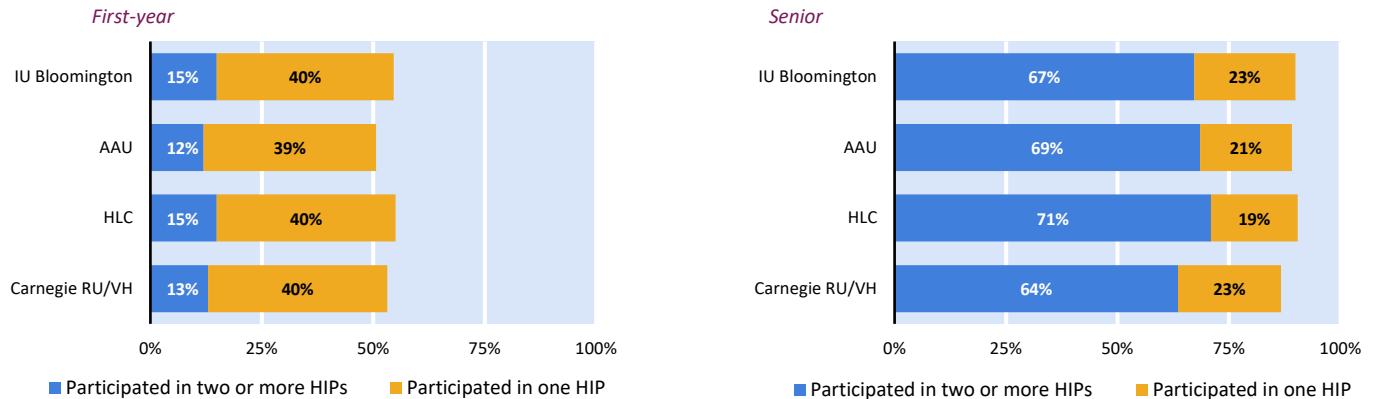
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

| | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|-------------------------------------|----------------|--|--------|--------------------------|--------|--------------------------|----------------|--------------------------|
| | % | | % | Effect size ^a | % | Effect size ^a | % | Effect size ^a |
| <i>First-year</i> | | | | | | | | |
| 11c. Learning Community | 21 | | 17 *** | .10 | 21 | .00 | 18 *** | .07 |
| 12. Service-Learning | 45 | | 41 *** | .08 | 44 | .02 | 44 | .01 |
| 11e. Research with Faculty | 7 | | 7 | .03 | 8 | -.01 | 6 * | .04 |
| Participated in at least one | 55 | | 51 *** | .08 | 55 | -.01 | 53 | .03 |
| Participated in two or more | 15 | | 12 *** | .09 | 15 | .00 | 13 ** | .06 |
| <i>Senior</i> | | | | | | | | |
| 11c. Learning Community | 28 | | 27 | .02 | 30 | -.04 | 26 * | .06 |
| 12. Service-Learning | 54 | | 48 *** | .12 | 52 | .05 | 52 | .04 |
| 11e. Research with Faculty | 27 | | 34 *** | -.16 | 33 *** | -.14 | 28 | -.04 |
| 11a. Internship or Field Exp. | 60 | | 63 * | -.06 | 63 * | -.06 | 56 ** | .08 |
| 11d. Study Abroad | 27 | | 24 * | .07 | 22 *** | .11 | 18 *** | .22 |
| 11f. Culminating Senior Exp. | 41 | | 44 * | -.06 | 49 *** | -.15 | 43 | -.04 |
| Participated in at least one | 90 | | 89 | .03 | 90 | -.02 | 87 *** | .10 |
| Participated in two or more | 67 | | 69 | -.03 | 71 ** | -.08 | 64 ** | .08 |

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's h: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

* $p < .05$, ** $p < .01$, *** $p < .001$ (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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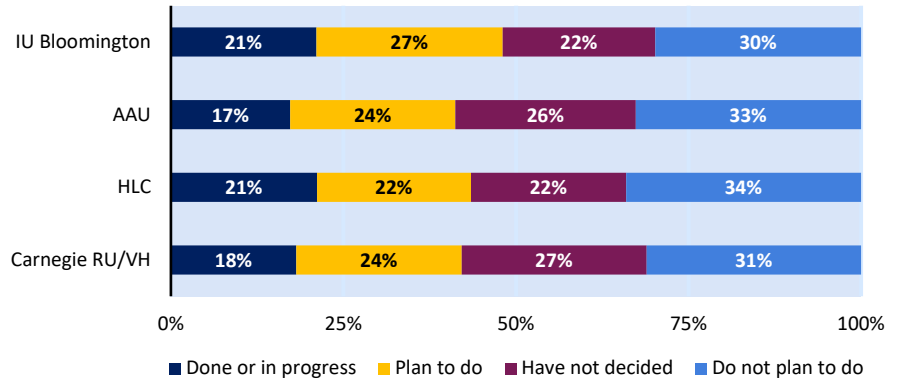
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

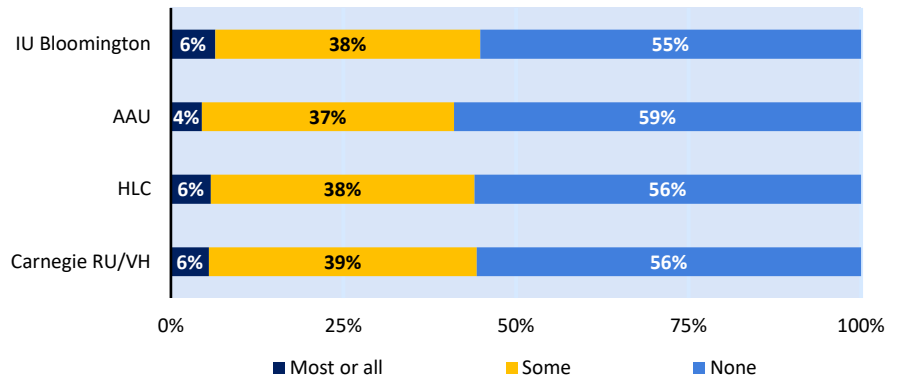
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

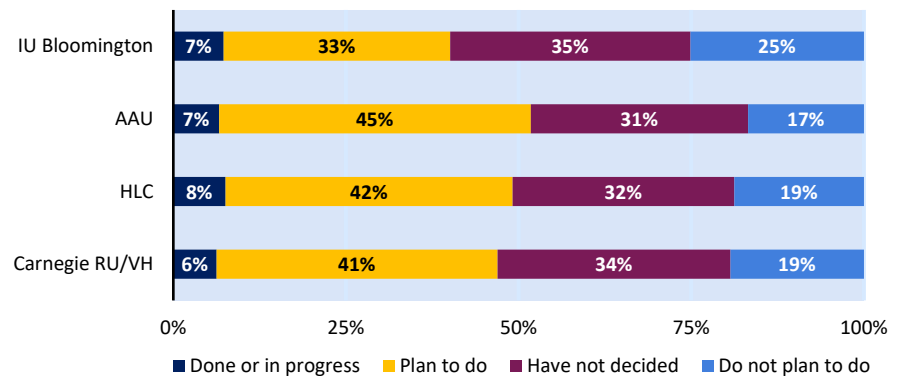
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

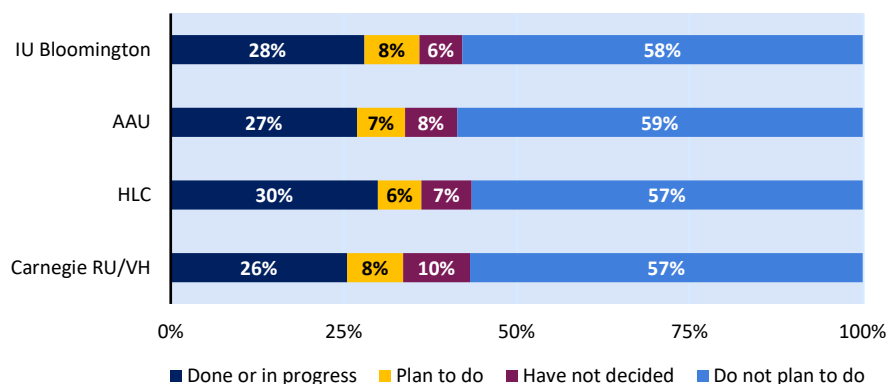
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

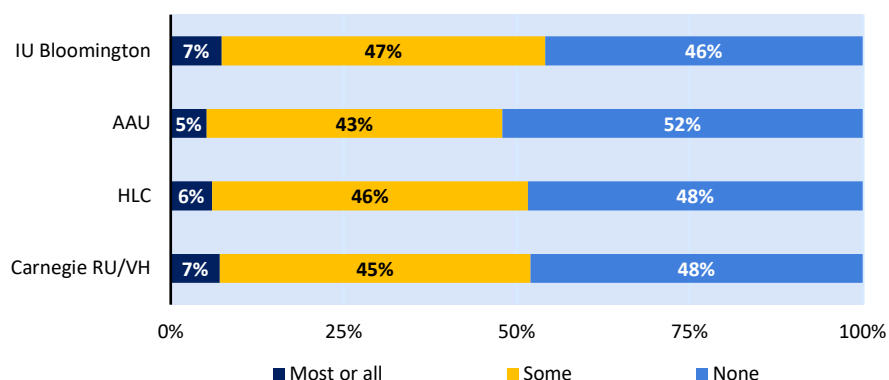
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

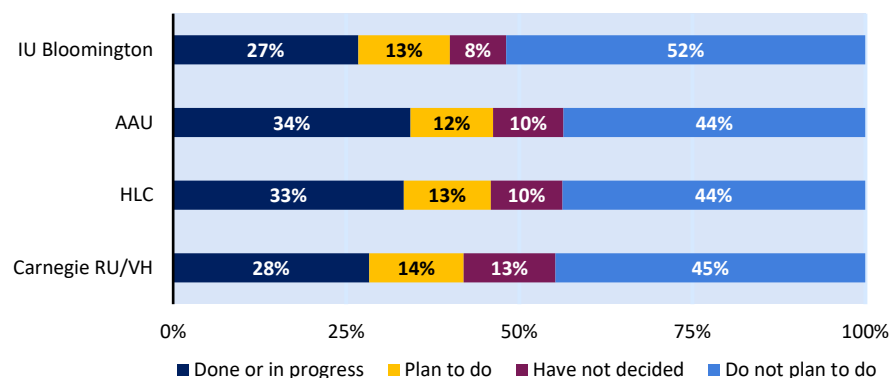
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

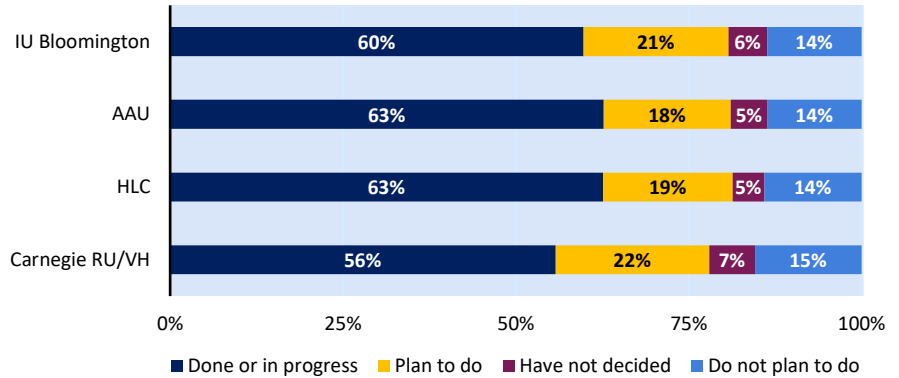
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

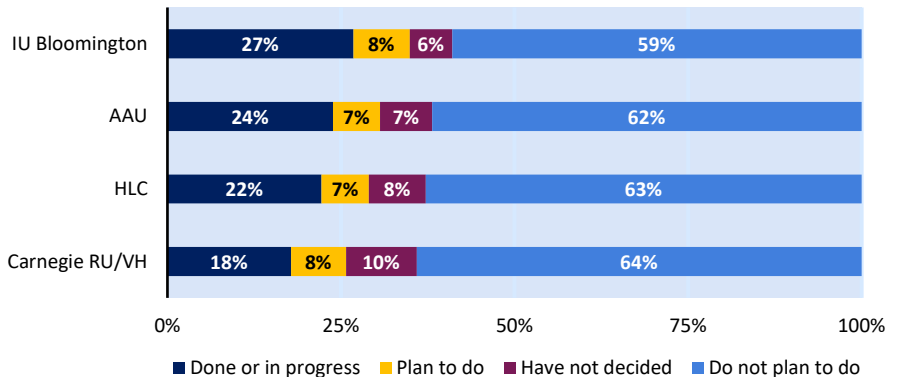
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

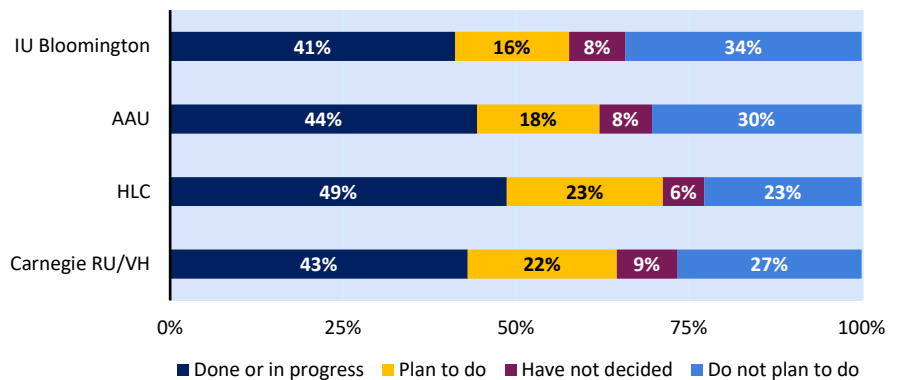
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

NSSE 2015 High-Impact Practices

Participation by Student Characteristics

Indiana University Bloomington

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

| | First-year | | | Senior | | | | | |
|--|--------------------|------------------|-----------------------|--------------------|------------------|-----------------------|--------------------------------|--------------|-------------------------------|
| | Learning Community | Service-Learning | Research with Faculty | Learning Community | Service-Learning | Research with Faculty | Internship or Field Experience | Study Abroad | Culminating Senior Experience |
| Sex^a | % | % | % | % | % | % | % | % | % |
| Female | 22 | 41 | 7 | 26 | 55 | 27 | 63 | 30 | 39 |
| Male | 20 | 48 | 8 | 30 | 54 | 27 | 56 | 23 | 43 |
| Race/ethnicity or international^a | | | | | | | | | |
| American Indian or Alaska Native | — | — | — | — | — | — | — | — | — |
| Asian | — | — | — | — | — | — | — | — | — |
| Black or African American | 22 | 49 | 8 | 39 | 49 | 24 | 49 | 17 | 37 |
| Hispanic or Latino | 21 | 43 | 6 | 39 | 61 | 25 | 63 | 32 | 42 |
| Native Hawaiian/Other Pac. Islander | — | — | — | — | — | — | — | — | — |
| White | 21 | 41 | 6 | 27 | 52 | 28 | 64 | 28 | 42 |
| Other | — | — | — | — | — | — | — | — | — |
| Foreign or nonresident alien | 20 | 68 | 12 | 24 | 73 | 15 | 34 | 22 | 30 |
| Two or more races/ethnicities | 24 | 40 | 8 | 24 | 62 | 27 | 56 | 33 | 38 |
| Age | | | | | | | | | |
| Traditional (FY < 21, Seniors < 25): | 21 | 43 | 7 | 29 | 54 | 27 | 62 | 29 | 42 |
| Nontraditional (FY 21+, Seniors 25+) | 5 | 50 | 11 | 13 | 52 | 13 | 36 | 6 | 35 |
| First-generation^b | | | | | | | | | |
| Not first-generation | 23 | 42 | 7 | 29 | 52 | 28 | 63 | 30 | 42 |
| First-generation | 16 | 47 | 7 | 26 | 62 | 21 | 52 | 19 | 38 |
| Enrollment status^a | | | | | | | | | |
| Not full-time | — | — | — | 24 | 50 | 20 | 47 | 17 | 36 |
| Full-time | 21 | 44 | 7 | 28 | 54 | 27 | 61 | 28 | 41 |
| Residence | | | | | | | | | |
| Living off campus | 14 | 53 | 6 | 26 | 54 | 25 | 60 | 26 | 41 |
| Living on campus | 22 | 42 | 7 | 36 | 52 | 30 | 62 | 34 | 41 |
| Major category^c | | | | | | | | | |
| Arts & humanities | 17 | 31 | 9 | 21 | 38 | 27 | 46 | 33 | 45 |
| Biological sciences, agriculture, natural res. | 18 | 34 | 12 | 20 | 40 | 39 | 53 | 25 | 21 |
| Physical sciences, math, computer science | 18 | 33 | 9 | 14 | 42 | 44 | 58 | 18 | 19 |
| Social sciences | 21 | 36 | 6 | 32 | 45 | 45 | 61 | 36 | 61 |
| Business | 27 | 48 | 5 | 38 | 66 | 13 | 72 | 35 | 37 |
| Communications, media, public relations | 19 | 39 | 6 | 27 | 45 | 26 | 76 | 37 | 34 |
| Education | 20 | 55 | 12 | 64 | 84 | 20 | 76 | 22 | 47 |
| Engineering | — | — | — | — | — | — | — | — | — |
| Health professions | 12 | 45 | 5 | 30 | 68 | 26 | 61 | 13 | 30 |
| Social service professions | 22 | 60 | 6 | 26 | 63 | 18 | 72 | 36 | 36 |
| Undecided/undeclared | 14 | 53 | 4 | — | — | — | — | — | — |
| Overall | 21 | 45 | 7 | 28 | 54 | 27 | 60 | 27 | 41 |

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."

NSSE 2015

Frequencies and Statistical Comparisons

Indiana University Bloomington

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

NSSE 2015 Frequencies and Statistical Comparisons

About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.indiana.edu/html/weighting.cfm
- Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.

NSSE

national survey of student engagement

NSSE 2015 Frequencies and Statistical Comparisons

NSSEville State University

Seniors

1

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

NSSEville State

GLC Peers

Private Master's S

NSSE 2014 & 2015

NSSEville State

GLC Peers

Private Master's S

NSSE 2014 & 2015

Item wording or description

Variable name^c

Values^e

Response options

Count

%

Count

%

Count

%

Count

%

Mean

Mean

Effect size^f

Mean

Effect size^f

Mean

Effect size^f

6. During the current school year, about how often have you done the following?

a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

c. Evaluated what others have concluded from numerical information

QRconclude

QRproblem

QRevaluate

1

2

3

4

Total

1

2

3

4

Total

1

2

3

4

Total

1

2

3

4

Total

3.3

2.5

3.1

3.0 ***

2.5

3.1

.27

-.04

.02

3.0 ***

2.6 *

3.1

.35

-.09

-.04

2.9 ***

2.6

3.0

.43

-.05

.06

5

3

4

7

8

2

3

4

NSSEville State

GLC Peers

Private Master's S

NSSE 2014 & 2015

NSSEville State

GLC Peers

Private Master's S

NSSE 2014 & 2015

- Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd edition). New York: Psychology Press.
- 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.

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|---|---|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| 1. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | askquest | 1 | Never | 52 | 2 | 408 | 4 | 181 | 3 | 1,448 | 4 | 3.0 | 2.8 *** | .23 | 2.8 *** | .18 | 2.7 *** | .25 |
| | | 2 | Sometimes | 738 | 30 | 4,307 | 38 | 2,026 | 36 | 12,788 | 39 | | | | | | | |
| | | 3 | Often | 932 | 38 | 4,090 | 35 | 2,020 | 36 | 11,388 | 34 | | | | | | | |
| | | 4 | Very often | 748 | 30 | 2,823 | 23 | 1,353 | 24 | 7,683 | 23 | | | | | | | |
| | | Total | 2,470 | 100 | 11,628 | 100 | 5,580 | 100 | 33,307 | 100 | | | | | | | | |
| b. Prepared two or more drafts of a paper or assignment before turning it in | drafts | 1 | Never | 454 | 19 | 2,034 | 20 | 1,043 | 20 | 5,852 | 19 | 2.4 | 2.4 | .03 | 2.4 | .02 | 2.4 | -.01 |
| | | 2 | Sometimes | 898 | 36 | 4,007 | 35 | 1,957 | 35 | 11,506 | 35 | | | | | | | |
| | | 3 | Often | 671 | 27 | 3,395 | 28 | 1,635 | 29 | 9,529 | 28 | | | | | | | |
| | | 4 | Very often | 436 | 18 | 2,137 | 16 | 909 | 16 | 6,262 | 18 | | | | | | | |
| | | Total | 2,459 | 100 | 11,573 | 100 | 5,544 | 100 | 33,149 | 100 | | | | | | | | |
| c. Come to class without completing readings or assignments | unpreparedr (Reverse-coded version of unprepared created by NSSE.) | 1 | Very often | 195 | 8 | 807 | 7 | 402 | 8 | 2,104 | 7 | 2.8 | 2.9 * | -.05 | 2.9 * | -.06 | 2.9 *** | -.10 |
| | | 2 | Often | 402 | 17 | 1,888 | 17 | 843 | 16 | 5,048 | 16 | | | | | | | |
| | | 3 | Sometimes | 1,425 | 58 | 6,737 | 58 | 3,254 | 59 | 19,178 | 58 | | | | | | | |
| | | 4 | Never | 419 | 16 | 2,104 | 18 | 1,022 | 18 | 6,682 | 20 | | | | | | | |
| | | Total | 2,441 | 100 | 11,536 | 100 | 5,521 | 100 | 33,012 | 100 | | | | | | | | |
| d. Attended an art exhibit, play or other arts performance (dance, music, etc.) | attendart | 1 | Never | 564 | 24 | 4,037 | 37 | 2,247 | 41 | 12,752 | 39 | 2.2 | 1.9 *** | .32 | 1.9 *** | .36 | 1.9 *** | .32 |
| | | 2 | Sometimes | 1,098 | 44 | 4,803 | 41 | 2,126 | 39 | 12,857 | 39 | | | | | | | |
| | | 3 | Often | 476 | 20 | 1,715 | 14 | 732 | 13 | 4,660 | 14 | | | | | | | |
| | | 4 | Very often | 295 | 12 | 881 | 7 | 369 | 7 | 2,551 | 8 | | | | | | | |
| | | Total | 2,433 | 100 | 11,436 | 100 | 5,474 | 100 | 32,820 | 100 | | | | | | | | |
| e. Asked another student to help you understand course material | CLaskhelp | 1 | Never | 116 | 5 | 629 | 6 | 272 | 5 | 2,098 | 7 | 2.7 | 2.7 | .01 | 2.8 * | -.06 | 2.7 *** | .07 |
| | | 2 | Sometimes | 884 | 36 | 4,067 | 36 | 1,763 | 33 | 12,375 | 38 | | | | | | | |
| | | 3 | Often | 909 | 38 | 4,160 | 36 | 2,109 | 39 | 11,458 | 35 | | | | | | | |
| | | 4 | Very often | 504 | 21 | 2,530 | 22 | 1,302 | 23 | 6,786 | 20 | | | | | | | |
| | | Total | 2,413 | 100 | 11,386 | 100 | 5,446 | 100 | 32,717 | 100 | | | | | | | | |
| f. Explained course material to one or more students | CLexplain | 1 | Never | 45 | 2 | 308 | 3 | 139 | 3 | 1,043 | 3 | 2.9 | 2.8 *** | .09 | 2.9 * | .06 | 2.8 *** | .14 |
| | | 2 | Sometimes | 752 | 30 | 3,853 | 34 | 1,718 | 32 | 11,560 | 36 | | | | | | | |
| | | 3 | Often | 1,045 | 43 | 4,596 | 41 | 2,268 | 42 | 12,812 | 40 | | | | | | | |
| | | 4 | Very often | 568 | 24 | 2,475 | 23 | 1,237 | 23 | 6,779 | 21 | | | | | | | |
| | | Total | 2,410 | 100 | 11,232 | 100 | 5,362 | 100 | 32,194 | 100 | | | | | | | | |
| g. Prepared for exams by discussing or working through course material | CLstudy | 1 | Never | 181 | 8 | 1,008 | 9 | 454 | 9 | 3,492 | 11 | | | | | | | |
| | | 2 | Sometimes | 863 | 35 | 3,881 | 35 | 1,799 | 33 | 11,160 | 35 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|----------------|--------------|-----------------------------|--------------|-----------------------------|--------------|-----------------------------|--|
| Item wording or description through course material with other students | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| | | 3 | Often | 820 | 34 | 3,600 | 32 | 1,764 | 33 | 10,071 | 31 | 2.7 | 2.7 | .03 | 2.7 | -.02 | 2.7 *** | .07 | |
| | | 4 | Very often | 542 | 23 | 2,761 | 24 | 1,352 | 25 | 7,499 | 23 | | | | | | | | |
| | | Total | | 2,406 | 100 | 11,250 | 100 | 5,369 | 100 | 32,222 | 100 | | | | | | | | |
| h. Worked with other students on course projects or assignments | CLproject | 1 | Never | 116 | 5 | 697 | 7 | 263 | 5 | 2,309 | 7 | 2.8 | 2.7 *** | .16 | 2.8 * | .05 | 2.6 *** | .18 | |
| | | 2 | Sometimes | 837 | 34 | 4,435 | 40 | 1,917 | 36 | 12,750 | 40 | | | | | | | | |
| | | 3 | Often | 891 | 38 | 3,872 | 34 | 1,972 | 37 | 10,936 | 34 | | | | | | | | |
| | | 4 | Very often | 551 | 24 | 2,174 | 19 | 1,184 | 22 | 6,022 | 19 | | | | | | | | |
| | | Total | | 2,395 | 100 | 11,178 | 100 | 5,336 | 100 | 32,017 | 100 | | | | | | | | |
| i. Given a course presentation | present | 1 | Never | 434 | 18 | 2,410 | 23 | 1,156 | 23 | 7,131 | 23 | 2.4 | 2.1 *** ▲ | .36 | 2.2 *** ▲ | .31 | 2.2 *** ▲ | .32 | |
| | | 2 | Sometimes | 906 | 38 | 5,588 | 50 | 2,540 | 48 | 15,226 | 48 | | | | | | | | |
| | | 3 | Often | 654 | 29 | 2,218 | 20 | 1,113 | 21 | 6,651 | 21 | | | | | | | | |
| | | 4 | Very often | 366 | 16 | 851 | 7 | 453 | 9 | 2,754 | 9 | | | | | | | | |
| | | Total | | 2,360 | 100 | 11,067 | 100 | 5,262 | 100 | 31,762 | 100 | | | | | | | | |
| 2. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Combined ideas from different courses when completing assignments | RIIntegrate | 1 | Never | 75 | 3 | 582 | 6 | 247 | 5 | 1,822 | 6 | 2.8 | 2.7 *** | .18 | 2.7 *** | .15 | 2.7 *** | .17 | |
| | | 2 | Sometimes | 753 | 32 | 4,211 | 39 | 1,958 | 38 | 11,855 | 38 | | | | | | | | |
| | | 3 | Often | 986 | 42 | 3,994 | 37 | 1,938 | 38 | 11,417 | 37 | | | | | | | | |
| | | 4 | Very often | 528 | 22 | 2,062 | 19 | 980 | 19 | 6,014 | 19 | | | | | | | | |
| | | Total | | 2,342 | 100 | 10,849 | 100 | 5,123 | 100 | 31,108 | 100 | | | | | | | | |
| b. Connected your learning to societal problems or issues | RIsocietal | 1 | Never | 124 | 6 | 843 | 9 | 424 | 9 | 2,474 | 9 | 2.8 | 2.6 *** | .19 | 2.6 *** | .20 | 2.6 *** | .17 | |
| | | 2 | Sometimes | 777 | 34 | 4,282 | 40 | 2,063 | 41 | 12,070 | 40 | | | | | | | | |
| | | 3 | Often | 941 | 40 | 3,728 | 34 | 1,764 | 35 | 10,768 | 34 | | | | | | | | |
| | | 4 | Very often | 473 | 20 | 1,874 | 17 | 831 | 16 | 5,457 | 17 | | | | | | | | |
| | | Total | | 2,315 | 100 | 10,727 | 100 | 5,082 | 100 | 30,769 | 100 | | | | | | | | |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | RIdiverse | 1 | Never | 138 | 6 | 1,072 | 11 | 557 | 11 | 3,152 | 11 | 2.7 | 2.5 *** | .22 | 2.5 *** | .23 | 2.5 *** | .19 | |
| | | 2 | Sometimes | 853 | 37 | 4,368 | 41 | 2,107 | 41 | 12,361 | 41 | | | | | | | | |
| | | 3 | Often | 870 | 37 | 3,558 | 32 | 1,649 | 32 | 10,152 | 32 | | | | | | | | |
| | | 4 | Very often | 460 | 20 | 1,719 | 15 | 762 | 15 | 5,076 | 16 | | | | | | | | |
| | | Total | | 2,321 | 100 | 10,717 | 100 | 5,075 | 100 | 30,741 | 100 | | | | | | | | |
| d. Examined the strengths and weaknesses of your own views on a topic or issue | RIownview | 1 | Never | 88 | 4 | 593 | 6 | 301 | 6 | 1,639 | 6 | 2.8 | 2.7 *** | .13 | 2.7 *** | .13 | 2.7 *** | .09 | |
| | | 2 | Sometimes | 701 | 30 | 3,635 | 34 | 1,746 | 34 | 10,344 | 34 | | | | | | | | |
| | | 3 | Often | 1,067 | 46 | 4,438 | 41 | 2,078 | 41 | 12,656 | 41 | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | | |
|--|-------------------------------|---------------------|------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|---|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|-----|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| | | | | | | | | | | | | | | | | | | | |
| | | 4 | Very often | 459 | 20 | 2,005 | 18 | 920 | 18 | 5,977 | 20 | 2.9 | 2.8 *** | .08 | 2.9 * | .05 | 2.9 ** | .06 | |
| | | Total | | 2,315 | 100 | 10,671 | 100 | 5,045 | 100 | 30,616 | 100 | | | | | | | | |
| e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | RIperspect | 1 | Never | 57 | 3 | 360 | 4 | 176 | 4 | 1,113 | 4 | | | | | | | | |
| | | 2 | Sometimes | 671 | 29 | 3,335 | 32 | 1,566 | 31 | 9,382 | 31 | | | | | | | | |
| | | 3 | Often | 1,040 | 45 | 4,570 | 42 | 2,136 | 42 | 12,880 | 42 | | | | | | | | |
| | | 4 | Very often | 551 | 24 | 2,403 | 22 | 1,174 | 23 | 7,235 | 24 | | | | | | | | |
| | | Total | | 2,319 | 100 | 10,668 | 100 | 5,052 | 100 | 30,610 | 100 | 2.9 | 2.8 *** | .07 | 2.9 | .04 | 2.8 *** | .08 | |
| f. Learned something that changed the way you understand an issue or concept | RInewview | 1 | Never | 51 | 2 | 307 | 3 | 141 | 3 | 924 | 3 | | | | | | | | |
| | | 2 | Sometimes | 660 | 29 | 3,342 | 32 | 1,554 | 31 | 9,722 | 32 | | | | | | | | |
| | | 3 | Often | 1,053 | 46 | 4,575 | 43 | 2,175 | 43 | 12,878 | 42 | | | | | | | | |
| | | 4 | Very often | 543 | 23 | 2,415 | 22 | 1,172 | 23 | 6,985 | 22 | | | | | | | | |
| | | Total | | 2,307 | 100 | 10,639 | 100 | 5,042 | 100 | 30,509 | 100 | 3.1 | 3.1 * | .05 | 3.1 | .03 | 3.1 ** | .05 | |
| g. Connected ideas from your courses to your prior experiences and knowledge | RIconnect | 1 | Never | 23 | 1 | 139 | 2 | 58 | 1 | 448 | 2 | | | | | | | | |
| | | 2 | Sometimes | 435 | 19 | 2,232 | 22 | 1,036 | 21 | 6,621 | 22 | | | | | | | | |
| | | 3 | Often | 1,110 | 48 | 4,833 | 45 | 2,320 | 47 | 13,595 | 44 | | | | | | | | |
| | | 4 | Very often | 737 | 31 | 3,381 | 31 | 1,604 | 31 | 9,677 | 32 | | | | | | | | |
| | | Total | | 2,305 | 100 | 10,585 | 100 | 5,018 | 100 | 30,341 | 100 | 3. During the current school year, about how often have you done the following? | | | | | | | |
| a. Talked about career plans with a faculty member | SFcareer | 1 | Never | 349 | 16 | 2,641 | 25 | 1,036 | 21 | 6,996 | 23 | 2.3 | 2.1 *** | .27 | 2.2 *** | .15 | 2.2 *** | .20 | |
| | | 2 | Sometimes | 1,097 | 47 | 4,980 | 47 | 2,357 | 47 | 14,169 | 47 | | | | | | | | |
| | | 3 | Often | 592 | 25 | 2,106 | 20 | 1,132 | 22 | 6,357 | 21 | | | | | | | | |
| | | 4 | Very often | 280 | 12 | 875 | 8 | 493 | 10 | 2,906 | 9 | | | | | | | | |
| | | Total | | 2,318 | 100 | 10,602 | 100 | 5,018 | 100 | 30,428 | 100 | | | | | | | | 1.9 |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFotherwork | 1 | Never | 988 | 42 | 5,512 | 52 | 2,500 | 50 | 16,036 | 53 | | | | | | | | |
| | | 2 | Sometimes | 758 | 33 | 3,261 | 31 | 1,550 | 31 | 8,854 | 29 | | | | | | | | |
| | | 3 | Often | 385 | 17 | 1,209 | 12 | 632 | 13 | 3,610 | 12 | | | | | | | | |
| | | 4 | Very often | 183 | 8 | 576 | 6 | 311 | 7 | 1,820 | 6 | | | | | | | | |
| | | Total | | 2,314 | 100 | 10,558 | 100 | 4,993 | 100 | 30,320 | 100 | 2.2 | 2.0 *** | .22 | 2.0 *** | .20 | 2.0 *** | .22 | |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | SFdiscuss | 1 | Never | 597 | 25 | 3,335 | 33 | 1,653 | 33 | 10,078 | 34 | | | | | | | | |
| | | 2 | Sometimes | 1,000 | 43 | 4,723 | 44 | 2,154 | 43 | 13,114 | 43 | | | | | | | | |
| | | 3 | Often | 509 | 23 | 1,788 | 17 | 829 | 17 | 4,984 | 16 | | | | | | | | |
| | | 4 | Very often | 204 | 9 | 713 | 7 | 353 | 7 | 2,088 | 7 | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | Your first year students compared with | | | | | | | | | | | | | | |
|---|-------------------------------|---------------------|------------------|--|-----|--------|-----|-------|-----|----------------|-----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | Total | | | | | | | | | | | | | | |
| d. Discussed your academic performance with a faculty member | SFperform | 1 | Never | 536 | 23 | 3,053 | 30 | 1,440 | 29 | 8,279 | 28 | 2.2 | 2.0 *** | .22 | 2.0 *** | .16 | 2.0 *** | .15 |
| | | 2 | Sometimes | 1,084 | 47 | 5,056 | 47 | 2,319 | 47 | 14,354 | 47 | | | | | | | |
| | | 3 | Often | 471 | 21 | 1,762 | 16 | 866 | 17 | 5,339 | 18 | | | | | | | |
| | | 4 | Very often | 214 | 10 | 655 | 6 | 351 | 7 | 2,197 | 7 | | | | | | | |
| | | Total | | 2,305 | 100 | 10,526 | 100 | 4,976 | 100 | 30,169 | 100 | | | | | | | |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | | | | | | | | | | |
| a. Memorizing course material | memorize | 1 | Very little | 59 | 3 | 326 | 3 | 130 | 3 | 891 | 3 | 3.0 | 3.0 | .04 | 3.0 | .03 | 3.0 | .01 |
| | | 2 | Some | 503 | 22 | 2,520 | 24 | 1,185 | 24 | 6,809 | 23 | | | | | | | |
| | | 3 | Quite a bit | 1,052 | 46 | 4,649 | 44 | 2,187 | 44 | 12,987 | 43 | | | | | | | |
| | | 4 | Very much | 702 | 30 | 3,060 | 29 | 1,489 | 29 | 9,591 | 31 | | | | | | | |
| | | Total | | 2,316 | 100 | 10,555 | 100 | 4,991 | 100 | 30,278 | 100 | | | | | | | |
| b. Applying facts, theories, or methods to practical problems or new situations | HOapply | 1 | Very little | 49 | 2 | 296 | 3 | 135 | 3 | 917 | 3 | 3.1 | 3.1 | .01 | 3.1 | -.01 | 3.0 * | .05 |
| | | 2 | Some | 441 | 19 | 2,146 | 21 | 1,000 | 20 | 6,549 | 22 | | | | | | | |
| | | 3 | Quite a bit | 1,092 | 48 | 4,557 | 43 | 2,169 | 44 | 13,113 | 44 | | | | | | | |
| | | 4 | Very much | 726 | 31 | 3,506 | 33 | 1,664 | 33 | 9,566 | 31 | | | | | | | |
| | | Total | | 2,308 | 100 | 10,505 | 100 | 4,968 | 100 | 30,145 | 100 | | | | | | | |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | 1 | Very little | 61 | 3 | 345 | 4 | 162 | 3 | 1,084 | 4 | 3.1 | 3.0 *** | .08 | 3.0 ** | .08 | 3.0 *** | .10 |
| | | 2 | Some | 453 | 20 | 2,349 | 23 | 1,163 | 24 | 7,029 | 24 | | | | | | | |
| | | 3 | Quite a bit | 1,027 | 45 | 4,462 | 42 | 2,078 | 42 | 12,726 | 42 | | | | | | | |
| | | 4 | Very much | 761 | 33 | 3,305 | 31 | 1,544 | 31 | 9,190 | 30 | | | | | | | |
| | | Total | | 2,302 | 100 | 10,461 | 100 | 4,947 | 100 | 30,029 | 100 | | | | | | | |
| d. Evaluating a point of view, decision, or information source | HOevaluate | 1 | Very little | 83 | 4 | 563 | 6 | 298 | 6 | 1,504 | 5 | 3.0 | 2.8 *** | .14 | 2.8 *** | .15 | 2.9 *** | .11 |
| | | 2 | Some | 537 | 24 | 2,785 | 28 | 1,399 | 29 | 8,057 | 28 | | | | | | | |
| | | 3 | Quite a bit | 1,050 | 46 | 4,419 | 41 | 2,044 | 41 | 12,584 | 41 | | | | | | | |
| | | 4 | Very much | 634 | 27 | 2,704 | 24 | 1,212 | 24 | 7,886 | 25 | | | | | | | |
| | | Total | | 2,304 | 100 | 10,471 | 100 | 4,953 | 100 | 30,031 | 100 | | | | | | | |
| e. Forming a new idea or understanding from various pieces of information | HOform | 1 | Very little | 86 | 4 | 539 | 6 | 257 | 5 | 1,638 | 6 | 2.9 | 2.9 *** | .11 | 2.9 *** | .09 | 2.9 *** | .11 |
| | | 2 | Some | 557 | 25 | 2,829 | 28 | 1,355 | 28 | 8,170 | 28 | | | | | | | |
| | | 3 | Quite a bit | 1,019 | 45 | 4,413 | 42 | 2,086 | 42 | 12,336 | 41 | | | | | | | |
| | | 4 | Very much | 623 | 27 | 2,656 | 25 | 1,237 | 25 | 7,771 | 25 | | | | | | | |
| | | Total | | 2,285 | 100 | 10,437 | 100 | 4,935 | 100 | 29,915 | 100 | | | | | | | |

5. During the current school year, to what extent have your instructors done the following?

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| a. Clearly explained course goals and requirements | ETgoals | 1 | Very little | 28 | 1 | 184 | 2 | 94 | 2 | 508 | 2 | 3.2 | 3.1 *** | .12 | 3.1 *** | .09 | 3.1 *** | .08 |
| | | 2 | Some | 358 | 16 | 1,941 | 19 | 864 | 17 | 5,409 | 18 | | | | | | | |
| | | 3 | Quite a bit | 1,083 | 47 | 5,036 | 48 | 2,359 | 48 | 13,981 | 46 | | | | | | | |
| | | 4 | Very much | 848 | 36 | 3,387 | 32 | 1,671 | 33 | 10,280 | 34 | | | | | | | |
| | | Total | 2,317 | 100 | 10,548 | 100 | 4,988 | 100 | 30,178 | 100 | | | | | | | | |
| b. Taught course sessions in an organized way | ETorganize | 1 | Very little | 23 | 1 | 219 | 2 | 117 | 2 | 625 | 2 | 3.2 | 3.1 *** | .14 | 3.1 *** | .13 | 3.1 *** | .11 |
| | | 2 | Some | 351 | 15 | 1,995 | 19 | 895 | 18 | 5,684 | 19 | | | | | | | |
| | | 3 | Quite a bit | 1,144 | 49 | 5,231 | 49 | 2,474 | 50 | 14,301 | 48 | | | | | | | |
| | | 4 | Very much | 796 | 34 | 3,084 | 29 | 1,491 | 30 | 9,491 | 32 | | | | | | | |
| | | Total | 2,314 | 100 | 10,529 | 100 | 4,977 | 100 | 30,101 | 100 | | | | | | | | |
| c. Used examples or illustrations to explain difficult points | ETexample | 1 | Very little | 32 | 2 | 246 | 3 | 132 | 3 | 779 | 3 | 3.1 | 3.1 *** | .09 | 3.1 * | .06 | 3.1 *** | .08 |
| | | 2 | Some | 422 | 19 | 2,070 | 20 | 925 | 19 | 6,104 | 20 | | | | | | | |
| | | 3 | Quite a bit | 1,005 | 43 | 4,673 | 45 | 2,210 | 45 | 12,740 | 42 | | | | | | | |
| | | 4 | Very much | 847 | 36 | 3,511 | 33 | 1,692 | 34 | 10,398 | 35 | | | | | | | |
| | | Total | 2,306 | 100 | 10,500 | 100 | 4,959 | 100 | 30,021 | 100 | | | | | | | | |
| d. Provided feedback on a draft or work in progress | ETdraftfb | 1 | Very little | 173 | 8 | 931 | 10 | 506 | 10 | 2,709 | 10 | 2.8 | 2.7 *** | .17 | 2.7 *** | .15 | 2.7 *** | .10 |
| | | 2 | Some | 662 | 28 | 3,394 | 34 | 1,660 | 33 | 9,277 | 32 | | | | | | | |
| | | 3 | Quite a bit | 868 | 38 | 3,819 | 35 | 1,751 | 35 | 10,755 | 35 | | | | | | | |
| | | 4 | Very much | 603 | 26 | 2,366 | 21 | 1,050 | 21 | 7,288 | 24 | | | | | | | |
| | | Total | 2,306 | 100 | 10,510 | 100 | 4,967 | 100 | 30,029 | 100 | | | | | | | | |
| e. Provided prompt and detailed feedback on tests or completed assignments | ETfeedback | 1 | Very little | 174 | 7 | 1,022 | 10 | 530 | 11 | 3,028 | 10 | 2.8 | 2.6 *** | .21 | 2.6 *** | .19 | 2.7 *** | .15 |
| | | 2 | Some | 687 | 30 | 3,680 | 36 | 1,710 | 34 | 10,144 | 34 | | | | | | | |
| | | 3 | Quite a bit | 893 | 39 | 3,876 | 36 | 1,841 | 37 | 10,806 | 36 | | | | | | | |
| | | 4 | Very much | 543 | 24 | 1,873 | 17 | 866 | 18 | 5,907 | 20 | | | | | | | |
| | | Total | 2,297 | 100 | 10,451 | 100 | 4,947 | 100 | 29,885 | 100 | | | | | | | | |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | QRconclude | 1 | Never | 258 | 10 | 1,314 | 12 | 556 | 11 | 3,634 | 11 | 2.7 | 2.6 * | .05 | 2.7 | .00 | 2.6 | .03 |
| | | 2 | Sometimes | 782 | 33 | 3,607 | 34 | 1,667 | 33 | 10,267 | 33 | | | | | | | |
| | | 3 | Often | 850 | 38 | 3,683 | 35 | 1,825 | 37 | 10,572 | 36 | | | | | | | |
| | | 4 | Very often | 426 | 19 | 1,933 | 19 | 929 | 20 | 5,678 | 19 | | | | | | | |
| | | Total | 2,316 | 100 | 10,537 | 100 | 4,977 | 100 | 30,151 | 100 | | | | | | | | |
| b. Used numerical information to examine a real-world problem or issue (unemployment, | QRproblem | 1 | Never | 411 | 17 | 2,306 | 21 | 977 | 19 | 6,339 | 21 | 2.4 | 2.3 *** | .16 | 2.4 *** | .09 | 2.3 *** | .13 |
| | | 2 | Sometimes | 868 | 37 | 4,204 | 40 | 1,970 | 39 | 11,885 | 40 | | | | | | | |
| | | 3 | Often | 696 | 31 | 2,759 | 26 | 1,359 | 28 | 8,053 | 27 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

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Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|--|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| climate change, public health, etc.) | | 4 | Very often | 339 | 15 | 1,237 | 12 | 661 | 14 | 3,808 | 13 | | | | | | | |
| | | Total | 2,314 | 100 | 10,506 | 100 | 4,967 | 100 | 30,085 | 100 | | | | | | | | |
| c. Evaluated what others have concluded from numerical information | QRevaluate | 1 | Never | 344 | 14 | 1,983 | 18 | 873 | 17 | 5,703 | 19 | 2.5 | 2.3 *** | .16 | 2.4 *** | .12 | 2.3 *** | .15 |
| | | 2 | Sometimes | 896 | 39 | 4,353 | 42 | 2,076 | 42 | 12,243 | 41 | | | | | | | |
| | | 3 | Often | 752 | 33 | 2,941 | 28 | 1,420 | 29 | 8,445 | 28 | | | | | | | |
| | | 4 | Very often | 316 | 14 | 1,205 | 12 | 589 | 13 | 3,592 | 12 | | | | | | | |
| | | Total | 2,308 | 100 | 10,482 | 100 | 4,958 | 100 | 29,983 | 100 | | | | | | | | |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) | | | | | | | | | | | | | | | | | | |
| a. Up to 5 pages | wrshortnum (Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.) | 0 | None | 84 | 4 | 355 | 4 | 198 | 5 | 1,276 | 5 | 7.4 | 6.9 *** | .09 | 6.5 *** | .15 | 6.5 *** | .17 |
| | | 1.5 | 1-2 | 439 | 20 | 1,682 | 18 | 995 | 22 | 5,364 | 20 | | | | | | | |
| | | 4 | 3-5 | 610 | 27 | 3,186 | 32 | 1,444 | 31 | 9,214 | 33 | | | | | | | |
| | | 8 | 6-10 | 547 | 25 | 2,637 | 27 | 1,123 | 24 | 6,965 | 25 | | | | | | | |
| | | 13 | 11-15 | 284 | 12 | 1,084 | 11 | 437 | 10 | 2,721 | 10 | | | | | | | |
| | | 18 | 16-20 | 142 | 6 | 436 | 4 | 203 | 4 | 1,141 | 4 | | | | | | | |
| | | 23 | More than 20 | 138 | 6 | 457 | 5 | 208 | 5 | 1,176 | 4 | | | | | | | |
| | | Total | 2,244 | 100 | 9,837 | 100 | 4,608 | 100 | 27,857 | 100 | | | | | | | | |
| b. Between 6 and 10 pages | wrmednum (Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.) | 0 | None | 761 | 35 | 2,704 | 32 | 1,592 | 36 | 8,403 | 33 | 2.1 | 2.2 | -.04 | 1.9 | .04 | 2.1 | -.01 |
| | | 1.5 | 1-2 | 885 | 40 | 4,053 | 41 | 1,875 | 41 | 11,588 | 42 | | | | | | | |
| | | 4 | 3-5 | 370 | 17 | 2,034 | 19 | 699 | 16 | 5,060 | 18 | | | | | | | |
| | | 8 | 6-10 | 125 | 6 | 594 | 6 | 206 | 5 | 1,507 | 5 | | | | | | | |
| | | 13 | 11-15 | 25 | 1 | 148 | 1 | 45 | 1 | 366 | 1 | | | | | | | |
| | | 18 | 16-20 | 15 | 1 | 46 | 0 | 12 | 0 | 98 | 0 | | | | | | | |
| | | 23 | More than 20 | 5 | 0 | 43 | 0 | 23 | 1 | 110 | 0 | | | | | | | |
| | | Total | 2,186 | 100 | 9,622 | 100 | 4,452 | 100 | 27,132 | 100 | | | | | | | | |
| c. 11 pages or more | wrlongnum (Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.) | 0 | None | 1,697 | 79 | 6,870 | 75 | 3,345 | 77 | 19,689 | 76 | .7 | .8 | -.01 | .8 | -.03 | .8 | -.02 |
| | | 1.5 | 1-2 | 306 | 15 | 1,790 | 19 | 734 | 17 | 4,904 | 18 | | | | | | | |
| | | 4 | 3-5 | 61 | 3 | 295 | 3 | 112 | 3 | 813 | 3 | | | | | | | |
| | | 8 | 6-10 | 41 | 2 | 141 | 2 | 62 | 2 | 431 | 2 | | | | | | | |
| | | 13 | 11-15 | 11 | 1 | 75 | 1 | 34 | 1 | 186 | 1 | | | | | | | |
| | | 18 | 16-20 | 4 | 0 | 26 | 0 | 11 | 0 | 81 | 0 | | | | | | | |
| | | 23 | More than 20 | 11 | 0 | 34 | 0 | 20 | 1 | 106 | 0 | | | | | | | |
| | | Total | 2,131 | 100 | 9,231 | 100 | 4,318 | 100 | 26,210 | 100 | | | | | | | | |
| Estimated number of | wrpages | | | | | | | | | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|---|-------------------------------|---------------------|------------------|--|-------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|---------|-----------------------------|--|
| Item wording or description assigned pages of student writing. | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| | | | | (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.) | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| 8. During the current school year, about how often have you had discussions with people from the following groups? | | | | | | | | | | | | | | | | | | | |
| a. People of a race or ethnicity other than your own | DDrace | 1 | Never | 63 | 3 | 225 | 2 | 137 | 3 | 889 | 3 | 3.2 | 3.3 * | -0.6 | 3.2 * | .06 | 3.2 | .00 | |
| | | 2 | Sometimes | 420 | 19 | 1,854 | 19 | 1,040 | 22 | 5,340 | 20 | | | | | | | | |
| | | 3 | Often | 738 | 33 | 2,884 | 29 | 1,411 | 31 | 8,242 | 29 | | | | | | | | |
| | | 4 | Very often | 1,035 | 46 | 5,010 | 50 | 2,050 | 44 | 13,774 | 48 | | | | | | | | |
| | | Total | 2,256 | 100 | 9,973 | 100 | 4,638 | 100 | 28,245 | 100 | | | | | | | | | |
| b. People from an economic background other than your own | DDeconomic | 1 | Never | 49 | 2 | 264 | 3 | 141 | 3 | 889 | 3 | 3.2 | 3.2 *** | .08 | 3.1 *** | .14 | 3.2 *** | .10 | |
| | | 2 | Sometimes | 384 | 17 | 1,974 | 20 | 1,009 | 22 | 5,577 | 20 | | | | | | | | |
| | | 3 | Often | 791 | 35 | 3,295 | 33 | 1,624 | 35 | 9,318 | 34 | | | | | | | | |
| | | 4 | Very often | 1,029 | 46 | 4,419 | 43 | 1,859 | 40 | 12,387 | 43 | | | | | | | | |
| | | Total | 2,253 | 100 | 9,952 | 100 | 4,633 | 100 | 28,171 | 100 | | | | | | | | | |
| c. People with religious beliefs other than your own | DDreligion | 1 | Never | 71 | 3 | 345 | 4 | 195 | 4 | 1,149 | 4 | 3.2 | 3.2 | .03 | 3.1 *** | .12 | 3.1 ** | .07 | |
| | | 2 | Sometimes | 430 | 19 | 1,989 | 20 | 1,031 | 22 | 5,781 | 21 | | | | | | | | |
| | | 3 | Often | 690 | 31 | 2,971 | 30 | 1,491 | 32 | 8,477 | 30 | | | | | | | | |
| | | 4 | Very often | 1,051 | 47 | 4,639 | 46 | 1,897 | 41 | 12,722 | 44 | | | | | | | | |
| | | Total | 2,242 | 100 | 9,944 | 100 | 4,614 | 100 | 28,129 | 100 | | | | | | | | | |
| d. People with political views other than your own | DDpolitical | 1 | Never | 91 | 4 | 499 | 5 | 221 | 5 | 1,435 | 5 | 3.1 | 3.1 *** | .10 | 3.1 *** | .11 | 3.1 *** | .08 | |
| | | 2 | Sometimes | 444 | 20 | 2,369 | 24 | 1,094 | 24 | 6,308 | 23 | | | | | | | | |
| | | 3 | Often | 746 | 33 | 3,065 | 31 | 1,514 | 33 | 8,707 | 31 | | | | | | | | |
| | | 4 | Very often | 963 | 43 | 3,947 | 40 | 1,759 | 38 | 11,533 | 41 | | | | | | | | |
| | | Total | 2,244 | 100 | 9,880 | 100 | 4,588 | 100 | 27,983 | 100 | | | | | | | | | |
| 9. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | |
| a. Identified key information from reading assignments | LSreading | 1 | Never | 21 | 1 | 155 | 2 | 88 | 2 | 471 | 2 | 3.2 | 3.1 *** | .14 | 3.1 *** | .16 | 3.1 *** | .14 | |
| | | 2 | Sometimes | 333 | 15 | 1,708 | 19 | 857 | 19 | 4,990 | 19 | | | | | | | | |
| | | 3 | Often | 935 | 43 | 4,316 | 44 | 1,974 | 44 | 12,197 | 44 | | | | | | | | |
| | | 4 | Very often | 956 | 41 | 3,736 | 35 | 1,661 | 35 | 10,396 | 35 | | | | | | | | |
| | | Total | 2,245 | 100 | 9,915 | 100 | 4,580 | 100 | 28,054 | 100 | | | | | | | | | |
| b. Reviewed your notes after class | LSnotes | 1 | Never | 106 | 5 | 542 | 6 | 247 | 5 | 1,367 | 5 | 2.9 | 2.8 *** | .11 | 2.9 *** | .08 | 2.9 * | .05 | |
| | | 2 | Sometimes | 630 | 29 | 3,239 | 33 | 1,441 | 32 | 8,552 | 31 | | | | | | | | |
| | | 3 | Often | 754 | 34 | 3,293 | 33 | 1,554 | 34 | 9,356 | 33 | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | | | | | | | IU Bloomington | | | | | | | |
|---|---|---------------------|------------------|----------------|-----|-------|-----|----------------|-----|--------|-----|----------------|---|----------------|---|--------------------------|------|--------------------------|------|
| | | | | AAU | | HLC | | Carnegie RU/VH | | AAU | | HLC | | Carnegie RU/VH | | Effect size ^e | | Effect size ^e | |
| | | | | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Mean | Mean |
| c. Summarized what you learned in class or from course materials | LSsummary | 4 | Very often | 747 | 32 | 2,807 | 28 | 1,337 | 28 | 8,686 | 30 | | | | | | | | |
| | | Total | | 2,237 | 100 | 9,881 | 100 | 4,579 | 100 | 27,961 | 100 | | | | | | | | |
| | | 1 | Never | 113 | 5 | 665 | 7 | 310 | 7 | 1,806 | 7 | | | | | | | | |
| | | 2 | Sometimes | 587 | 26 | 3,180 | 33 | 1,439 | 32 | 8,510 | 31 | | | | | | | | |
| | | 3 | Often | 829 | 38 | 3,488 | 36 | 1,634 | 36 | 9,882 | 36 | | | | | | | | |
| 10. During the current school year, to what extent have your courses challenged you to do your best work? | challenge | 4 | Very often | 686 | 30 | 2,450 | 24 | 1,143 | 25 | 7,457 | 26 | | | | | | | | |
| | | Total | | 2,215 | 100 | 9,783 | 100 | 4,526 | 100 | 27,655 | 100 | | | | | | | | |
| | | 1 | Not at all | 10 | 0 | 36 | 0 | 18 | 0 | 104 | 0 | | | | | | | | |
| | | 2 | | 19 | 1 | 78 | 1 | 37 | 1 | 243 | 1 | | | | | | | | |
| | | 3 | | 54 | 3 | 266 | 3 | 112 | 3 | 768 | 3 | | | | | | | | |
| 11. Which of the following have you done or do you plan to do before you graduate? | a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | 4 | | 220 | 10 | 985 | 10 | 430 | 10 | 2,814 | 10 | | | | | | | | |
| | | 5 | | 772 | 34 | 3,134 | 32 | 1,448 | 32 | 9,169 | 33 | | | | | | | | |
| | | 6 | | 763 | 34 | 3,336 | 33 | 1,550 | 33 | 9,086 | 32 | | | | | | | | |
| | | 7 | Very much | 407 | 18 | 2,063 | 20 | 989 | 21 | 5,781 | 20 | | | | | | | | |
| | | Total | | 2,245 | 100 | 9,898 | 100 | 4,584 | 100 | 27,965 | 100 | | | | | | | | |
| b. Hold a formal leadership role in a student organization or group | leader | 6 | | 426 | 19 | 2,325 | 24 | 1,077 | 23 | 6,890 | 25 | | | | | | | | |
| | | 7 | | 295 | 13 | 1,438 | 15 | 667 | 15 | 5,006 | 19 | | | | | | | | |
| | | 8 | | 1,088 | 49 | 4,737 | 47 | 2,161 | 47 | 12,339 | 43 | | | | | | | | |
| | | 9 | | 428 | 20 | 1,364 | 14 | 658 | 15 | 3,647 | 13 | | | | | | | | |
| | | Total | | 2,237 | 100 | 9,864 | 100 | 4,563 | 100 | 27,882 | 100 | | | | | | | | |
| c. Participate in a learning community or some other formal program where groups of students take two or | learncom | 10 | | 495 | 22 | 2,591 | 26 | 985 | 22 | 7,383 | 27 | | | | | | | | |
| | | 11 | | 668 | 30 | 3,185 | 33 | 1,544 | 34 | 8,396 | 31 | | | | | | | | |
| | | 12 | | 597 | 27 | 2,412 | 24 | 982 | 22 | 6,887 | 24 | | | | | | | | |
| | | 13 | | 476 | 21 | 1,655 | 17 | 1,045 | 21 | 5,150 | 18 | | | | | | | | |
| | | Total | | 2,247 | 100 | 9,895 | 100 | 4,581 | 100 | 27,978 | 100 | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|---|--|---------------------|------------------|----------------|-------|-------|-------|-------|--------|----------------|-----|----------------|--------|-----------------------------|--------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| more classes together | Done or in progress.") | | Total | 2,236 | 100 | 9,843 | 100 | 4,556 | 100 | 27,816 | 100 | | | | | | | |
| d. Participate in a study abroad program | abroad (Means indicate the percentage who responded "Done or in progress.") | | Have not decided | 428 | 20 | 2,078 | 23 | 1,064 | 24 | 6,744 | 25 | 6% | 4% ** | .07 | 5% * | .05 | 4% ** | .06 |
| | | Do not plan to do | 344 | 16 | 1,542 | 19 | 867 | 20 | 5,505 | 22 | | | | | | | | |
| | | Plan to do | 1,342 | 58 | 5,799 | 54 | 2,416 | 51 | 14,400 | 49 | | | | | | | | |
| | | Done or in progress | 119 | 6 | 418 | 4 | 203 | 5 | 1,161 | 4 | | | | | | | | |
| | | Total | 2,233 | 100 | 9,837 | 100 | 4,550 | 100 | 27,810 | 100 | | | | | | | | |
| e. Work with a faculty member on a research project | research (Means indicate the percentage who responded "Done or in progress.") | | Have not decided | 780 | 35 | 3,086 | 31 | 1,477 | 32 | 9,359 | 34 | 7% | 7% | .03 | 8% | -.01 | 6% * | .04 |
| | | Do not plan to do | 570 | 25 | 1,645 | 17 | 866 | 19 | 5,360 | 19 | | | | | | | | |
| | | Plan to do | 717 | 33 | 4,434 | 45 | 1,861 | 42 | 11,340 | 41 | | | | | | | | |
| | | Done or in progress | 160 | 7 | 638 | 7 | 338 | 8 | 1,673 | 6 | | | | | | | | |
| | | Total | 2,227 | 100 | 9,803 | 100 | 4,542 | 100 | 27,732 | 100 | | | | | | | | |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | capstone (Means indicate the percentage who responded "Done or in progress.") | | Have not decided | 793 | 35 | 3,049 | 31 | 1,405 | 30 | 8,729 | 32 | 4% | 3% *** | .08 | 3% *** | .10 | 3% *** | .08 |
| | | Do not plan to do | 292 | 13 | 773 | 8 | 365 | 8 | 2,612 | 10 | | | | | | | | |
| | | Plan to do | 1,050 | 47 | 5,688 | 58 | 2,645 | 59 | 15,571 | 56 | | | | | | | | |
| | | Done or in progress | 88 | 4 | 282 | 3 | 113 | 3 | 797 | 3 | | | | | | | | |
| | | Total | 2,223 | 100 | 9,792 | 100 | 4,528 | 100 | 27,709 | 100 | | | | | | | | |

12. About how many of your courses at this institution have included a community-based project (service-learning)?

| | | | | | | | | | | | | | | | | | | |
|-------------|-----------|---|-------|-------|-----|-------|-----|-------|-----|--------|-----|-----|---------|-----|-----|-----|-----|-----|
| a. Students | Q1student | 1 | None | 1,232 | 55 | 5,933 | 59 | 2,512 | 56 | 15,460 | 56 | 1.5 | 1.5 *** | .09 | 1.5 | .02 | 1.5 | .02 |
| | | 2 | Some | 832 | 38 | 3,397 | 37 | 1,758 | 38 | 10,636 | 39 | | | | | | | |
| | | 3 | Most | 116 | 6 | 343 | 4 | 216 | 5 | 1,193 | 5 | | | | | | | |
| | | 4 | All | 15 | 1 | 71 | 1 | 33 | 1 | 244 | 1 | | | | | | | |
| | | | Total | 2,195 | 100 | 9,744 | 100 | 4,519 | 100 | 27,533 | 100 | | | | | | | |

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

| | | | | | | | | | | | | | | | | | | |
|-------------|-----------|---|------|----|---|-----|---|----|---|-----|---|--|--|--|--|--|--|--|
| a. Students | Q1student | 1 | Poor | 24 | 1 | 113 | 1 | 41 | 1 | 358 | 1 | | | | | | | |
| | | 2 | | 42 | 2 | 166 | 2 | 85 | 2 | 495 | 2 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | |
|---|-------------------------------|----------------------|--|--------------------------------------|-------|-------|--------|-------|-------|----------------|-----|--------------------------------------|---------|-----------------------------|----------------|-----------------------------|---------|-----------------------------|
| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | HLC | Carnegie RU/VH | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | 3 | Excellent — Not applicable Total | 86 | 4 | 419 | 4 | 201 | 4 | 1,182 | 4 | 5.6 | 5.5 | .03 | 5.6 | .02 | 5.6 | .01 |
| | | 4 | | 225 | 10 | 964 | 10 | 454 | 10 | 2,757 | 10 | | | | | | | |
| | | 5 | | 544 | 24 | 2,478 | 25 | 1,105 | 24 | 6,527 | 23 | | | | | | | |
| | | 6 | | 704 | 32 | 3,150 | 32 | 1,427 | 31 | 8,635 | 31 | | | | | | | |
| | | 7 | | 614 | 27 | 2,569 | 26 | 1,255 | 27 | 7,891 | 28 | | | | | | | |
| | | — | | 4 | 0 | 29 | 0 | 14 | 0 | 102 | 0 | | | | | | | |
| | | Total | | 2,243 | 100 | 9,888 | 100 | 4,582 | 100 | 27,947 | 100 | | | | | | | |
| | | b. Academic advisors | | QIadvisor | 1 | Poor | 67 | 3 | 381 | 4 | 150 | | | | | | | |
| 2 | 128 | 6 | 569 | 6 | 246 | 5 | 1,524 | 5 | | | | | | | | | | |
| 3 | 187 | 8 | 856 | 8 | 359 | 7 | 2,368 | 8 | | | | | | | | | | |
| 4 | 327 | 15 | 1,458 | 14 | 657 | 14 | 4,067 | 14 | | | | | | | | | | |
| 5 | 482 | 22 | 2,152 | 21 | 935 | 20 | 5,847 | 21 | | | | | | | | | | |
| 6 | 530 | 24 | 2,153 | 22 | 1,072 | 24 | 5,950 | 21 | | | | | | | | | | |
| 7 | 504 | 23 | 1,952 | 20 | 1,062 | 23 | 6,322 | 23 | | | | | | | | | | |
| — | 15 | 1 | 339 | 4 | 91 | 2 | 730 | 3 | | | | | | | | | | |
| Total | 2,240 | 100 | 9,860 | 100 | 4,572 | 100 | 27,879 | 100 | | | | | | | | | | |
| c. Faculty | QIfaculty | 1 | Poor | 28 | 1 | 200 | 2 | 94 | 2 | 593 | 2 | 5.4 | 5.1 *** | .21 | 5.1 *** | .18 | 5.1 *** | .18 |
| | | 2 | 50 | 2 | 351 | 4 | 167 | 4 | 1,040 | 4 | | | | | | | | |
| | | 3 | 106 | 5 | 660 | 7 | 292 | 6 | 1,986 | 7 | | | | | | | | |
| | | 4 | 290 | 13 | 1,556 | 16 | 710 | 16 | 4,376 | 16 | | | | | | | | |
| | | 5 | 607 | 27 | 2,794 | 29 | 1,276 | 28 | 7,414 | 27 | | | | | | | | |
| | | 6 | 705 | 32 | 2,736 | 27 | 1,267 | 28 | 7,501 | 27 | | | | | | | | |
| | | 7 | 423 | 19 | 1,408 | 14 | 680 | 15 | 4,467 | 16 | | | | | | | | |
| | | — | 10 | 0 | 91 | 1 | 51 | 1 | 309 | 1 | | | | | | | | |
| Total | 2,219 | 100 | 9,796 | 100 | 4,537 | 100 | 27,686 | 100 | | | | | | | | | | |
| d. Student services staff (career services, student activities, housing, etc.) | QIstaff | 1 | Poor | 58 | 3 | 360 | 4 | 180 | 4 | 1,102 | 4 | 5.0 | 4.9 * | .05 | 5.0 | .01 | 4.9 | .04 |
| | | 2 | 94 | 4 | 464 | 5 | 197 | 4 | 1,304 | 5 | | | | | | | | |
| | | 3 | 162 | 7 | 685 | 7 | 317 | 7 | 2,104 | 7 | | | | | | | | |
| | | 4 | 351 | 16 | 1,587 | 16 | 653 | 14 | 4,269 | 15 | | | | | | | | |
| | | 5 | 583 | 26 | 2,340 | 24 | 1,070 | 23 | 6,184 | 22 | | | | | | | | |
| | | 6 | 524 | 23 | 2,273 | 23 | 1,094 | 24 | 6,188 | 22 | | | | | | | | |
| | | 7 | 339 | 15 | 1,392 | 14 | 726 | 16 | 4,452 | 16 | | | | | | | | |
| | | — | 120 | 6 | 726 | 8 | 320 | 7 | 2,184 | 8 | | | | | | | | |
| Total | 2,231 | 100 | 9,827 | 100 | 4,557 | 100 | 27,787 | 100 | | | | | | | | | | |
| e. Other administrative | QIadmin | 1 | Poor | 88 | 4 | 459 | 5 | 214 | 5 | 1,447 | 5 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|-------------------------------|---------------------|--|--------------------------------------|-------|-------|-------|-------|--------|----------------|-----|--------------------------------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|--|
| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| staff and offices (registrar, financial aid, etc.) | | 2 | Excellent — Not applicable Total | 128 | 5 | 564 | 6 | 264 | 6 | 1,670 | 6 | 4.7 | 4.7 | .05 | 4.8 | -.01 | 4.7 | .03 | |
| | | 3 | | 191 | 9 | 827 | 8 | 364 | 8 | 2,531 | 9 | | | | | | | | |
| | | 4 | | 371 | 17 | 1,673 | 17 | 691 | 15 | 4,584 | 16 | | | | | | | | |
| | | 5 | | 515 | 23 | 2,121 | 22 | 976 | 22 | 5,940 | 21 | | | | | | | | |
| | | 6 | | 405 | 18 | 1,850 | 19 | 905 | 20 | 5,207 | 19 | | | | | | | | |
| | | 7 | | 277 | 13 | 1,097 | 11 | 567 | 13 | 3,529 | 13 | | | | | | | | |
| | | — | | 256 | 11 | 1,255 | 13 | 579 | 13 | 2,890 | 10 | | | | | | | | |
| | | Total | | 2,231 | 100 | 9,846 | 100 | 4,560 | 100 | 27,798 | 100 | | | | | | | | |
| 14. How much does your institution emphasize the following? | | | | | | | | | | | | | | | | | | | |
| a. Spending significant amounts of time studying and on academic work | empstudy | 1 | Very little | 25 | 1 | 105 | 1 | 54 | 1 | 342 | 1 | 3.2 | 3.2 ** | -.07 | 3.3 *** | -.08 | 3.2 | -.03 | |
| | | 2 | Some | 348 | 16 | 1,279 | 14 | 554 | 13 | 3,773 | 15 | | | | | | | | |
| | | 3 | Quite a bit | 958 | 45 | 4,035 | 43 | 1,866 | 44 | 11,653 | 45 | | | | | | | | |
| | | 4 | Very much | 823 | 38 | 3,943 | 41 | 1,801 | 41 | 10,452 | 39 | | | | | | | | |
| | | Total | 2,154 | 100 | 9,362 | 100 | 4,275 | 100 | 26,220 | 100 | | | | | | | | | |
| b. Providing support to help students succeed academically | SEacademic | 1 | Very little | 50 | 2 | 282 | 3 | 135 | 3 | 750 | 3 | 3.1 | 3.1 *** | .10 | 3.1 ** | .07 | 3.1 | .04 | |
| | | 2 | Some | 362 | 17 | 1,874 | 20 | 801 | 19 | 4,882 | 19 | | | | | | | | |
| | | 3 | Quite a bit | 953 | 45 | 4,095 | 44 | 1,845 | 44 | 11,004 | 42 | | | | | | | | |
| | | 4 | Very much | 776 | 35 | 3,074 | 32 | 1,481 | 34 | 9,432 | 35 | | | | | | | | |
| | | Total | 2,141 | 100 | 9,325 | 100 | 4,262 | 100 | 26,068 | 100 | | | | | | | | | |
| c. Using learning support services (tutoring services, writing center, etc.) | SElearnsup | 1 | Very little | 102 | 5 | 391 | 4 | 213 | 5 | 1,140 | 5 | 3.1 | 3.1 | .00 | 3.1 | -.02 | 3.1 ** | -.07 | |
| | | 2 | Some | 378 | 19 | 1,819 | 20 | 770 | 19 | 4,461 | 17 | | | | | | | | |
| | | 3 | Quite a bit | 873 | 41 | 3,711 | 41 | 1,631 | 39 | 9,919 | 39 | | | | | | | | |
| | | 4 | Very much | 783 | 35 | 3,388 | 35 | 1,631 | 37 | 10,533 | 40 | | | | | | | | |
| | | Total | 2,136 | 100 | 9,309 | 100 | 4,245 | 100 | 26,053 | 100 | | | | | | | | | |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse | 1 | Very little | 171 | 8 | 980 | 10 | 439 | 10 | 2,665 | 11 | 2.9 | 2.8 *** | .13 | 2.8 *** | .14 | 2.8 *** | .13 | |
| | | 2 | Some | 533 | 25 | 2,722 | 29 | 1,268 | 30 | 7,409 | 29 | | | | | | | | |
| | | 3 | Quite a bit | 788 | 38 | 3,216 | 35 | 1,446 | 34 | 8,937 | 34 | | | | | | | | |
| | | 4 | Very much | 645 | 30 | 2,409 | 26 | 1,101 | 26 | 7,085 | 26 | | | | | | | | |
| | | Total | 2,137 | 100 | 9,327 | 100 | 4,254 | 100 | 26,096 | 100 | | | | | | | | | |
| e. Providing opportunities to be involved socially | SEsocial | 1 | Very little | 53 | 3 | 382 | 4 | 156 | 4 | 1,016 | 4 | 3.2 | 3.0 *** | .17 | 3.1 *** | .14 | 3.1 *** | .13 | |
| | | 2 | Some | 343 | 17 | 1,989 | 21 | 875 | 21 | 5,130 | 20 | | | | | | | | |
| | | 3 | Quite a bit | 857 | 40 | 3,847 | 42 | 1,673 | 39 | 10,261 | 40 | | | | | | | | |
| | | 4 | Very much | 889 | 40 | 3,111 | 33 | 1,546 | 35 | 9,671 | 36 | | | | | | | | |
| | | Total | 2,142 | 100 | 9,329 | 100 | 4,250 | 100 | 26,078 | 100 | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|---|---------------------|------------------|----------------|-------|-------|-------|-------|--------|----------------|----|----------------|----------|-----------------------------|----------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | SEwellness | 1 | Very little | 64 | 3 | 419 | 5 | 199 | 5 | 1,151 | 5 | 3.1 | 3.0 *** | .13 | 3.1 *** | .11 | 3.1 *** | .09 |
| | | 2 | Some | 359 | 18 | 1,971 | 21 | 845 | 20 | 5,012 | 20 | | | | | | | |
| | | 3 | Quite a bit | 874 | 41 | 3,747 | 41 | 1,680 | 40 | 10,162 | 39 | | | | | | | |
| | | 4 | Very much | 842 | 39 | 3,165 | 34 | 1,511 | 35 | 9,658 | 36 | | | | | | | |
| | | Total | 2,139 | 100 | 9,302 | 100 | 4,235 | 100 | 25,983 | 100 | | | | | | | | |
| g. Helping you manage your non-academic responsibilities (work, family, etc.) | SEnonacad | 1 | Very little | 335 | 16 | 1,935 | 21 | 875 | 21 | 4,979 | 20 | 2.5 | 2.3 *** | .22 | 2.4 *** | .18 | 2.4 *** | .16 |
| | | 2 | Some | 708 | 33 | 3,582 | 38 | 1,558 | 36 | 9,398 | 36 | | | | | | | |
| | | 3 | Quite a bit | 689 | 33 | 2,511 | 27 | 1,183 | 28 | 7,397 | 28 | | | | | | | |
| | | 4 | Very much | 404 | 19 | 1,260 | 13 | 620 | 15 | 4,185 | 16 | | | | | | | |
| | | Total | 2,136 | 100 | 9,288 | 100 | 4,236 | 100 | 25,959 | 100 | | | | | | | | |
| h. Attending campus activities and events (performing arts, athletic events, etc.) | SEactivities | 1 | Very little | 51 | 2 | 512 | 5 | 232 | 6 | 1,325 | 5 | 3.1 | 2.9 *** | .22 | 3.0 *** | .21 | 3.0 *** | .15 |
| | | 2 | Some | 387 | 19 | 2,243 | 24 | 977 | 23 | 5,717 | 22 | | | | | | | |
| | | 3 | Quite a bit | 889 | 42 | 3,804 | 42 | 1,709 | 41 | 10,208 | 40 | | | | | | | |
| | | 4 | Very much | 817 | 37 | 2,684 | 29 | 1,300 | 30 | 8,647 | 33 | | | | | | | |
| | | Total | 2,144 | 100 | 9,243 | 100 | 4,218 | 100 | 25,897 | 100 | | | | | | | | |
| i. Attending events that address important social, economic, or political issues | SEevents | 1 | Very little | 182 | 8 | 1,169 | 13 | 577 | 14 | 3,089 | 12 | 2.8 | 2.6 *** | .21 | 2.6 *** | .20 | 2.6 *** | .16 |
| | | 2 | Some | 658 | 31 | 3,300 | 35 | 1,457 | 34 | 8,751 | 34 | | | | | | | |
| | | 3 | Quite a bit | 769 | 37 | 3,166 | 35 | 1,412 | 34 | 8,789 | 34 | | | | | | | |
| | | 4 | Very much | 510 | 23 | 1,602 | 17 | 767 | 18 | 5,225 | 19 | | | | | | | |
| | | Total | 2,119 | 100 | 9,237 | 100 | 4,213 | 100 | 25,854 | 100 | | | | | | | | |
| 15. About how many hours do you spend in a typical 7-day week doing the following? | | | | | | | | | | | | | | | | | | |
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | tmpprehrs (Recorded version of tmpprep created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 16 | 1 | 40 | 1 | 20 | 1 | 136 | 1 | 15.3 | 16.2 *** | - .11 | 16.0 *** | - .08 | 15.2 | .01 |
| | | 3 | 1-5 hrs | 184 | 9 | 772 | 9 | 403 | 10 | 2,892 | 11 | | | | | | | |
| | | 8 | 6-10 hrs | 461 | 22 | 1,728 | 19 | 829 | 20 | 5,677 | 22 | | | | | | | |
| | | 13 | 11-15 hrs | 488 | 23 | 1,970 | 22 | 889 | 21 | 5,717 | 22 | | | | | | | |
| | | 18 | 16-20 hrs | 447 | 21 | 1,932 | 20 | 842 | 20 | 4,883 | 19 | | | | | | | |
| | | 23 | 21-25 hrs | 287 | 13 | 1,267 | 13 | 565 | 13 | 3,099 | 12 | | | | | | | |
| | | 28 | 26-30 hrs | 134 | 6 | 734 | 8 | 336 | 7 | 1,754 | 7 | | | | | | | |
| | | 33 | More than 30 hrs | 126 | 6 | 857 | 9 | 360 | 8 | 1,881 | 7 | | | | | | | |
| | | Total | 2,143 | 100 | 9,300 | 100 | 4,244 | 100 | 26,039 | 100 | | | | | | | | |
| b. Participating in co- curricular activities (organizations, campus publications, student government, fraternity | tmcocurrhrs (Recorded version of tmcocurr created by NSSE. | 0 | 0 hrs | 384 | 18 | 1,896 | 22 | 901 | 22 | 6,660 | 27 | | | | | | | |
| | | 3 | 1-5 hrs | 813 | 37 | 3,512 | 37 | 1,604 | 36 | 9,367 | 35 | | | | | | | |
| | | 8 | 6-10 hrs | 458 | 22 | 1,957 | 21 | 890 | 21 | 4,945 | 19 | | | | | | | |
| | | 13 | 11-15 hrs | 243 | 12 | 980 | 11 | 447 | 11 | 2,480 | 10 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | |
|--|---|---------------------|------------------|----------------|-------|-------|--------|--------|-------|----------------|----|----------------|---------|--------------------------|---------|--------------------------|---------|--------------------------|------|--------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| or sorority, intercollegiate or intramural sports, etc.) | Values are estimated number of hours per week.) | 18 | 16-20 hrs | 121 | 6 | 530 | 5 | 212 | 6 | 1,345 | 5 | 7.0 | 6.2 *** | .11 | 6.3 *** | .09 | 5.9 *** | .16 | | |
| | 23 | 21-25 hrs | 54 | 3 | 212 | 2 | 96 | 2 | 601 | 2 | | | | | | | | | | |
| | 28 | 26-30 hrs | 19 | 1 | 85 | 1 | 40 | 1 | 221 | 1 | | | | | | | | | | |
| | 33 | More than 30 hrs | 34 | 2 | 91 | 1 | 43 | 1 | 303 | 1 | | | | | | | | | | |
| | Total | 2,126 | 100 | 9,263 | 100 | 4,233 | 100 | 25,922 | 100 | | | | | | | | | | | |
| c. Working for pay on campus | tmworkonhrs | 0 | 0 hrs | 1,652 | 77 | 6,792 | 75 | 3,170 | 75 | 20,494 | 79 | 2.6 | 2.6 | -.01 | 2.7 | -.03 | 2.4 | .04 | | |
| | (Recorded version of tmworkon created by NSSE. | 3 | 1-5 hrs | 95 | 5 | 416 | 4 | 160 | 4 | 910 | 3 | | | | | | | | | |
| | Values are estimated number of hours per week.) | 8 | 6-10 hrs | 151 | 7 | 1,124 | 11 | 438 | 10 | 2,056 | 7 | | | | | | | | | |
| | 13 | 11-15 hrs | 138 | 7 | 561 | 6 | 280 | 7 | 1,354 | 5 | | | | | | | | | | |
| | 18 | 16-20 hrs | 68 | 3 | 263 | 3 | 130 | 3 | 766 | 3 | | | | | | | | | | |
| | 23 | 21-25 hrs | 16 | 1 | 92 | 1 | 42 | 1 | 254 | 1 | | | | | | | | | | |
| | 28 | 26-30 hrs | 8 | 0 | 21 | 0 | 13 | 0 | 71 | 0 | | | | | | | | | | |
| | 33 | More than 30 hrs | 9 | 0 | 19 | 0 | 9 | 0 | 96 | 0 | | | | | | | | | | |
| Total | 2,137 | 100 | 9,288 | 100 | 4,242 | 100 | 26,001 | 100 | | | | | | | | | | | | |
| d. Working for pay off campus | tmworkoffhrs | 0 | 0 hrs | 1,788 | 84 | 7,575 | 82 | 3,350 | 79 | 19,969 | 77 | 1.9 | 2.2 * | -.05 | 2.8 *** | -.14 | 3.3 *** | -.19 | | |
| | (Recorded version of tmworkoff created by NSSE. | 3 | 1-5 hrs | 80 | 4 | 444 | 5 | 194 | 5 | 1,199 | 5 | | | | | | | | | |
| | Values are estimated number of hours per week.) | 8 | 6-10 hrs | 92 | 4 | 406 | 4 | 189 | 4 | 1,202 | 5 | | | | | | | | | |
| | 13 | 11-15 hrs | 84 | 4 | 297 | 3 | 158 | 4 | 1,106 | 4 | | | | | | | | | | |
| | 18 | 16-20 hrs | 45 | 2 | 266 | 3 | 146 | 3 | 1,079 | 4 | | | | | | | | | | |
| | 23 | 21-25 hrs | 19 | 1 | 135 | 2 | 79 | 2 | 652 | 3 | | | | | | | | | | |
| | 28 | 26-30 hrs | 13 | 1 | 64 | 1 | 46 | 1 | 343 | 1 | | | | | | | | | | |
| | 33 | More than 30 hrs | 6 | 0 | 40 | 1 | 37 | 1 | 321 | 1 | | | | | | | | | | |
| Total | 2,127 | 100 | 9,227 | 100 | 4,199 | 100 | 25,871 | 100 | | | | | | | | | | | | |
| Estimated number of hours working for pay | tmworkhrs | | | | | | | | | | | 4.4 | 4.8 | -.04 | 5.4 *** | -.10 | 5.6 *** | -.12 | | |
| (Continuous variable created by NSSE) | | | | | | | | | | | | | | | | | | | | |
| e. Doing community service or volunteer work | tmservehrs | 0 | 0 hrs | 1,170 | 56 | 5,208 | 58 | 2,127 | 53 | 14,290 | 56 | 2.6 | 2.2 ** | .08 | 2.4 | .03 | 2.3 * | .05 | | |
| | (Recorded version of tmserve created by NSSE. | 3 | 1-5 hrs | 682 | 32 | 2,991 | 32 | 1,600 | 36 | 8,489 | 32 | | | | | | | | | |
| | Values are estimated number of hours per week.) | 8 | 6-10 hrs | 128 | 6 | 529 | 6 | 259 | 6 | 1,554 | 6 | | | | | | | | | |
| | 13 | 11-15 hrs | 60 | 3 | 200 | 2 | 89 | 2 | 655 | 3 | | | | | | | | | | |
| | 18 | 16-20 hrs | 44 | 2 | 130 | 1 | 56 | 2 | 384 | 1 | | | | | | | | | | |
| | 23 | 21-25 hrs | 15 | 1 | 61 | 1 | 23 | 1 | 181 | 1 | | | | | | | | | | |
| | 28 | 26-30 hrs | 3 | 0 | 19 | 0 | 10 | 0 | 64 | 0 | | | | | | | | | | |
| | 33 | More than 30 hrs | 5 | 0 | 24 | 0 | 9 | 0 | 69 | 0 | | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|---|---|--|--|----------------|-------|-------|--------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|--------|-----------------------------|--------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | tmrelaxhrs (Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 13 | 1 | 103 | 1 | 32 | 1 | 304 | 1 | 13.5 | 13.2 | .04 | 12.9 ** | .08 | 13.2 | .04 | |
| | | 3 | 1-5 hrs | 271 | 12 | 1,440 | 16 | 728 | 17 | 4,268 | 17 | | | | | | | | |
| | | 8 | 6-10 hrs | 630 | 30 | 2,566 | 28 | 1,191 | 28 | 7,009 | 27 | | | | | | | | |
| | | 13 | 11-15 hrs | 497 | 23 | 2,111 | 23 | 922 | 22 | 5,679 | 22 | | | | | | | | |
| | | 18 | 16-20 hrs | 343 | 17 | 1,407 | 15 | 643 | 16 | 3,816 | 15 | | | | | | | | |
| | | 23 | 21-25 hrs | 168 | 8 | 740 | 8 | 334 | 8 | 2,072 | 8 | | | | | | | | |
| | | 28 | 26-30 hrs | 65 | 3 | 301 | 3 | 142 | 3 | 931 | 4 | | | | | | | | |
| | | 33 | More than 30 hrs | 125 | 6 | 526 | 6 | 203 | 5 | 1,701 | 7 | | | | | | | | |
| | | Total | 2,112 | 100 | 9,194 | 100 | 4,195 | 100 | 25,780 | 100 | | | | | | | | | |
| | | g. Providing care for dependents (children, parents, etc.) | tmcarehrs (Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 1,817 | 85 | 7,848 | 84 | 3,534 | 83 | | | | | | | | 21,185 |
| 3 | 1-5 hrs | | | 121 | 6 | 664 | 8 | 333 | 8 | 2,165 | 9 | | | | | | | | |
| 8 | 6-10 hrs | | | 63 | 3 | 286 | 3 | 144 | 4 | 981 | 4 | | | | | | | | |
| 13 | 11-15 hrs | | | 50 | 3 | 180 | 2 | 84 | 2 | 574 | 2 | | | | | | | | |
| 18 | 16-20 hrs | | | 34 | 2 | 125 | 1 | 56 | 2 | 402 | 2 | | | | | | | | |
| 23 | 21-25 hrs | | | 11 | 1 | 57 | 1 | 22 | 1 | 194 | 1 | | | | | | | | |
| 28 | 26-30 hrs | | | 3 | 0 | 24 | 0 | 11 | 0 | 100 | 0 | | | | | | | | |
| 33 | More than 30 hrs | | | 7 | 0 | 28 | 0 | 20 | 1 | 181 | 1 | | | | | | | | |
| Total | 2,106 | | | 100 | 9,212 | 100 | 4,204 | 100 | 25,782 | 100 | | | | | | | | | |
| h. Commuting to campus (driving, walking, etc.) | tmcommutehrs (Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 698 | 33 | 3,716 | 39 | 1,431 | 33 | 9,881 | 37 | 4.1 | 3.5 *** | .13 | 3.8 * | .06 | 3.8 ** | .06 | |
| | | 3 | 1-5 hrs | 933 | 43 | 3,764 | 41 | 1,908 | 46 | 10,430 | 41 | | | | | | | | |
| | | 8 | 6-10 hrs | 312 | 15 | 1,111 | 13 | 573 | 14 | 3,379 | 13 | | | | | | | | |
| | | 13 | 11-15 hrs | 99 | 5 | 341 | 4 | 160 | 4 | 1,150 | 5 | | | | | | | | |
| | | 18 | 16-20 hrs | 49 | 3 | 159 | 2 | 75 | 2 | 509 | 2 | | | | | | | | |
| | | 23 | 21-25 hrs | 21 | 1 | 81 | 1 | 38 | 1 | 232 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 5 | 0 | 31 | 0 | 16 | 0 | 107 | 0 | | | | | | | | |
| | | 33 | More than 30 hrs | 15 | 1 | 32 | 0 | 17 | 0 | 166 | 1 | | | | | | | | |
| Total | 2,132 | 100 | 9,235 | 100 | 4,218 | 100 | 25,854 | 100 | | | | | | | | | | | |

16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

| | | | | | | | | | | | | | | | | | |
|---------|---|-------------|-----|----|-------|----|-------|----|-------|----|------------|--------|-----|---------|-----|---------|-----|
| reading | 1 | Very little | 183 | 9 | 920 | 12 | 489 | 12 | 3,410 | 14 | 2.8 | 2.8 ** | .06 | 2.7 *** | .08 | 2.7 *** | .15 |
| | 2 | Some | 651 | 32 | 2,932 | 34 | 1,348 | 33 | 8,907 | 36 | | | | | | | |
| | 3 | About half | 692 | 33 | 2,600 | 28 | 1,234 | 29 | 7,062 | 27 | | | | | | | |
| | 4 | Most | 406 | 19 | 1,945 | 19 | 818 | 19 | 4,624 | 17 | | | | | | | |
| | 5 | Almost all | 173 | 7 | 784 | 7 | 314 | 7 | 1,727 | 6 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| Item wording or description | Variable name ^c | Values ^d | Response options Total | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | | | |
|---|--|---------------------|--------------------------------|----------------|-----|-------|-----|-------|-----|----------------|-----|----------------|---------|------|---------|-----------------------------|----------------|-----------------------------|------|-----------------------------|
| | | | | Count | % | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | 2,105 | 100 | 9,181 | 100 | 4,203 | 100 | 25,730 | 100 | | | | | | | | | |
| tmreadinghrs (Continuous variable created by NSSE. Calculated as a proportion of tmrephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90) | | | | | | | | | | | | 7.1 | 7.3 | -.03 | 7.2 | -.01 | 6.5 *** | .11 | | |
| | tmreadinghrscol | 1 | 0 hrs | 14 | 1 | 34 | 0 | 17 | 1 | 119 | 1 | | | | | | | | | |
| | (Collapsed version of tmreadinghrs created by NSSE.) | 2 | More than zero, up to 5 hrs | 909 | 45 | 3,803 | 46 | 1,893 | 47 | 12,712 | 51 | | | | | | | | | |
| | | 3 | More than 5, up to 10 hrs | 689 | 33 | 2,917 | 31 | 1,247 | 30 | 7,644 | 29 | | | | | | | | | |
| | | 4 | More than 10, up to 15 hrs | 256 | 12 | 1,129 | 11 | 467 | 10 | 2,530 | 9 | | | | | | | | | |
| | | 5 | More than 15, up to 20 hrs | 132 | 6 | 679 | 7 | 295 | 7 | 1,377 | 5 | | | | | | | | | |
| | | 6 | More than 20, up to 25 hrs | 71 | 3 | 411 | 4 | 188 | 4 | 866 | 3 | | | | | | | | | |
| | | 7 | More than 25 hrs | 31 | 1 | 166 | 2 | 78 | 2 | 342 | 1 | | | | | | | | | |
| | | Total | | 2,102 | 100 | 9,139 | 100 | 4,185 | 100 | 25,590 | 100 | | | | | | | | | |
| 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | | | | | | | | | | | | |
| a. Writing clearly and effectively | pgwrite | 1 | Very little | 207 | 10 | 895 | 11 | 469 | 11 | 2,469 | 10 | 2.8 | 2.7 ** | .07 | 2.7 ** | .08 | 2.7 | .02 | | |
| | | 2 | Some | 592 | 28 | 2,587 | 29 | 1,238 | 29 | 7,065 | 28 | | | | | | | | | |
| | | 3 | Quite a bit | 816 | 38 | 3,662 | 39 | 1,630 | 38 | 10,218 | 39 | | | | | | | | | |
| | | 4 | Very much | 521 | 24 | 2,132 | 21 | 894 | 21 | 6,197 | 23 | | | | | | | | | |
| | | Total | | 2,136 | 100 | 9,276 | 100 | 4,231 | 100 | 25,949 | 100 | | | | | | | | | |
| b. Speaking clearly and effectively | pgspeak | 1 | Very little | 214 | 10 | 1,498 | 17 | 655 | 16 | 3,846 | 15 | 2.8 | 2.5 *** | .33 | 2.5 *** | .25 | 2.5 *** | .26 | | |
| | | 2 | Some | 591 | 28 | 3,151 | 34 | 1,367 | 32 | 8,471 | 33 | | | | | | | | | |
| | | 3 | Quite a bit | 764 | 36 | 3,073 | 33 | 1,418 | 34 | 8,736 | 34 | | | | | | | | | |
| | | 4 | Very much | 560 | 27 | 1,516 | 16 | 771 | 18 | 4,799 | 18 | | | | | | | | | |
| | | Total | | 2,129 | 100 | 9,238 | 100 | 4,211 | 100 | 25,852 | 100 | | | | | | | | | |
| c. Thinking critically and analytically | pgthink | 1 | Very little | 56 | 3 | 325 | 4 | 125 | 3 | 976 | 4 | 3.1 | 3.1 ** | .07 | 3.1 | -.01 | 3.0 *** | .08 | | |
| | | 2 | Some | 375 | 18 | 1,853 | 20 | 743 | 18 | 5,199 | 20 | | | | | | | | | |
| | | 3 | Quite a bit | 954 | 45 | 3,983 | 43 | 1,820 | 43 | 11,080 | 43 | | | | | | | | | |
| | | 4 | Very much | 743 | 35 | 3,095 | 33 | 1,532 | 36 | 8,600 | 33 | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|-------|-------|-------|-------|--------|----------------|-----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | | | | | | | | | | | | | | | |
| | | | Total | 2,128 | 100 | 9,256 | 100 | 4,220 | 100 | 25,855 | 100 | | | | | | | |
| d. Analyzing numerical and statistical information | pganalyze | 1 | Very little | 252 | 11 | 1,262 | 13 | 500 | 11 | 3,289 | 12 | 2.7 | 2.7 | .03 | 2.7 | -.04 | 2.7 | .02 |
| | | 2 | Some | 651 | 30 | 2,783 | 30 | 1,206 | 28 | 7,708 | 30 | | | | | | | |
| | | 3 | Quite a bit | 738 | 35 | 3,160 | 35 | 1,484 | 35 | 8,996 | 35 | | | | | | | |
| | | 4 | Very much | 481 | 23 | 2,029 | 23 | 1,023 | 25 | 5,858 | 23 | | | | | | | |
| | | Total | 2,122 | 100 | 9,234 | 100 | 4,213 | 100 | 25,851 | 100 | | | | | | | | |
| e. Acquiring job- or work- related knowledge and skills | pgwork | 1 | Very little | 199 | 9 | 1,290 | 14 | 514 | 12 | 3,710 | 15 | 2.8 | 2.6 *** | .26 | 2.6 *** | .19 | 2.6 *** | .25 |
| | | 2 | Some | 582 | 27 | 3,235 | 35 | 1,411 | 33 | 8,485 | 33 | | | | | | | |
| | | 3 | Quite a bit | 772 | 36 | 3,014 | 33 | 1,418 | 34 | 8,479 | 33 | | | | | | | |
| | | 4 | Very much | 575 | 27 | 1,707 | 18 | 874 | 21 | 5,177 | 20 | | | | | | | |
| | | Total | 2,128 | 100 | 9,246 | 100 | 4,217 | 100 | 25,851 | 100 | | | | | | | | |
| f. Working effectively with others | pgothers | 1 | Very little | 125 | 6 | 750 | 8 | 276 | 7 | 2,000 | 8 | 2.9 | 2.7 *** | .22 | 2.8 *** | .14 | 2.8 *** | .18 |
| | | 2 | Some | 498 | 23 | 2,863 | 31 | 1,187 | 29 | 7,501 | 29 | | | | | | | |
| | | 3 | Quite a bit | 864 | 41 | 3,579 | 39 | 1,697 | 40 | 10,072 | 39 | | | | | | | |
| | | 4 | Very much | 639 | 30 | 2,030 | 22 | 1,052 | 24 | 6,228 | 23 | | | | | | | |
| | | Total | 2,126 | 100 | 9,222 | 100 | 4,212 | 100 | 25,801 | 100 | | | | | | | | |
| g. Developing or clarifying a personal code of values and ethics | pgvalues | 1 | Very little | 215 | 10 | 1,424 | 16 | 586 | 14 | 3,679 | 15 | 2.8 | 2.6 *** | .26 | 2.6 *** | .19 | 2.6 *** | .21 |
| | | 2 | Some | 531 | 25 | 2,878 | 31 | 1,265 | 30 | 7,663 | 30 | | | | | | | |
| | | 3 | Quite a bit | 795 | 37 | 3,101 | 34 | 1,451 | 34 | 8,830 | 34 | | | | | | | |
| | | 4 | Very much | 584 | 27 | 1,839 | 19 | 912 | 21 | 5,651 | 21 | | | | | | | |
| | | Total | 2,125 | 100 | 9,242 | 100 | 4,214 | 100 | 25,823 | 100 | | | | | | | | |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | pgdiverse | 1 | Very little | 156 | 8 | 1,030 | 12 | 471 | 12 | 2,811 | 11 | 2.9 | 2.7 *** | .19 | 2.7 *** | .19 | 2.7 *** | .19 |
| | | 2 | Some | 524 | 25 | 2,700 | 29 | 1,222 | 29 | 7,481 | 29 | | | | | | | |
| | | 3 | Quite a bit | 814 | 38 | 3,335 | 36 | 1,524 | 36 | 9,217 | 35 | | | | | | | |
| | | 4 | Very much | 635 | 30 | 2,179 | 24 | 1,001 | 24 | 6,338 | 24 | | | | | | | |
| | | Total | 2,129 | 100 | 9,244 | 100 | 4,218 | 100 | 25,847 | 100 | | | | | | | | |
| i. Solving complex real- world problems | pgprobsolve | 1 | Very little | 198 | 9 | 1,138 | 12 | 464 | 11 | 3,215 | 13 | 2.8 | 2.6 *** | .18 | 2.7 *** | .13 | 2.6 *** | .17 |
| | | 2 | Some | 628 | 29 | 3,223 | 35 | 1,405 | 33 | 8,539 | 33 | | | | | | | |
| | | 3 | Quite a bit | 784 | 37 | 3,147 | 34 | 1,481 | 35 | 8,937 | 34 | | | | | | | |
| | | 4 | Very much | 519 | 24 | 1,728 | 19 | 862 | 21 | 5,117 | 20 | | | | | | | |
| | | Total | 2,129 | 100 | 9,236 | 100 | 4,212 | 100 | 25,808 | 100 | | | | | | | | |
| j. Being an informed and active citizen | pgcitizen | 1 | Very little | 236 | 11 | 1,311 | 15 | 573 | 14 | 3,543 | 14 | | | | | | | |
| | | 2 | Some | 610 | 29 | 3,178 | 35 | 1,405 | 34 | 8,508 | 33 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | | |
|---|-------------------------------|---------------------|------------------|--------------------------------------|-----|-------|-----|-------|-----|----------------|-----|--------------------------------------|---------|-----------------------------|----------------|-----------------------------|---------|-----------------------------|------|-----------------------------|
| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | HLC | Carnegie RU/VH | | | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | 3 | Quite a bit | 786 | 38 | 3,035 | 33 | 1,394 | 33 | 8,607 | 33 | 2.7 | 2.5 *** | .20 | 2.6 *** | .15 | 2.6 *** | .17 | | |
| | | 4 | Very much | 483 | 23 | 1,669 | 18 | 821 | 19 | 5,052 | 19 | | | | | | | | | |
| | | Total | | 2,115 | 100 | 9,193 | 100 | 4,193 | 100 | 25,710 | 100 | | | | | | | | | |
| 18. How would you evaluate your entire educational experience at this institution? | | | | | | | | | | | | | | | | | | | | |
| | evalexp | 1 | Poor | 19 | 1 | 152 | 2 | 64 | 2 | 383 | 2 | 3.3 | 3.2 *** | .18 | 3.3 *** | .09 | 3.2 *** | .16 | | |
| | | 2 | Fair | 186 | 9 | 1,033 | 12 | 404 | 10 | 2,848 | 12 | | | | | | | | | |
| | | 3 | Good | 971 | 46 | 4,659 | 50 | 2,025 | 48 | 12,876 | 50 | | | | | | | | | |
| | | 4 | Excellent | 957 | 44 | 3,436 | 36 | 1,735 | 40 | 9,885 | 37 | | | | | | | | | |
| | | Total | | 2,133 | 100 | 9,280 | 100 | 4,228 | 100 | 25,992 | 100 | | | | | | | | | |
| 19. If you could start over again, would you go to the same institution you are now attending? | | | | | | | | | | | | | | | | | | | | |
| | sameinst | 1 | Definitely no | 55 | 3 | 259 | 3 | 93 | 2 | 698 | 3 | 3.4 | 3.3 *** | .14 | 3.3 | .04 | 3.3 *** | .11 | | |
| | | 2 | Probably no | 195 | 9 | 1,087 | 12 | 424 | 10 | 2,916 | 11 | | | | | | | | | |
| | | 3 | Probably yes | 789 | 38 | 4,010 | 43 | 1,638 | 40 | 10,675 | 41 | | | | | | | | | |
| | | 4 | Definitely yes | 1,096 | 51 | 3,937 | 43 | 2,081 | 48 | 11,706 | 45 | | | | | | | | | |
| | | Total | | 2,135 | 100 | 9,293 | 100 | 4,236 | 100 | 25,995 | 100 | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | |
|--|---|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|---------|-----------------------------|------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| 1. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | askquest | 1 | Never | 24 | 1 | 438 | 4 | 215 | 3 | 1,585 | 4 | 3.1 | 2.9 *** | .18 | 3.0 *** | .12 | 3.0 *** | .13 | | |
| | | 2 | Sometimes | 458 | 27 | 4,400 | 32 | 2,363 | 29 | 13,710 | 30 | | | | | | | | | |
| | | 3 | Often | 559 | 33 | 4,608 | 32 | 2,702 | 34 | 14,874 | 32 | | | | | | | | | |
| | | 4 | Very often | 693 | 39 | 4,781 | 33 | 2,778 | 34 | 16,422 | 35 | | | | | | | | | |
| | | Total | 1,734 | 100 | 14,227 | 100 | 8,058 | 100 | 46,591 | 100 | | | | | | | | | | |
| b. Prepared two or more drafts of a paper or assignment before turning it in | drafts | 1 | Never | 470 | 27 | 3,860 | 28 | 2,006 | 25 | 11,627 | 25 | 2.2 | 2.2 | -.01 | 2.3 ** | -.07 | 2.3 *** | -.08 | | |
| | | 2 | Sometimes | 661 | 39 | 5,277 | 37 | 2,970 | 37 | 16,697 | 36 | | | | | | | | | |
| | | 3 | Often | 371 | 22 | 3,117 | 22 | 1,842 | 23 | 10,782 | 23 | | | | | | | | | |
| | | 4 | Very often | 219 | 13 | 1,902 | 13 | 1,194 | 15 | 7,242 | 16 | | | | | | | | | |
| | | Total | 1,721 | 100 | 14,156 | 100 | 8,012 | 100 | 46,348 | 100 | | | | | | | | | | |
| c. Come to class without completing readings or assignments | unpreparedr (Reverse-coded version of unprepared created by NSSE.) | 1 | Very often | 190 | 12 | 1,342 | 10 | 717 | 9 | 3,801 | 8 | 2.6 | 2.7 *** | -.16 | 2.8 *** | -.22 | 2.8 *** | -.27 | | |
| | | 2 | Often | 416 | 25 | 2,870 | 21 | 1,532 | 19 | 8,295 | 18 | | | | | | | | | |
| | | 3 | Sometimes | 941 | 55 | 7,798 | 55 | 4,371 | 54 | 25,452 | 55 | | | | | | | | | |
| | | 4 | Never | 159 | 9 | 2,090 | 15 | 1,355 | 17 | 8,623 | 19 | | | | | | | | | |
| | | Total | 1,706 | 100 | 14,100 | 100 | 7,975 | 100 | 46,171 | 100 | | | | | | | | | | |
| d. Attended an art exhibit, play or other arts performance (dance, music, etc.) | attendart | 1 | Never | 375 | 23 | 4,900 | 38 | 3,080 | 40 | 19,078 | 42 | 2.2 | 1.9 *** | .34 | 1.9 *** | .37 | 1.8 *** | .40 | | |
| | | 2 | Sometimes | 794 | 46 | 6,132 | 42 | 3,282 | 41 | 17,788 | 38 | | | | | | | | | |
| | | 3 | Often | 323 | 19 | 1,873 | 12 | 943 | 12 | 5,567 | 12 | | | | | | | | | |
| | | 4 | Very often | 210 | 12 | 1,123 | 7 | 599 | 7 | 3,515 | 7 | | | | | | | | | |
| | | Total | 1,702 | 100 | 14,028 | 100 | 7,904 | 100 | 45,948 | 100 | | | | | | | | | | |
| e. Asked another student to help you understand course material | CLaskhelp | 1 | Never | 170 | 10 | 1,230 | 10 | 697 | 9 | 5,049 | 12 | 2.5 | 2.5 ** | -.07 | 2.6 *** | -.13 | 2.5 | -.02 | | |
| | | 2 | Sometimes | 762 | 45 | 6,002 | 43 | 3,186 | 40 | 19,820 | 43 | | | | | | | | | |
| | | 3 | Often | 536 | 32 | 4,293 | 30 | 2,492 | 32 | 13,378 | 29 | | | | | | | | | |
| | | 4 | Very often | 230 | 13 | 2,464 | 17 | 1,503 | 19 | 7,615 | 16 | | | | | | | | | |
| | | Total | 1,698 | 100 | 13,989 | 100 | 7,878 | 100 | 45,862 | 100 | | | | | | | | | | |
| f. Explained course material to one or more students | CLexplain | 1 | Never | 43 | 2 | 389 | 3 | 282 | 4 | 1,813 | 4 | 2.8 | 2.8 | -.02 | 2.8 | -.04 | 2.8 | .01 | | |
| | | 2 | Sometimes | 577 | 34 | 4,797 | 35 | 2,539 | 32 | 15,832 | 35 | | | | | | | | | |
| | | 3 | Often | 735 | 43 | 5,459 | 39 | 3,080 | 39 | 17,335 | 38 | | | | | | | | | |
| | | 4 | Very often | 338 | 20 | 3,194 | 24 | 1,915 | 25 | 10,350 | 23 | | | | | | | | | |
| | | Total | 1,693 | 100 | 13,839 | 100 | 7,816 | 100 | 45,330 | 100 | | | | | | | | | | |
| g. Prepared for exams by discussing or working through course material | CLstudy | 1 | Never | 237 | 14 | 1,754 | 13 | 1,003 | 13 | 6,636 | 15 | | | | | | | | | |
| | | 2 | Sometimes | 616 | 36 | 4,925 | 36 | 2,674 | 34 | 15,997 | 35 | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description through course material with other students | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | | | | | | | | | | | | | | | |
| | | 3 | Often | 532 | 31 | 4,147 | 29 | 2,332 | 30 | 12,795 | 28 | 2.5 | 2.6 * | -.05 | 2.6 *** | -.09 | 2.6 | -.02 |
| | | 4 | Very often | 306 | 18 | 3,004 | 21 | 1,800 | 23 | 9,865 | 22 | | ▽ | ▽ | | | | |
| | | Total | 1,691 | 100 | 13,830 | 100 | 7,809 | 100 | 45,293 | 100 | | | | | | | | |
| h. Worked with other students on course projects or assignments | CLproject | 1 | Never | 74 | 5 | 663 | 5 | 388 | 5 | 2,598 | 6 | 2.9 | 2.9 | .00 | 3.0 | -.05 | 2.9 | .03 |
| | | 2 | Sometimes | 493 | 29 | 3,843 | 28 | 1,987 | 26 | 13,053 | 29 | | | | | | | |
| | | 3 | Often | 578 | 35 | 4,711 | 34 | 2,762 | 35 | 15,366 | 34 | | | | | | | |
| | | 4 | Very often | 537 | 32 | 4,579 | 32 | 2,648 | 34 | 14,151 | 31 | | | | | | | |
| | | Total | 1,682 | 100 | 13,796 | 100 | 7,785 | 100 | 45,168 | 100 | | | | | | | | |
| i. Given a course presentation | present | 1 | Never | 121 | 7 | 1,295 | 10 | 830 | 11 | 5,189 | 12 | 2.7 | 2.6 *** | .09 | 2.6 *** | .11 | 2.6 *** | .12 |
| | | 2 | Sometimes | 583 | 35 | 5,003 | 38 | 2,765 | 36 | 16,125 | 36 | | | | | | | |
| | | 3 | Often | 571 | 35 | 4,259 | 30 | 2,418 | 31 | 13,734 | 30 | | | | | | | |
| | | 4 | Very often | 380 | 23 | 3,142 | 22 | 1,693 | 22 | 9,793 | 21 | | | | | | | |
| | | Total | 1,655 | 100 | 13,699 | 100 | 7,706 | 100 | 44,841 | 100 | | | | | | | | |

2. During the current school year, about how often have you done the following?

| | | | | | | | | | | | | | | | | | | |
|---|-------------|-------|------------|-----|--------|-------|-------|-------|--------|--------|----|-----|---------|-----|---------|-----|---------|-----|
| a. Combined ideas from different courses when completing assignments | RIIntegrate | 1 | Never | 23 | 1 | 270 | 2 | 150 | 2 | 1,188 | 3 | 3.0 | 3.0 | .05 | 3.0 | .00 | 3.0 | .03 |
| | | 2 | Sometimes | 385 | 23 | 3,366 | 26 | 1,832 | 24 | 10,863 | 25 | | | | | | | |
| | | 3 | Often | 729 | 44 | 5,498 | 41 | 3,073 | 41 | 17,490 | 40 | | | | | | | |
| | | 4 | Very often | 506 | 31 | 4,303 | 31 | 2,501 | 33 | 14,597 | 33 | | | | | | | |
| | | Total | 1,643 | 100 | 13,437 | 100 | 7,556 | 100 | 44,138 | 100 | | | | | | | | |
| b. Connected your learning to societal problems or issues | RIsocietal | 1 | Never | 66 | 4 | 897 | 8 | 494 | 7 | 3,035 | 8 | 2.8 | 2.8 *** | .09 | 2.8 * | .07 | 2.8 ** | .06 |
| | | 2 | Sometimes | 514 | 32 | 4,274 | 33 | 2,410 | 33 | 13,649 | 32 | | | | | | | |
| | | 3 | Often | 632 | 38 | 4,699 | 35 | 2,600 | 35 | 15,322 | 35 | | | | | | | |
| | | 4 | Very often | 414 | 25 | 3,433 | 24 | 1,974 | 25 | 11,669 | 26 | | | | | | | |
| | | Total | 1,626 | 100 | 13,303 | 100 | 7,478 | 100 | 43,675 | 100 | | | | | | | | |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | RIdiverse | 1 | Never | 119 | 8 | 1,879 | 16 | 1,054 | 15 | 6,111 | 15 | 2.7 | 2.5 *** | .19 | 2.5 *** | .17 | 2.6 *** | .15 |
| | | 2 | Sometimes | 584 | 36 | 4,749 | 36 | 2,697 | 36 | 15,255 | 35 | | | | | | | |
| | | 3 | Often | 564 | 35 | 3,929 | 29 | 2,161 | 29 | 12,684 | 28 | | | | | | | |
| | | 4 | Very often | 356 | 21 | 2,714 | 19 | 1,556 | 20 | 9,594 | 21 | | | | | | | |
| | | Total | 1,623 | 100 | 13,271 | 100 | 7,468 | 100 | 43,644 | 100 | | | | | | | | |
| d. Examined the strengths and weaknesses of | RIownview | 1 | Never | 62 | 4 | 721 | 6 | 360 | 5 | 2,383 | 6 | | | | | | | |
| | | 2 | Sometimes | 486 | 30 | 4,410 | 34 | 2,465 | 33 | 13,736 | 32 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | |
|--|-------------------------------|---------------------|------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|----------------|---------|-----|---------|-----------------------------|---------|-----------------------------|------|-----------------------------|
| Item wording or description your own views on a topic or issue | Variable name ^c | Values ^d | Response options | Count | | % | | Count | | % | | Count | | % | | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | 3 | Often | 673 | 42 | 5,221 | 39 | 2,966 | 40 | 17,004 | 39 | 2.9 | 2.8 *** | .13 | 2.8 *** | .10 | 2.8 ** | .08 | | |
| | | 4 | Very often | 395 | 24 | 2,887 | 21 | 1,657 | 22 | 10,410 | 24 | | | | | | | | | |
| | | Total | | 1,616 | 100 | 13,239 | 100 | 7,448 | 100 | 43,533 | 100 | | | | | | | | | |
| e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | RIperspect | 1 | Never | 33 | 2 | 547 | 5 | 276 | 4 | 1,767 | 4 | 3.0 | 2.9 *** | .11 | 2.9 ** | .08 | 2.9 * | .06 | | |
| | | 2 | Sometimes | 453 | 28 | 3,836 | 30 | 2,122 | 29 | 11,989 | 28 | | | | | | | | | |
| | | 3 | Often | 672 | 41 | 5,394 | 40 | 3,066 | 41 | 17,565 | 40 | | | | | | | | | |
| | | 4 | Very often | 460 | 28 | 3,428 | 25 | 1,968 | 26 | 12,081 | 28 | | | | | | | | | |
| | | Total | | 1,618 | 100 | 13,205 | 100 | 7,432 | 100 | 43,402 | 100 | | | | | | | | | |
| f. Learned something that changed the way you understand an issue or concept | RInewview | 1 | Never | 25 | 2 | 247 | 2 | 124 | 2 | 1,003 | 3 | 3.0 | 2.9 * | .06 | 2.9 | .04 | 2.9 * | .05 | | |
| | | 2 | Sometimes | 441 | 27 | 3,683 | 29 | 2,121 | 29 | 12,185 | 29 | | | | | | | | | |
| | | 3 | Often | 686 | 43 | 5,671 | 43 | 3,094 | 42 | 18,056 | 42 | | | | | | | | | |
| | | 4 | Very often | 461 | 29 | 3,577 | 26 | 2,076 | 27 | 12,048 | 27 | | | | | | | | | |
| | | Total | | 1,613 | 100 | 13,178 | 100 | 7,415 | 100 | 43,292 | 100 | | | | | | | | | |
| g. Connected ideas from your courses to your prior experiences and knowledge | RIconnect | 1 | Never | 17 | 1 | 135 | 1 | 64 | 1 | 524 | 1 | 3.2 | 3.2 | .00 | 3.2 | -.05 | 3.2 | -.02 | | |
| | | 2 | Sometimes | 275 | 18 | 2,112 | 17 | 1,127 | 16 | 6,973 | 17 | | | | | | | | | |
| | | 3 | Often | 681 | 42 | 5,644 | 43 | 3,150 | 43 | 18,106 | 42 | | | | | | | | | |
| | | 4 | Very often | 628 | 39 | 5,222 | 39 | 3,033 | 40 | 17,462 | 40 | | | | | | | | | |
| | | Total | | 1,601 | 100 | 13,113 | 100 | 7,374 | 100 | 43,065 | 100 | | | | | | | | | |
| 3. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | | | |
| a. Talked about career plans with a faculty member | SFcareer | 1 | Never | 222 | 14 | 2,156 | 18 | 1,169 | 16 | 7,878 | 19 | 2.5 | 2.4 *** | .12 | 2.4 * | .07 | 2.4 *** | .12 | | |
| | | 2 | Sometimes | 692 | 43 | 5,759 | 44 | 3,183 | 43 | 17,994 | 42 | | | | | | | | | |
| | | 3 | Often | 419 | 26 | 3,182 | 23 | 1,811 | 24 | 10,322 | 23 | | | | | | | | | |
| | | 4 | Very often | 277 | 17 | 2,108 | 15 | 1,259 | 16 | 7,079 | 16 | | | | | | | | | |
| | | Total | | 1,610 | 100 | 13,205 | 100 | 7,422 | 100 | 43,273 | 100 | | | | | | | | | |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFotherwork | 1 | Never | 580 | 35 | 5,312 | 41 | 2,986 | 41 | 18,750 | 44 | 2.1 | 2.0 *** | .11 | 2.0 *** | .10 | 1.9 *** | .15 | | |
| | | 2 | Sometimes | 539 | 34 | 4,165 | 31 | 2,322 | 31 | 12,651 | 29 | | | | | | | | | |
| | | 3 | Often | 271 | 17 | 2,232 | 17 | 1,250 | 17 | 6,821 | 16 | | | | | | | | | |
| | | 4 | Very often | 216 | 14 | 1,465 | 11 | 847 | 11 | 4,904 | 11 | | | | | | | | | |
| | | Total | | 1,606 | 100 | 13,174 | 100 | 7,405 | 100 | 43,126 | 100 | | | | | | | | | |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of | SFdiscuss | 1 | Never | 353 | 21 | 3,128 | 25 | 1,851 | 25 | 11,198 | 26 | 2.2 | 2.2 * | .06 | 2.2 | .05 | 2.2 * | .06 | | |
| | | 2 | Sometimes | 743 | 46 | 5,839 | 44 | 3,252 | 44 | 18,261 | 42 | | | | | | | | | |
| | | 3 | Often | 344 | 22 | 2,794 | 21 | 1,519 | 21 | 8,763 | 20 | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | |
|---|-------------------------------|---------------------|------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|----------------|---------|-----------------------------|---------|-----------------------------|---------|-----------------------------|--|--|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | | |
| class | | 4 | Very often | 168 | 11 | 1,396 | 10 | 780 | 11 | 4,866 | 11 | | | | | | | | | |
| | | | Total | 1,608 | 100 | 13,157 | 100 | 7,402 | 100 | 43,088 | 100 | | | | | | | | | |
| d. Discussed your academic performance with a faculty member | SFperform | 1 | Never | 379 | 24 | 3,546 | 28 | 2,034 | 28 | 10,880 | 26 | 2.1 | 2.1 *** | .09 | 2.1 ** | .07 | 2.1 | .03 | | |
| | | 2 | Sometimes | 748 | 47 | 6,006 | 46 | 3,334 | 45 | 19,460 | 45 | | | | | | | | | |
| | | 3 | Often | 331 | 21 | 2,358 | 17 | 1,349 | 18 | 8,229 | 19 | | | | | | | | | |
| | | 4 | Very often | 138 | 9 | 1,176 | 9 | 658 | 9 | 4,372 | 10 | | | | | | | | | |
| | | | Total | 1,596 | 100 | 13,086 | 100 | 7,375 | 100 | 42,941 | 100 | | | | | | | | | |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | | | | | | | | | | | | |
| a. Memorizing course material | memorize | 1 | Very little | 102 | 6 | 980 | 7 | 579 | 8 | 3,087 | 7 | 2.8 | 2.8 | .00 | 2.8 | .03 | 2.8 | -.02 | | |
| | | 2 | Some | 479 | 30 | 3,851 | 29 | 2,190 | 30 | 12,218 | 29 | | | | | | | | | |
| | | 3 | Quite a bit | 651 | 41 | 5,035 | 38 | 2,795 | 38 | 16,352 | 38 | | | | | | | | | |
| | | 4 | Very much | 368 | 23 | 3,267 | 25 | 1,819 | 24 | 11,422 | 26 | | | | | | | | | |
| | | | Total | 1,600 | 100 | 13,133 | 100 | 7,383 | 100 | 43,079 | 100 | | | | | | | | | |
| b. Applying facts, theories, or methods to practical problems or new situations | HOapply | 1 | Very little | 50 | 3 | 380 | 3 | 204 | 3 | 1,303 | 3 | 3.1 | 3.1 | -.03 | 3.1 ** | -.09 | 3.1 ** | -.07 | | |
| | | 2 | Some | 311 | 19 | 2,460 | 20 | 1,287 | 18 | 7,840 | 19 | | | | | | | | | |
| | | 3 | Quite a bit | 725 | 46 | 5,648 | 42 | 3,142 | 42 | 17,911 | 41 | | | | | | | | | |
| | | 4 | Very much | 510 | 32 | 4,608 | 35 | 2,734 | 37 | 15,850 | 37 | | | | | | | | | |
| | | | Total | 1,596 | 100 | 13,096 | 100 | 7,367 | 100 | 42,904 | 100 | | | | | | | | | |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | 1 | Very little | 66 | 4 | 456 | 4 | 260 | 4 | 1,698 | 4 | 3.0 | 3.0 | .00 | 3.1 | -.05 | 3.1 | -.04 | | |
| | | 2 | Some | 331 | 21 | 2,794 | 22 | 1,474 | 20 | 8,652 | 21 | | | | | | | | | |
| | | 3 | Quite a bit | 658 | 42 | 5,255 | 39 | 2,980 | 40 | 16,944 | 39 | | | | | | | | | |
| | | 4 | Very much | 531 | 33 | 4,542 | 34 | 2,614 | 36 | 15,489 | 36 | | | | | | | | | |
| | | | Total | 1,586 | 100 | 13,047 | 100 | 7,328 | 100 | 42,783 | 100 | | | | | | | | | |
| d. Evaluating a point of view, decision, or information source | HOevaluate | 1 | Very little | 81 | 5 | 1,030 | 9 | 568 | 8 | 3,115 | 8 | 2.9 | 2.8 *** | .17 | 2.8 *** | .13 | 2.9 *** | .09 | | |
| | | 2 | Some | 365 | 23 | 3,650 | 29 | 2,003 | 28 | 11,129 | 27 | | | | | | | | | |
| | | 3 | Quite a bit | 708 | 45 | 4,908 | 37 | 2,781 | 38 | 16,127 | 37 | | | | | | | | | |
| | | 4 | Very much | 440 | 27 | 3,447 | 25 | 1,964 | 26 | 12,375 | 28 | | | | | | | | | |
| | | | Total | 1,594 | 100 | 13,035 | 100 | 7,316 | 100 | 42,746 | 100 | | | | | | | | | |
| e. Forming a new idea or understanding from various pieces of information | HOform | 1 | Very little | 77 | 5 | 792 | 7 | 414 | 6 | 2,580 | 6 | 2.9 | 2.9 ** | .07 | 2.9 | .01 | 2.9 | .01 | | |
| | | 2 | Some | 384 | 24 | 3,479 | 28 | 1,889 | 26 | 10,649 | 25 | | | | | | | | | |
| | | 3 | Quite a bit | 719 | 45 | 5,166 | 39 | 2,908 | 40 | 16,748 | 39 | | | | | | | | | |
| | | 4 | Very much | 413 | 26 | 3,565 | 27 | 2,099 | 29 | 12,691 | 29 | | | | | | | | | |
| | | | Total | 1,593 | 100 | 13,002 | 100 | 7,310 | 100 | 42,668 | 100 | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| 5. During the current school year, to what extent have your instructors done the following? | | | | | | | | | | | | | | | | | | |
| a. Clearly explained course goals and requirements | ETgoals | 1 | Very little | 17 | 1 | 187 | 2 | 99 | 1 | 784 | 2 | 3.1 | 3.1 | -.02 | 3.2 *** | -.10 | 3.2 ** | -.07 |
| | | 2 | Some | 277 | 18 | 2,201 | 17 | 1,135 | 16 | 7,025 | 17 | | | | | | | |
| | | 3 | Quite a bit | 802 | 50 | 6,264 | 47 | 3,404 | 46 | 19,123 | 44 | | | | | | | |
| | | 4 | Very much | 502 | 31 | 4,476 | 34 | 2,728 | 37 | 16,146 | 37 | | | | | | | |
| | | Total | 1,598 | 100 | 13,128 | 100 | 7,366 | 100 | 43,078 | 100 | | | | | | | | |
| b. Taught course sessions in an organized way | ETorganize | 1 | Very little | 22 | 1 | 214 | 2 | 122 | 2 | 929 | 2 | 3.1 | 3.1 *** | .10 | 3.1 | .02 | 3.1 * | .06 |
| | | 2 | Some | 256 | 16 | 2,484 | 19 | 1,241 | 17 | 7,843 | 18 | | | | | | | |
| | | 3 | Quite a bit | 785 | 49 | 6,431 | 49 | 3,533 | 48 | 19,821 | 46 | | | | | | | |
| | | 4 | Very much | 530 | 34 | 3,955 | 30 | 2,455 | 33 | 14,352 | 33 | | | | | | | |
| | | Total | 1,593 | 100 | 13,084 | 100 | 7,351 | 100 | 42,945 | 100 | | | | | | | | |
| c. Used examples or illustrations to explain difficult points | ETexample | 1 | Very little | 29 | 2 | 279 | 2 | 169 | 2 | 1,182 | 3 | 3.2 | 3.1 *** | .09 | 3.2 | .03 | 3.1 ** | .06 |
| | | 2 | Some | 238 | 15 | 2,397 | 19 | 1,287 | 18 | 7,915 | 19 | | | | | | | |
| | | 3 | Quite a bit | 735 | 46 | 5,742 | 44 | 3,062 | 42 | 17,706 | 41 | | | | | | | |
| | | 4 | Very much | 586 | 37 | 4,646 | 35 | 2,817 | 38 | 16,042 | 37 | | | | | | | |
| | | Total | 1,588 | 100 | 13,064 | 100 | 7,335 | 100 | 42,845 | 100 | | | | | | | | |
| d. Provided feedback on a draft or work in progress | ETdraftfb | 1 | Very little | 173 | 11 | 1,838 | 15 | 961 | 13 | 5,514 | 14 | 2.7 | 2.6 *** | .12 | 2.6 | .04 | 2.6 | .02 |
| | | 2 | Some | 514 | 33 | 4,445 | 35 | 2,374 | 32 | 13,414 | 32 | | | | | | | |
| | | 3 | Quite a bit | 568 | 35 | 4,201 | 31 | 2,354 | 32 | 13,755 | 31 | | | | | | | |
| | | 4 | Very much | 335 | 21 | 2,564 | 19 | 1,633 | 22 | 10,153 | 23 | | | | | | | |
| | | Total | 1,590 | 100 | 13,048 | 100 | 7,322 | 100 | 42,836 | 100 | | | | | | | | |
| e. Provided prompt and detailed feedback on tests or completed assignments | ETfeedback | 1 | Very little | 111 | 7 | 1,061 | 9 | 612 | 9 | 3,533 | 9 | 2.7 | 2.7 ** | .08 | 2.7 | .02 | 2.8 | -.01 |
| | | 2 | Some | 502 | 32 | 4,367 | 34 | 2,298 | 31 | 12,845 | 30 | | | | | | | |
| | | 3 | Quite a bit | 633 | 40 | 4,937 | 37 | 2,807 | 38 | 16,051 | 37 | | | | | | | |
| | | 4 | Very much | 332 | 21 | 2,633 | 20 | 1,579 | 22 | 10,220 | 24 | | | | | | | |
| | | Total | 1,578 | 100 | 12,998 | 100 | 7,296 | 100 | 42,649 | 100 | | | | | | | | |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | QRconclude | 1 | Never | 173 | 10 | 1,550 | 11 | 809 | 10 | 5,251 | 12 | 2.7 | 2.7 | -.05 | 2.8 ** | -.09 | 2.7 | -.03 |
| | | 2 | Sometimes | 555 | 34 | 3,908 | 30 | 2,168 | 29 | 13,085 | 30 | | | | | | | |
| | | 3 | Often | 511 | 33 | 4,357 | 33 | 2,497 | 34 | 14,156 | 33 | | | | | | | |
| | | 4 | Very often | 356 | 23 | 3,283 | 26 | 1,878 | 27 | 10,494 | 25 | | | | | | | |
| | | Total | 1,595 | 100 | 13,098 | 100 | 7,352 | 100 | 42,986 | 100 | | | | | | | | |
| b. Used numerical | QRproblem | 1 | Never | 249 | 15 | 2,493 | 19 | 1,339 | 18 | 8,289 | 19 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|--|---|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|---------|-----------------------------|---------|-----------------------------|---------|-----------------------------|--|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| a real-world problem or issue (unemployment, climate change, public health, etc.) | | 2 | Sometimes | 606 | 38 | 4,531 | 35 | 2,533 | 34 | 14,941 | 35 | 2.5 | 2.5 | .04 | 2.5 | .00 | 2.5 | .04 | |
| | | 3 | Often | 470 | 30 | 3,557 | 27 | 2,065 | 28 | 11,741 | 27 | | | | | | | | |
| | | 4 | Very often | 270 | 17 | 2,500 | 19 | 1,402 | 20 | 7,951 | 19 | | | | | | | | |
| | | Total | 1,595 | 100 | 13,081 | 100 | 7,339 | 100 | 42,922 | 100 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| c. Evaluated what others have concluded from numerical information | QRevaluate | 1 | Never | 188 | 11 | 1,895 | 15 | 1,061 | 14 | 6,903 | 16 | 2.6 | 2.5 | .05 | 2.6 | .02 | 2.5 ** | .08 | |
| | | 2 | Sometimes | 591 | 37 | 4,636 | 36 | 2,589 | 35 | 15,331 | 36 | | | | | | | | |
| | | 3 | Often | 528 | 33 | 4,023 | 31 | 2,264 | 31 | 12,769 | 30 | | | | | | | | |
| | | 4 | Very often | 282 | 18 | 2,493 | 19 | 1,410 | 20 | 7,778 | 18 | | | | | | | | |
| | | Total | 1,589 | 100 | 13,047 | 100 | 7,324 | 100 | 42,781 | 100 | | | | | | | | | |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) | | | | | | | | | | | | | | | | | | | |
| a. Up to 5 pages | wrshortnum (Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.) | 0 | None | 31 | 2 | 706 | 6 | 375 | 6 | 2,751 | 7 | 8.9 | 7.4 *** | .23 | 7.6 *** | .20 | 7.0 *** | .30 | |
| | | 1.5 | 1-2 | 214 | 14 | 2,381 | 20 | 1,289 | 19 | 8,270 | 21 | | | | | | | | |
| | | 4 | 3-5 | 385 | 26 | 3,377 | 27 | 1,874 | 28 | 11,006 | 28 | | | | | | | | |
| | | 8 | 6-10 | 402 | 26 | 2,730 | 23 | 1,537 | 22 | 8,398 | 21 | | | | | | | | |
| | | 13 | 11-15 | 205 | 13 | 1,341 | 11 | 738 | 11 | 4,076 | 10 | | | | | | | | |
| | | 18 | 16-20 | 110 | 7 | 752 | 6 | 411 | 6 | 2,149 | 5 | | | | | | | | |
| | | 23 | More than 20 | 176 | 11 | 968 | 8 | 610 | 9 | 3,019 | 7 | | | | | | | | |
| | | Total | 1,523 | 100 | 12,255 | 100 | 6,834 | 100 | 39,669 | 100 | | | | | | | | | |
| b. Between 6 and 10 pages | wrmednum (Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.) | 0 | None | 250 | 17 | 2,528 | 21 | 1,569 | 24 | 9,323 | 24 | 3.5 | 3.3 * | .07 | 3.1 *** | .13 | 3.1 *** | .10 | |
| | | 1.5 | 1-2 | 559 | 37 | 4,410 | 37 | 2,551 | 38 | 14,254 | 36 | | | | | | | | |
| | | 4 | 3-5 | 439 | 29 | 3,211 | 26 | 1,659 | 24 | 9,341 | 24 | | | | | | | | |
| | | 8 | 6-10 | 168 | 11 | 1,335 | 11 | 641 | 10 | 4,124 | 10 | | | | | | | | |
| | | 13 | 11-15 | 54 | 4 | 391 | 3 | 204 | 3 | 1,228 | 3 | | | | | | | | |
| | | 18 | 16-20 | 22 | 2 | 131 | 1 | 61 | 1 | 442 | 1 | | | | | | | | |
| | | 23 | More than 20 | 11 | 1 | 95 | 1 | 53 | 1 | 402 | 1 | | | | | | | | |
| | | Total | 1,503 | 100 | 12,101 | 100 | 6,738 | 100 | 39,114 | 100 | | | | | | | | | |
| c. 11 pages or more | wrlongnum (Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.) | 0 | None | 616 | 42 | 5,044 | 43 | 3,061 | 46 | 17,535 | 46 | 1.8 | 2.0 * | -0.06 | 1.8 | -0.02 | 1.9 | -0.03 | |
| | | 1.5 | 1-2 | 611 | 41 | 4,488 | 38 | 2,382 | 36 | 13,674 | 35 | | | | | | | | |
| | | 4 | 3-5 | 174 | 12 | 1,452 | 12 | 711 | 11 | 4,335 | 11 | | | | | | | | |
| | | 8 | 6-10 | 40 | 3 | 499 | 4 | 241 | 4 | 1,500 | 4 | | | | | | | | |
| | | 13 | 11-15 | 17 | 1 | 186 | 2 | 95 | 2 | 597 | 2 | | | | | | | | |
| | | 18 | 16-20 | 9 | 1 | 85 | 1 | 47 | 1 | 278 | 1 | | | | | | | | |
| | | 23 | More than 20 | 10 | 1 | 102 | 1 | 50 | 1 | 403 | 1 | | | | | | | | |
| | | Total | | | | | | | | | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

| Seniors | | | | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | |
|--|---|---------------------|------------------|--------------------------------------|-----|--------|-----|-------|-----|----------------|-----|--------------------------------------|--------------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| | | | | | | | | | | | | Your seniors compared with | | | | | | |
| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | 1,477 | 100 | 11,856 | 100 | 6,587 | 100 | 38,322 | 100 | | | | | | | |
| Estimated number of assigned pages of student writing. | wrpages (Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.) | | Total | 1,477 | 100 | 11,856 | 100 | 6,587 | 100 | 38,322 | 100 | 79.9 | 76.3 | .04 | 72.6 ** | .09 | 72.2 *** | .09 |
| 8. During the current school year, about how often have you had discussions with people from the following groups? | | | | | | | | | | | | | | | | | | |
| a. People of a race or ethnicity other than your own | DDrace | 1 | Never | 37 | 3 | 338 | 3 | 248 | 4 | 1,530 | 4 | 3.1 | 3.2 *** ▽ | -.11 | 3.1 | .03 | 3.2 *** ▽ | -.09 |
| | | 2 | Sometimes | 349 | 23 | 2,460 | 19 | 1,621 | 23 | 7,839 | 19 | | | | | | | |
| | | 3 | Often | 494 | 32 | 3,580 | 28 | 2,089 | 30 | 11,286 | 27 | | | | | | | |
| | | 4 | Very often | 659 | 43 | 6,136 | 50 | 3,018 | 43 | 20,141 | 50 | | | | | | | |
| | | Total | | 1,539 | 100 | 12,514 | 100 | 6,976 | 100 | 40,796 | 100 | | | | | | | |
| b. People from an economic background other than your own | DDeconomic | 1 | Never | 26 | 2 | 361 | 3 | 250 | 4 | 1,464 | 4 | 3.1 | 3.2 | -.05 | 3.1 | .02 | 3.2 * ▽ | -.06 |
| | | 2 | Sometimes | 345 | 22 | 2,568 | 20 | 1,505 | 21 | 7,907 | 19 | | | | | | | |
| | | 3 | Often | 564 | 37 | 4,046 | 32 | 2,377 | 34 | 13,015 | 32 | | | | | | | |
| | | 4 | Very often | 601 | 39 | 5,519 | 44 | 2,828 | 40 | 18,331 | 45 | | | | | | | |
| | | Total | | 1,536 | 100 | 12,494 | 100 | 6,960 | 100 | 40,717 | 100 | | | | | | | |
| c. People with religious beliefs other than your own | DDreligion | 1 | Never | 26 | 2 | 422 | 4 | 289 | 4 | 1,833 | 5 | 3.2 | 3.2 | -.02 | 3.1 ** | .08 | 3.2 | .01 |
| | | 2 | Sometimes | 340 | 22 | 2,509 | 20 | 1,541 | 22 | 8,284 | 20 | | | | | | | |
| | | 3 | Often | 513 | 34 | 3,850 | 31 | 2,249 | 32 | 12,016 | 29 | | | | | | | |
| | | 4 | Very often | 654 | 42 | 5,677 | 45 | 2,861 | 41 | 18,484 | 46 | | | | | | | |
| | | Total | | 1,533 | 100 | 12,458 | 100 | 6,940 | 100 | 40,617 | 100 | | | | | | | |
| d. People with political views other than your own | DDpolitical | 1 | Never | 42 | 3 | 502 | 4 | 306 | 5 | 1,970 | 5 | 3.1 | 3.1 | .02 | 3.1 | .02 | 3.1 | -.02 |
| | | 2 | Sometimes | 373 | 24 | 3,047 | 24 | 1,603 | 23 | 8,922 | 22 | | | | | | | |
| | | 3 | Often | 520 | 34 | 3,847 | 31 | 2,271 | 33 | 12,364 | 31 | | | | | | | |
| | | 4 | Very often | 595 | 39 | 5,009 | 40 | 2,733 | 39 | 17,167 | 43 | | | | | | | |
| | | Total | | 1,530 | 100 | 12,405 | 100 | 6,913 | 100 | 40,423 | 100 | | | | | | | |
| 9. During the current school year, about how often have you done the following? | | | | | | | | | | | | | | | | | | |
| a. Identified key information from reading assignments | LSreading | 1 | Never | 21 | 1 | 288 | 3 | 167 | 3 | 945 | 3 | 3.2 | 3.2 *** | .11 | 3.2 ** | .09 | 3.2 ** | .07 |
| | | 2 | Sometimes | 227 | 15 | 2,164 | 18 | 1,237 | 18 | 6,786 | 17 | | | | | | | |
| | | 3 | Often | 620 | 41 | 4,875 | 39 | 2,646 | 38 | 15,662 | 39 | | | | | | | |
| | | 4 | Very often | 665 | 43 | 5,138 | 40 | 2,898 | 41 | 17,198 | 42 | | | | | | | |
| | | Total | | 1,533 | 100 | 12,465 | 100 | 6,948 | 100 | 40,591 | 100 | | | | | | | |
| b. Reviewed your notes | LSnotes | 1 | Never | 144 | 10 | 1,295 | 11 | 651 | 10 | 3,415 | 9 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description after class | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|--------|-------|-------|-------|--------|----------------|----|----------------|------|-----------------------------|--------------|-----------------------------|------|-----------------------------|-------|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| | | | | | | | | | | | | | | | | | | | |
| c. Summarized what you learned in class or from course materials | LSsummary | 2 | Sometimes | 585 | 38 | 4,454 | 36 | 2,400 | 34 | 12,879 | 32 | 2.7 | 2.7 | -.01 | <div>▽</div> | 2.7 * | -.06 | 2.8 *** | -0.13 |
| | | 3 | Often | 416 | 27 | 3,571 | 29 | 1,986 | 29 | 12,059 | 30 | | | | | | | | |
| | | 4 | Very often | 383 | 25 | 3,110 | 25 | 1,894 | 27 | 12,119 | 29 | | | | | | | | |
| | | Total | 1,528 | 100 | 12,430 | 100 | 6,931 | 100 | 40,472 | 100 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | 1 | Never | 115 | 8 | 1,063 | 9 | 547 | 8 | 3,058 | 8 | 2.8 | 2.7 | .04 | <div>▽</div> | 2.8 | -.02 | 2.8 * | -0.06 |
| | | 2 | Sometimes | 487 | 32 | 4,055 | 33 | 2,165 | 31 | 11,947 | 30 | | | | | | | | |
| | | 3 | Often | 528 | 35 | 4,085 | 33 | 2,317 | 34 | 13,481 | 33 | | | | | | | | |
| | | 4 | Very often | 374 | 25 | 3,066 | 24 | 1,823 | 26 | 11,554 | 28 | | | | | | | | |
| | | Total | 1,504 | 100 | 12,269 | 100 | 6,852 | 100 | 40,040 | 100 | | | | | | | | | |

10. During the current school year, to what extent have your courses challenged you to do your best work?

| | | | | | | | | | | | | | | | | | |
|-----------|-------|------------|-------|-----|--------|-----|-------|-----|--------|-----|-----|---------|------|---------|------|---------|------|
| challenge | 1 | Not at all | 11 | 1 | 68 | 1 | 31 | 0 | 234 | 1 | 5.2 | 5.5 *** | -.18 | 5.5 *** | -.21 | 5.5 *** | -.25 |
| | 2 | | 26 | 2 | 175 | 2 | 103 | 2 | 543 | 1 | | | | | | | |
| | 3 | | 74 | 5 | 422 | 4 | 239 | 4 | 1,320 | 4 | | | | | | | |
| | 4 | | 198 | 13 | 1,298 | 10 | 666 | 10 | 3,939 | 10 | | | | | | | |
| | 5 | | 551 | 36 | 4,019 | 32 | 2,210 | 32 | 12,211 | 30 | | | | | | | |
| | 6 | | 469 | 30 | 4,158 | 33 | 2,290 | 33 | 12,814 | 31 | | | | | | | |
| | 7 | Very much | 199 | 13 | 2,294 | 19 | 1,383 | 20 | 9,363 | 23 | | | | | | | |
| | Total | | 1,528 | 100 | 12,434 | 100 | 6,922 | 100 | 40,424 | 100 | | | | | | | |

11. Which of the following have you done or do you plan to do before you graduate?^f

| | | | | | | | | | | | | | | | | | |
|---|----------|---------------------|-------|-----|--------|-----|-------|-----|--------|-----|-----|-------|------|--------|------|---------|-----|
| a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | intern | Have not decided | 87 | 6 | 555 | 5 | 304 | 5 | 2,560 | 7 | 60% | 63% * | -.06 | 63% * | -.06 | 56% ** | .08 |
| | | Do not plan to do | 201 | 14 | 1,658 | 14 | 962 | 14 | 6,021 | 15 | | | | | | | |
| | | Plan to do | 315 | 21 | 2,137 | 18 | 1,258 | 19 | 8,818 | 22 | | | | | | | |
| | | Done or in progress | 925 | 60 | 8,091 | 63 | 4,395 | 63 | 23,083 | 56 | | | | | | | |
| | | Total | 1,528 | 100 | 12,441 | 100 | 6,919 | 100 | 40,482 | 100 | | | | | | | |
| b. Hold a formal leadership role in a student organization or group | leader | Have not decided | 91 | 6 | 738 | 7 | 459 | 7 | 3,445 | 9 | 52% | 49% * | .07 | 48% ** | .08 | 41% *** | .23 |
| | | Do not plan to do | 522 | 34 | 4,515 | 38 | 2,545 | 37 | 17,002 | 43 | | | | | | | |
| | | Plan to do | 114 | 8 | 828 | 7 | 479 | 7 | 3,182 | 8 | | | | | | | |
| | | Done or in progress | 797 | 52 | 6,319 | 49 | 3,417 | 48 | 16,767 | 41 | | | | | | | |
| | | Total | 1,524 | 100 | 12,400 | 100 | 6,900 | 100 | 40,396 | 100 | | | | | | | |
| c. Participate in a learning community or some other formal program where groups of | learncom | Have not decided | 95 | 6 | 905 | 8 | 483 | 7 | 3,931 | 10 | 28% | 27% | .02 | 30% | -.04 | 26% * | .06 |
| | | Do not plan to do | 891 | 58 | 7,340 | 59 | 3,911 | 57 | 22,716 | 57 | | | | | | | |
| | | Plan to do | 117 | 8 | 815 | 7 | 406 | 6 | 3,292 | 8 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|---|--|---------------------|---------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| students take two or more classes together | who responded "Done or in progress.") | | Done or in progress | 421 | 28 | 3,336 | 27 | 2,107 | 30 | 10,372 | 26 | | | | | | | |
| | | | Total | 1,524 | 100 | 12,396 | 100 | 6,907 | 100 | 40,311 | 100 | | | | | | | |
| d. Participate in a study abroad program | abroad (Means indicate the percentage who responded "Done or in progress.") | | Have not decided | 92 | 6 | 835 | 7 | 545 | 8 | 4,051 | 10 | 27% | 24% * | .07 | 22% *** | .11 | 18% *** | .22 |
| | | | Do not plan to do | 890 | 59 | 7,318 | 62 | 4,251 | 63 | 25,317 | 64 | | | | | | | |
| | | | Plan to do | 121 | 8 | 797 | 7 | 463 | 7 | 3,179 | 8 | | | | | | | |
| | | | Done or in progress | 418 | 27 | 3,423 | 24 | 1,630 | 22 | 7,709 | 18 | | | | | | | |
| | | | Total | 1,521 | 100 | 12,373 | 100 | 6,889 | 100 | 40,256 | 100 | | | | | | | |
| e. Work with a faculty member on a research project | research (Means indicate the percentage who responded "Done or in progress.") | | Have not decided | 121 | 8 | 1,163 | 10 | 697 | 10 | 5,193 | 13 | 27% | 34% *** | -0.16 | 33% *** | -0.14 | 28% | -0.04 |
| | | | Do not plan to do | 798 | 52 | 5,542 | 44 | 3,016 | 44 | 18,205 | 45 | | | | | | | |
| | | | Plan to do | 194 | 13 | 1,391 | 12 | 823 | 13 | 5,350 | 14 | | | | | | | |
| | | | Done or in progress | 407 | 27 | 4,232 | 34 | 2,336 | 33 | 11,379 | 28 | | | | | | | |
| | | | Total | 1,520 | 100 | 12,328 | 100 | 6,872 | 100 | 40,127 | 100 | | | | | | | |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | capstone (Means indicate the percentage who responded "Done or in progress.") | | Have not decided | 125 | 8 | 896 | 8 | 407 | 6 | 3,452 | 9 | 41% | 44% * | -0.06 | 49% *** | -0.15 | 43% | -0.04 |
| | | | Do not plan to do | 524 | 34 | 3,879 | 30 | 1,615 | 23 | 10,822 | 27 | | | | | | | |
| | | | Plan to do | 253 | 16 | 2,079 | 18 | 1,506 | 23 | 8,664 | 22 | | | | | | | |
| | | | Done or in progress | 623 | 41 | 5,497 | 44 | 3,349 | 49 | 17,286 | 43 | | | | | | | |
| | | | Total | 1,525 | 100 | 12,351 | 100 | 6,877 | 100 | 40,224 | 100 | | | | | | | |

12. About how many of your courses at this institution have included a community-based project (service-learning)?

| | | | | | | | | | | | | | | | | | |
|------------|-------|------|-------|-----|--------|-----|-------|-----|--------|-----|-----|---------|-----|-------|-----|-----|-----|
| servcourse | 1 | None | 693 | 46 | 6,273 | 52 | 3,282 | 48 | 18,643 | 48 | 1.6 | 1.5 *** | .14 | 1.6 * | .06 | 1.6 | .04 |
| | 2 | Some | 713 | 47 | 5,403 | 43 | 3,182 | 46 | 18,484 | 45 | | | | | | | |
| | 3 | Most | 94 | 6 | 572 | 4 | 355 | 5 | 2,612 | 6 | | | | | | | |
| | 4 | All | 14 | 1 | 93 | 1 | 56 | 1 | 406 | 1 | | | | | | | |
| | Total | | 1,514 | 100 | 12,341 | 100 | 6,875 | 100 | 40,145 | 100 | | | | | | | |

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

| | | | | | | | | | | | | | | | | | | |
|-------------|-----------|---|------|-----|----|-------|----|-------|----|--------|----|-----|-------|------|---------|------|---------|------|
| a. Students | Q1student | 1 | Poor | 14 | 1 | 118 | 1 | 56 | 1 | 457 | 1 | 5.5 | 5.6 * | -.05 | 5.7 *** | -.14 | 5.7 *** | -.09 |
| | | 2 | | 24 | 2 | 169 | 1 | 73 | 1 | 636 | 2 | | | | | | | |
| | | 3 | | 76 | 5 | 503 | 4 | 244 | 4 | 1,574 | 4 | | | | | | | |
| | | 4 | | 139 | 9 | 1,151 | 9 | 577 | 8 | 3,511 | 9 | | | | | | | |
| | | 5 | | 379 | 25 | 2,939 | 24 | 1,561 | 22 | 9,002 | 22 | | | | | | | |
| | | 6 | | 512 | 33 | 4,061 | 32 | 2,240 | 32 | 12,540 | 31 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|---|-------------------------------|---|------------------|----------------|--------|-------|--------|-------|--------|----------------|----|----------------|---------|-----------------------------|--------|-----------------------------|----------------|-----------------------------|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | | | | | | | | | | | | | | | |
| b. Academic advisors | QIadvisor | 7 | Excellent | 375 | 25 | 3,454 | 28 | 2,127 | 31 | 12,485 | 31 | 5.0 | 4.9 | .03 | 5.1 ** | -0.8 | 5.0 | .01 |
| | | — | Not applicable | 4 | 0 | 33 | 0 | 48 | 1 | 261 | 1 | | | | | | | |
| | | Total | 1,523 | 100 | 12,428 | 100 | 6,926 | 100 | 40,466 | 100 | | | | | | | | |
| | | 1 | Poor | 65 | 4 | 655 | 5 | 304 | 5 | 2,399 | 6 | | | | | | | |
| | | 2 | | 84 | 6 | 845 | 7 | 385 | 6 | 2,695 | 6 | | | | | | | |
| | | 3 | | 154 | 10 | 1,162 | 9 | 558 | 8 | 3,605 | 9 | | | | | | | |
| | | 4 | | 205 | 13 | 1,824 | 14 | 963 | 14 | 5,630 | 14 | | | | | | | |
| | | 5 | | 345 | 22 | 2,450 | 19 | 1,343 | 19 | 7,588 | 19 | | | | | | | |
| | | 6 | | 336 | 22 | 2,498 | 20 | 1,442 | 21 | 8,040 | 20 | | | | | | | |
| | | 7 | Excellent | 323 | 21 | 2,800 | 23 | 1,850 | 27 | 9,862 | 25 | | | | | | | |
| — | Not applicable | 12 | 1 | 177 | 2 | 61 | 1 | 581 | 2 | | | | | | | | | |
| Total | 1,524 | 100 | 12,411 | 100 | 6,906 | 100 | 40,400 | 100 | | | | | | | | | | |
| c. Faculty | QIfaculty | 1 | Poor | 10 | 1 | 153 | 1 | 83 | 1 | 640 | 2 | 5.5 | 5.3 *** | .14 | 5.4 ** | .09 | 5.4 *** | .08 |
| | | 2 | | 20 | 1 | 305 | 3 | 150 | 2 | 1,024 | 3 | | | | | | | |
| | | 3 | | 68 | 5 | 671 | 6 | 328 | 5 | 2,169 | 5 | | | | | | | |
| | | 4 | | 179 | 12 | 1,701 | 14 | 929 | 14 | 5,054 | 13 | | | | | | | |
| | | 5 | | 402 | 26 | 3,406 | 27 | 1,873 | 27 | 10,198 | 25 | | | | | | | |
| | | 6 | | 521 | 34 | 3,726 | 30 | 2,060 | 30 | 11,940 | 30 | | | | | | | |
| | | 7 | Excellent | 312 | 21 | 2,302 | 19 | 1,413 | 21 | 8,856 | 22 | | | | | | | |
| | | — | Not applicable | 5 | 0 | 57 | 1 | 34 | 1 | 257 | 1 | | | | | | | |
| | | Total | 1,517 | 100 | 12,321 | 100 | 6,870 | 100 | 40,138 | 100 | | | | | | | | |
| | | d. Student services staff (career services, student activities, housing, etc.) | QIstaff | 1 | Poor | 45 | 3 | 536 | 4 | 240 | 4 | | | | | | | |
| 2 | | | | 76 | 5 | 645 | 5 | 277 | 4 | 2,032 | 5 | | | | | | | |
| 3 | | | | 133 | 9 | 1,043 | 8 | 471 | 7 | 3,178 | 8 | | | | | | | |
| 4 | | | | 247 | 17 | 2,075 | 16 | 1,036 | 15 | 5,903 | 14 | | | | | | | |
| 5 | | | | 344 | 22 | 2,855 | 22 | 1,564 | 22 | 8,182 | 20 | | | | | | | |
| 6 | | | | 341 | 22 | 2,417 | 19 | 1,409 | 20 | 7,471 | 18 | | | | | | | |
| 7 | Excellent | | | 207 | 14 | 1,617 | 13 | 965 | 14 | 5,846 | 15 | | | | | | | |
| — | Not applicable | | | 126 | 8 | 1,165 | 11 | 923 | 14 | 5,668 | 15 | | | | | | | |
| Total | 1,519 | | | 100 | 12,353 | 100 | 6,885 | 100 | 40,237 | 100 | | | | | | | | |
| e. Other administrative staff and offices (registrar, financial aid, etc.) | QIadmin | | | 1 | Poor | 75 | 5 | 673 | 6 | 304 | 5 | 2,515 | 6 | 4.6 | 4.5 | .02 | 4.7 *** | -.11 |
| | | 2 | | 89 | 6 | 805 | 7 | 383 | 6 | 2,691 | 7 | | | | | | | |
| | | 3 | | 160 | 10 | 1,269 | 10 | 596 | 8 | 3,996 | 10 | | | | | | | |
| | | 4 | | 291 | 19 | 2,228 | 18 | 1,155 | 17 | 6,901 | 17 | | | | | | | |
| | | 5 | | 348 | 23 | 2,869 | 22 | 1,540 | 22 | 8,710 | 21 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|---|-------------------------------|---------------------|------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|----------------|---------|-----------------------------|---------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | | | | | | | | | | | | | | | |
| | | 6 | | 280 | 18 | 2,237 | 18 | 1,380 | 20 | 7,326 | 18 | | | | ▽ | | | |
| | | 7 | Excellent | 142 | 9 | 1,304 | 11 | 860 | 13 | 5,359 | 14 | | | | | | | |
| | | — | Not applicable | 138 | 9 | 995 | 8 | 680 | 10 | 2,820 | 7 | | | | | | | |
| | | Total | | 1,523 | 100 | 12,380 | 100 | 6,898 | 100 | 40,318 | 100 | | | | | | | |
| 14. How much does your institution emphasize the following? | | | | | | | | | | | | | | | | | | |
| a. Spending significant amounts of time studying and on academic work | empstudy | 1 | Very little | 38 | 3 | 186 | 2 | 86 | 1 | 768 | 2 | 3.0 | 3.2 *** | -.23 | 3.2 *** | -.26 | 3.2 *** | -.17 |
| | | 2 | Some | 309 | 21 | 1,764 | 15 | 929 | 14 | 6,305 | 16 | | | | | | | |
| | | 3 | Quite a bit | 672 | 46 | 5,084 | 42 | 2,842 | 43 | 16,661 | 43 | | | | | | | |
| | | 4 | Very much | 459 | 31 | 4,883 | 41 | 2,760 | 41 | 14,716 | 38 | | | | | | | |
| | | Total | | 1,478 | 100 | 11,917 | 100 | 6,617 | 100 | 38,450 | 100 | | | | | | | |
| b. Providing support to help students succeed academically | SEacademic | 1 | Very little | 57 | 4 | 563 | 5 | 279 | 4 | 1,977 | 6 | 2.9 | 2.9 | .00 | 3.0 *** | -.10 | 2.9 | -.04 |
| | | 2 | Some | 406 | 28 | 3,185 | 28 | 1,551 | 24 | 9,513 | 26 | | | | | | | |
| | | 3 | Quite a bit | 670 | 46 | 5,109 | 42 | 2,897 | 44 | 16,176 | 42 | | | | | | | |
| | | 4 | Very much | 332 | 23 | 2,987 | 25 | 1,852 | 28 | 10,558 | 27 | | | | | | | |
| | | Total | | 1,465 | 100 | 11,844 | 100 | 6,579 | 100 | 38,224 | 100 | | | | | | | |
| c. Using learning support services (tutoring services, writing center, etc.) | SElearnsup | 1 | Very little | 131 | 9 | 985 | 9 | 560 | 9 | 3,326 | 9 | 2.7 | 2.8 * | -.07 | 2.8 *** | -.14 | 2.8 *** | -.12 |
| | | 2 | Some | 455 | 31 | 3,323 | 29 | 1,673 | 26 | 10,052 | 27 | | | | | | | |
| | | 3 | Quite a bit | 575 | 39 | 4,601 | 38 | 2,518 | 38 | 14,337 | 37 | | | | | | | |
| | | 4 | Very much | 302 | 20 | 2,923 | 24 | 1,821 | 27 | 10,483 | 27 | | | | | | | |
| | | Total | | 1,463 | 100 | 11,832 | 100 | 6,572 | 100 | 38,198 | 100 | | | | | | | |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse | 1 | Very little | 203 | 14 | 1,950 | 16 | 1,110 | 17 | 6,070 | 16 | 2.6 | 2.5 | .02 | 2.5 | .04 | 2.6 | -.02 |
| | | 2 | Some | 520 | 35 | 3,979 | 33 | 2,202 | 33 | 12,182 | 32 | | | | | | | |
| | | 3 | Quite a bit | 465 | 32 | 3,471 | 29 | 1,938 | 29 | 11,495 | 30 | | | | | | | |
| | | 4 | Very much | 280 | 19 | 2,467 | 21 | 1,342 | 20 | 8,539 | 22 | | | | | | | |
| | | Total | | 1,468 | 100 | 11,867 | 100 | 6,592 | 100 | 38,286 | 100 | | | | | | | |
| e. Providing opportunities to be involved socially | SEsocial | 1 | Very little | 72 | 5 | 680 | 6 | 382 | 6 | 2,502 | 7 | 3.0 | 2.9 * | .06 | 3.0 | .03 | 2.9 * | .06 |
| | | 2 | Some | 335 | 23 | 2,901 | 25 | 1,502 | 23 | 8,973 | 24 | | | | | | | |
| | | 3 | Quite a bit | 595 | 41 | 4,712 | 39 | 2,589 | 39 | 14,902 | 39 | | | | | | | |
| | | 4 | Very much | 464 | 31 | 3,567 | 30 | 2,104 | 31 | 11,896 | 31 | | | | | | | |
| | | Total | | 1,466 | 100 | 11,860 | 100 | 6,577 | 100 | 38,273 | 100 | | | | | | | |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | SEwellness | 1 | Very little | 72 | 5 | 822 | 7 | 511 | 8 | 3,139 | 9 | 2.9 | 2.9 | .03 | 2.9 | .01 | 2.9 | .05 |
| | | 2 | Some | 366 | 25 | 2,813 | 24 | 1,453 | 22 | 8,810 | 23 | | | | | | | |
| | | 3 | Quite a bit | 595 | 41 | 4,644 | 39 | 2,519 | 38 | 14,499 | 38 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | | | |
|---|---|---------------------|------------------|----------------|-----|--------|-----|-------|-----|----------------|-----|----------------|--------------------------|--------------------------|----------|--------------------------|--------------------------|------|--------------------------|--------------------------|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Effect size ^e | | Mean | Effect size ^e | | Mean | Effect size ^e | |
| | | | | | | | | | | | | | Mean | Effect size ^e | | Mean | Effect size ^e | | Mean | Effect size ^e |
| | | 4 | Very much | 427 | 29 | 3,539 | 30 | 2,076 | 31 | 11,660 | 30 | | | | | | | | | |
| | | | Total | 1,460 | 100 | 11,818 | 100 | 6,559 | 100 | 38,108 | 100 | | | | | | | | | |
| g. Helping you manage your non-academic responsibilities (work, family, etc.) | SEnonacad | 1 | Very little | 449 | 30 | 3,870 | 33 | 2,107 | 32 | 12,372 | 33 | 2.1 | 2.1 * | .07 | 2.1 | .03 | 2.1 | .03 | | |
| | | 2 | Some | 548 | 37 | 4,439 | 37 | 2,464 | 37 | 13,591 | 36 | | | | | | | | | |
| | | 3 | Quite a bit | 324 | 23 | 2,422 | 20 | 1,357 | 21 | 7,933 | 21 | | | | | | | | | |
| | | 4 | Very much | 139 | 10 | 1,076 | 9 | 638 | 10 | 4,172 | 11 | | | | | | | | | |
| | | | Total | 1,460 | 100 | 11,807 | 100 | 6,566 | 100 | 38,068 | 100 | | | | | | | | | |
| h. Attending campus activities and events (performing arts, athletic events, etc.) | SEactivities | 1 | Very little | 67 | 5 | 886 | 8 | 530 | 8 | 3,336 | 9 | 3.0 | 2.8 *** | .13 | 2.8 *** | .13 | 2.8 *** | .13 | | |
| | | 2 | Some | 346 | 24 | 3,227 | 27 | 1,709 | 26 | 9,936 | 26 | | | | | | | | | |
| | | 3 | Quite a bit | 609 | 41 | 4,544 | 38 | 2,456 | 37 | 14,058 | 37 | | | | | | | | | |
| | | 4 | Very much | 441 | 30 | 3,139 | 27 | 1,848 | 28 | 10,678 | 28 | | | | | | | | | |
| | | | Total | 1,463 | 100 | 11,796 | 100 | 6,543 | 100 | 38,008 | 100 | | | | | | | | | |
| i. Attending events that address important social, economic, or political issues | SEevents | 1 | Very little | 212 | 15 | 1,914 | 17 | 1,155 | 18 | 6,280 | 17 | 2.5 | 2.4 ** | .08 | 2.4 ** | .09 | 2.5 | .05 | | |
| | | 2 | Some | 533 | 36 | 4,539 | 39 | 2,462 | 38 | 13,898 | 37 | | | | | | | | | |
| | | 3 | Quite a bit | 490 | 33 | 3,615 | 30 | 1,948 | 30 | 11,531 | 30 | | | | | | | | | |
| | | 4 | Very much | 227 | 16 | 1,681 | 15 | 960 | 15 | 6,155 | 16 | | | | | | | | | |
| | | | Total | 1,462 | 100 | 11,749 | 100 | 6,525 | 100 | 37,864 | 100 | | | | | | | | | |
| 15. About how many hours do you spend in a typical 7-day week doing the following? | | | | | | | | | | | | | | | | | | | | |
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | tmprephrs (Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 5 | 0 | 38 | 0 | 13 | 0 | 150 | 0 | 14.1 | 15.8 *** | -.19 | 16.0 *** | -.22 | 15.0 *** | -.10 | | |
| | | 3 | 1-5 hrs | 205 | 14 | 1,370 | 12 | 727 | 11 | 5,427 | 14 | | | | | | | | | |
| | | 8 | 6-10 hrs | 371 | 25 | 2,537 | 22 | 1,392 | 21 | 8,949 | 23 | | | | | | | | | |
| | | 13 | 11-15 hrs | 323 | 22 | 2,337 | 20 | 1,322 | 20 | 7,444 | 19 | | | | | | | | | |
| | | 18 | 16-20 hrs | 261 | 18 | 2,125 | 17 | 1,169 | 18 | 6,332 | 17 | | | | | | | | | |
| | | 23 | 21-25 hrs | 137 | 9 | 1,409 | 11 | 782 | 12 | 4,030 | 10 | | | | | | | | | |
| | | 28 | 26-30 hrs | 78 | 5 | 820 | 7 | 470 | 7 | 2,396 | 6 | | | | | | | | | |
| | | 33 | More than 30 hrs | 84 | 6 | 1,209 | 10 | 688 | 11 | 3,435 | 9 | | | | | | | | | |
| | | | Total | 1,464 | 100 | 11,845 | 100 | 6,563 | 100 | 38,163 | 100 | | | | | | | | | |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | tmcocurrhrs (Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 345 | 24 | 2,898 | 27 | 1,734 | 27 | 13,371 | 36 | 6.6 | 6.2 | .05 | 6.1 * | .07 | 5.3 *** | .18 | | |
| | | 3 | 1-5 hrs | 506 | 34 | 4,138 | 34 | 2,277 | 34 | 11,887 | 31 | | | | | | | | | |
| | | 8 | 6-10 hrs | 293 | 20 | 2,259 | 19 | 1,212 | 18 | 5,991 | 16 | | | | | | | | | |
| | | 13 | 11-15 hrs | 157 | 11 | 1,177 | 10 | 640 | 10 | 3,146 | 8 | | | | | | | | | |
| | | 18 | 16-20 hrs | 72 | 5 | 675 | 6 | 364 | 6 | 1,828 | 5 | | | | | | | | | |
| | | 23 | 21-25 hrs | 44 | 3 | 313 | 2 | 154 | 2 | 859 | 2 | | | | | | | | | |
| | | 28 | 26-30 hrs | 16 | 1 | 139 | 1 | 71 | 1 | 390 | 1 | | | | | | | | | |
| 33 | More than 30 hrs | 24 | 2 | 182 | 2 | 84 | 1 | 489 | 1 | | | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|---|---------------------|------------------|----------------|--------|--------|-------|-------|--------|----------------|--------|----------------|----------|-----------------------------|----------|-----------------------------|----------------|-----------------------------|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | Total | 1,457 | 100 | 11,781 | 100 | 6,536 | 100 | 37,961 | 100 | | | | | | | |
| c. Working for pay on campus | tmworkonhrs | 0 | 0 hrs | 878 | 61 | 6,661 | 59 | 3,826 | 59 | 25,601 | 69 | 5.0 | 5.1 | -.01 | 5.4 | -.05 | 4.2 *** | .11 |
| | (Recoded version of tmworkon created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 82 | 6 | 735 | 6 | 336 | 5 | 1,698 | 4 | | | | | | | |
| | | 8 | 6-10 hrs | 185 | 12 | 1,591 | 12 | 743 | 11 | 3,486 | 9 | | | | | | | |
| | | 13 | 11-15 hrs | 151 | 10 | 1,358 | 11 | 772 | 12 | 2,982 | 7 | | | | | | | |
| | | 18 | 16-20 hrs | 72 | 5 | 891 | 7 | 494 | 7 | 2,477 | 6 | | | | | | | |
| | | 23 | 21-25 hrs | 53 | 4 | 341 | 3 | 223 | 3 | 878 | 2 | | | | | | | |
| | | 28 | 26-30 hrs | 25 | 2 | 129 | 1 | 83 | 1 | 373 | 1 | | | | | | | |
| | | 33 | More than 30 hrs | 12 | 1 | 117 | 1 | 75 | 1 | 533 | 2 | | | | | | | |
| | | Total | 1,458 | 100 | 11,823 | 100 | 6,552 | 100 | 38,028 | 100 | | | | | | | | |
| | d. Working for pay off campus | tmworkoffhrs | 0 | 0 hrs | 927 | 65 | 7,195 | 60 | 3,809 | 58 | 19,369 | | | | | | | |
| (Recoded version of tmworkoff created by NSSE. Values are estimated number of hours per week.) | | 3 | 1-5 hrs | 92 | 6 | 696 | 6 | 346 | 5 | 2,038 | 5 | | | | | | | |
| | | 8 | 6-10 hrs | 113 | 8 | 888 | 7 | 445 | 7 | 2,563 | 7 | | | | | | | |
| | | 13 | 11-15 hrs | 88 | 6 | 837 | 7 | 470 | 7 | 2,669 | 7 | | | | | | | |
| | | 18 | 16-20 hrs | 91 | 6 | 866 | 8 | 486 | 7 | 3,230 | 9 | | | | | | | |
| | | 23 | 21-25 hrs | 61 | 4 | 523 | 5 | 321 | 5 | 2,345 | 6 | | | | | | | |
| | | 28 | 26-30 hrs | 35 | 2 | 280 | 3 | 194 | 3 | 1,623 | 4 | | | | | | | |
| | | 33 | More than 30 hrs | 39 | 3 | 447 | 5 | 421 | 7 | 4,000 | 11 | | | | | | | |
| | | Total | 1,446 | 100 | 11,732 | 100 | 6,492 | 100 | 37,837 | 100 | | | | | | | | |
| Estimated number of hours working for pay | | tmworkhrs | | | | | | | | | | 10.0 | 11.4 *** | -.12 | 12.6 *** | -.22 | 13.5 *** | -.27 |
| | (Continuous variable created by NSSE) | | | | | | | | | | | | | | | | | |
| e. Doing community service or volunteer work | tmservehrs | 0 | 0 hrs | 680 | 48 | 5,790 | 51 | 2,937 | 47 | 18,613 | 50 | 2.9 | 2.9 | .00 | 3.0 | -.02 | 3.0 | -.02 |
| | (Recoded version of tmserve created by NSSE. Values are estimated number of hours per week.) | 3 | 1-5 hrs | 560 | 38 | 4,184 | 34 | 2,600 | 39 | 13,138 | 34 | | | | | | | |
| | | 8 | 6-10 hrs | 111 | 8 | 930 | 8 | 516 | 8 | 3,123 | 8 | | | | | | | |
| | | 13 | 11-15 hrs | 46 | 3 | 407 | 3 | 220 | 4 | 1,326 | 3 | | | | | | | |
| | | 18 | 16-20 hrs | 22 | 2 | 209 | 2 | 110 | 2 | 773 | 2 | | | | | | | |
| | | 23 | 21-25 hrs | 14 | 1 | 104 | 1 | 46 | 1 | 346 | 1 | | | | | | | |
| | | 28 | 26-30 hrs | 5 | 0 | 35 | 0 | 21 | 0 | 154 | 0 | | | | | | | |
| | | 33 | More than 30 hrs | 5 | 0 | 53 | 1 | 38 | 1 | 265 | 1 | | | | | | | |
| | | Total | 1,443 | 100 | 11,712 | 100 | 6,488 | 100 | 37,738 | 100 | | | | | | | | |
| | f. Relaxing and socializing (time with | tmrelaxhrs | 0 | 0 hrs | 12 | 1 | 135 | 1 | 74 | 1 | 721 | | | | | | | |
| (Recoded version | | 3 | 1-5 hrs | 221 | 15 | 2,074 | 18 | 1,234 | 19 | 8,406 | 22 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
|---|--|---------------------|------------------|----------------|--------|-------|--------|-------|--------|----------------|----|----------------|----------|-----------------------------|----------|-----------------------------|----------|-----------------------------|--|
| Item wording or description | Variable name ^c | Values ^d | Response options | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e | |
| TV or videos, keeping up with friends online, etc.) | of tmlrelax created by NSSE. Values are estimated number of hours per week.) | 8 | 6-10 hrs | 373 | 25 | 3,297 | 27 | 1,844 | 28 | 10,504 | 27 | 13.8 | 12.9 *** | .11 | 12.4 *** | .17 | 12.0 *** | .21 | |
| | | 13 | 11-15 hrs | 326 | 23 | 2,606 | 22 | 1,499 | 23 | 7,615 | 20 | | | | | | | | |
| | | 18 | 16-20 hrs | 243 | 17 | 1,721 | 15 | 905 | 14 | 4,975 | 13 | | | | | | | | |
| | | 23 | 21-25 hrs | 122 | 9 | 832 | 7 | 427 | 7 | 2,437 | 6 | | | | | | | | |
| | | 28 | 26-30 hrs | 56 | 4 | 412 | 4 | 211 | 3 | 1,198 | 3 | | | | | | | | |
| | | 33 | More than 30 hrs | 92 | 7 | 662 | 6 | 311 | 5 | 1,999 | 6 | | | | | | | | |
| | | Total | 1,445 | 100 | 11,739 | 100 | 6,505 | 100 | 37,855 | 100 | | | | | | | | | |
| g. Providing care for dependents (children, parents, etc.) | tmcarehrs (Recoded version of tmcare created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 1,228 | 84 | 9,651 | 80 | 5,234 | 80 | 27,859 | 73 | 1.8 | 2.3 *** | -.09 | 2.7 *** | -.14 | 3.8 *** | -.24 | |
| | | 3 | 1-5 hrs | 86 | 6 | 900 | 8 | 487 | 7 | 3,580 | 10 | | | | | | | | |
| | | 8 | 6-10 hrs | 44 | 3 | 374 | 4 | 204 | 3 | 1,655 | 5 | | | | | | | | |
| | | 13 | 11-15 hrs | 34 | 2 | 239 | 2 | 151 | 3 | 1,057 | 3 | | | | | | | | |
| | | 18 | 16-20 hrs | 16 | 1 | 158 | 2 | 91 | 2 | 778 | 2 | | | | | | | | |
| | | 23 | 21-25 hrs | 11 | 1 | 101 | 1 | 61 | 1 | 460 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 5 | 0 | 63 | 1 | 38 | 1 | 291 | 1 | | | | | | | | |
| 33 | More than 30 hrs | 23 | 1 | 251 | 3 | 228 | 4 | 2,115 | 6 | | | | | | | | | | |
| Total | 1,447 | 100 | 11,737 | 100 | 6,494 | 100 | 37,795 | 100 | | | | | | | | | | | |
| h. Commuting to campus (driving, walking, etc.) | tmcommutehrs (Recoded version of tmcommute created by NSSE. Values are estimated number of hours per week.) | 0 | 0 hrs | 94 | 6 | 1,848 | 15 | 817 | 12 | 4,731 | 12 | 5.1 | 4.6 *** | .09 | 4.5 *** | .14 | 5.1 | .00 | |
| | | 3 | 1-5 hrs | 940 | 64 | 7,190 | 59 | 4,216 | 64 | 22,616 | 59 | | | | | | | | |
| | | 8 | 6-10 hrs | 290 | 20 | 1,893 | 18 | 1,053 | 16 | 6,832 | 19 | | | | | | | | |
| | | 13 | 11-15 hrs | 82 | 6 | 494 | 5 | 256 | 4 | 2,115 | 6 | | | | | | | | |
| | | 18 | 16-20 hrs | 25 | 2 | 194 | 2 | 104 | 2 | 827 | 2 | | | | | | | | |
| | | 23 | 21-25 hrs | 12 | 1 | 80 | 1 | 39 | 1 | 336 | 1 | | | | | | | | |
| | | 28 | 26-30 hrs | 2 | 0 | 41 | 0 | 17 | 0 | 177 | 0 | | | | | | | | |
| 33 | More than 30 hrs | 8 | 1 | 60 | 1 | 37 | 1 | 356 | 1 | | | | | | | | | | |
| Total | 1,453 | 100 | 11,800 | 100 | 6,539 | 100 | 37,990 | 100 | | | | | | | | | | | |
| 16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? | | | | | | | | | | | | | | | | | | | |
| reading | | 1 | Very little | 159 | 11 | 1,934 | 18 | 1,114 | 18 | 6,288 | 17 | 2.9 | 2.7 *** | .13 | 2.7 *** | .15 | 2.7 *** | .12 | |
| | | 2 | Some | 426 | 30 | 3,340 | 30 | 1,943 | 31 | 10,893 | 30 | | | | | | | | |
| | | 3 | About half | 378 | 26 | 2,623 | 22 | 1,517 | 23 | 9,047 | 24 | | | | | | | | |
| | | 4 | Most | 345 | 23 | 2,657 | 21 | 1,332 | 20 | 8,075 | 21 | | | | | | | | |
| | | 5 | Almost all | 145 | 9 | 1,210 | 9 | 610 | 9 | 3,569 | 9 | | | | | | | | |
| | | Total | 1,453 | 100 | 11,764 | 100 | 6,516 | 100 | 37,872 | 100 | | | | | | | | | |
| tmreadinghrs | | | | | | | | | | | | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | |
|--------------------------------|--|---------------------|--------------------------------|---|-----|--------|-----|-------|-----|----------------|-----|--------------------------------------|------|-----------------------------|----------------|-----------------------------|------|-----------------------------|
| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | HLC | Carnegie RU/VH | | | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | (Continuous variable created by NSSE. Calculated as a proportion of tmreadinghrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90) | | | | | | | | 6.8 | 6.9 | -.02 | 7.0 | -.03 | 6.7 | .02 |
| | tmreadinghrscol | 1 | 0 hrs | 4 | 0 | 38 | 0 | 13 | 0 | 143 | 0 | | | | | | | |
| | (Collapsed version of tmreadinghrs created by NSSE.) | 2 | More than zero, up to 5 hrs | 672 | 47 | 5,406 | 49 | 3,048 | 48 | 18,672 | 51 | | | | | | | |
| | | 3 | More than 5, up to 10 hrs | 472 | 32 | 3,586 | 30 | 1,982 | 30 | 11,081 | 29 | | | | | | | |
| | | 4 | More than 10, up to 15 hrs | 145 | 9 | 1,194 | 9 | 670 | 10 | 3,523 | 9 | | | | | | | |
| | | 5 | More than 15, up to 20 hrs | 85 | 6 | 767 | 6 | 386 | 6 | 2,150 | 6 | | | | | | | |
| | | 6 | More than 20, up to 25 hrs | 56 | 4 | 530 | 4 | 276 | 4 | 1,491 | 4 | | | | | | | |
| | | 7 | More than 25 hrs | 13 | 1 | 190 | 2 | 107 | 2 | 608 | 2 | | | | | | | |
| | | Total | | 1,447 | 100 | 11,711 | 100 | 6,482 | 100 | 37,668 | 100 | | | | | | | |

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

| | | | | | | | | | | | | | | | | | | |
|--|-----------|-------|-------------|-------|-----|--------|-----|-------|-----|--------|-----|-----|---------|------|--------|------|---------|-----|
| a. Writing clearly and effectively | pgwrite | 1 | Very little | 70 | 5 | 845 | 8 | 410 | 6 | 2,815 | 8 | 3.0 | 2.9 *** | .10 | 3.0 * | .06 | 2.9 *** | .10 |
| | | 2 | Some | 304 | 21 | 2,730 | 24 | 1,501 | 23 | 8,858 | 24 | | | | | | | |
| | | 3 | Quite a bit | 577 | 40 | 4,372 | 36 | 2,380 | 36 | 13,760 | 36 | | | | | | | |
| | | 4 | Very much | 501 | 34 | 3,868 | 32 | 2,263 | 34 | 12,643 | 33 | | | | | | | |
| | | Total | | 1,452 | 100 | 11,815 | 100 | 6,554 | 100 | 38,076 | 100 | | | | | | | |
| b. Speaking clearly and effectively | pgspeak | 1 | Very little | 96 | 6 | 1,046 | 9 | 557 | 9 | 3,415 | 9 | 3.0 | 2.9 *** | .12 | 2.9 ** | .09 | 2.9 *** | .11 |
| | | 2 | Some | 326 | 23 | 2,909 | 25 | 1,588 | 25 | 9,320 | 25 | | | | | | | |
| | | 3 | Quite a bit | 550 | 38 | 4,287 | 36 | 2,350 | 36 | 13,513 | 35 | | | | | | | |
| | | 4 | Very much | 480 | 33 | 3,542 | 30 | 2,033 | 31 | 11,681 | 31 | | | | | | | |
| | | Total | | 1,452 | 100 | 11,784 | 100 | 6,528 | 100 | 37,929 | 100 | | | | | | | |
| c. Thinking critically and analytically | pgthink | 1 | Very little | 24 | 2 | 221 | 2 | 111 | 2 | 964 | 3 | 3.3 | 3.3 | -.01 | 3.4 * | -.07 | 3.3 | .04 |
| | | 2 | Some | 172 | 12 | 1,410 | 13 | 710 | 11 | 4,977 | 13 | | | | | | | |
| | | 3 | Quite a bit | 542 | 37 | 4,101 | 34 | 2,217 | 34 | 13,570 | 35 | | | | | | | |
| | | 4 | Very much | 711 | 49 | 6,044 | 51 | 3,490 | 53 | 18,421 | 49 | | | | | | | |
| | | Total | | 1,449 | 100 | 11,776 | 100 | 6,528 | 100 | 37,932 | 100 | | | | | | | |
| d. Analyzing numerical and statistical information | pganalyze | 1 | Very little | 129 | 8 | 1,069 | 8 | 531 | 8 | 3,776 | 10 | | | | | | | |
| | | 2 | Some | 381 | 26 | 2,849 | 24 | 1,546 | 23 | 9,332 | 24 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description information | Variable name ^c | Values ^d | Response options | Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | | | | |
|---|-------------------------------|---------------------|------------------|--------------------------------------|-----|--------|-----|-------|-----|----------------|-----|--------------------------------------|--|---------|--------------------------|---------|--------------------------|----------------|--------------------------|
| | | | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | |
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | 3 | Quite a bit | 490 | 34 | 3,644 | 31 | 2,033 | 31 | 11,874 | 31 | 2.9 | | 3.0 ** | -.07 | | | | |
| | | 4 | Very much | 450 | 32 | 4,221 | 37 | 2,423 | 38 | 12,954 | 35 | | | ▽ | | ▽ | | | |
| | | Total | | 1,450 | 100 | 11,783 | 100 | 6,533 | 100 | 37,936 | 100 | | | | | | | | |
| e. Acquiring job- or work-related knowledge and skills | pgwork | 1 | Very little | 116 | 8 | 1,078 | 10 | 520 | 8 | 3,665 | 10 | 3.0 | | | | | | | |
| | | 2 | Some | 314 | 21 | 3,014 | 26 | 1,485 | 23 | 9,257 | 25 | | | | | | | | |
| | | 3 | Quite a bit | 510 | 35 | 3,850 | 32 | 2,109 | 32 | 12,229 | 32 | | | 2.9 *** | .12 | 3.0 | .01 | 2.9 *** | .09 |
| | | 4 | Very much | 509 | 35 | 3,849 | 32 | 2,424 | 37 | 12,830 | 34 | | | | | | | | |
| | | Total | | 1,449 | 100 | 11,791 | 100 | 6,538 | 100 | 37,981 | 100 | | | | | | | | |
| f. Working effectively with others | pgothers | 1 | Very little | 54 | 4 | 562 | 5 | 298 | 5 | 2,101 | 6 | 3.1 | | | | | | | |
| | | 2 | Some | 290 | 20 | 2,632 | 23 | 1,332 | 21 | 8,329 | 23 | | | | | | | | |
| | | 3 | Quite a bit | 562 | 39 | 4,366 | 37 | 2,400 | 37 | 13,773 | 36 | | | 3.0 ** | .09 | 3.1 | .02 | 3.0 ** | .09 |
| | | 4 | Very much | 533 | 37 | 4,202 | 35 | 2,495 | 38 | 13,695 | 36 | | | | | | | | |
| | | Total | | 1,439 | 100 | 11,762 | 100 | 6,525 | 100 | 37,898 | 100 | | | | | | | | |
| g. Developing or clarifying a personal code of values and ethics | pgvalues | 1 | Very little | 165 | 12 | 1,650 | 15 | 847 | 14 | 5,418 | 15 | 2.8 | | | | | | | |
| | | 2 | Some | 382 | 27 | 3,422 | 29 | 1,856 | 29 | 10,289 | 27 | | | | | | | | |
| | | 3 | Quite a bit | 505 | 35 | 3,686 | 31 | 2,016 | 30 | 11,617 | 30 | | | 2.7 *** | .10 | 2.7 | .05 | 2.7 ** | .07 |
| | | 4 | Very much | 391 | 27 | 3,024 | 25 | 1,810 | 27 | 10,640 | 27 | | | | | | | | |
| | | Total | | 1,443 | 100 | 11,782 | 100 | 6,529 | 100 | 37,964 | 100 | | | | | | | | |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | pgdiverse | 1 | Very little | 105 | 8 | 1,270 | 11 | 715 | 12 | 4,265 | 12 | 2.9 | | | | | | | |
| | | 2 | Some | 384 | 27 | 3,427 | 29 | 1,940 | 30 | 10,435 | 28 | | | | | | | | |
| | | 3 | Quite a bit | 505 | 35 | 3,860 | 32 | 2,106 | 32 | 12,079 | 31 | | | 2.8 *** | .14 | 2.7 *** | .16 | 2.8 *** | .12 |
| | | 4 | Very much | 454 | 31 | 3,230 | 27 | 1,772 | 27 | 11,188 | 29 | | | | | | | | |
| | | Total | | 1,448 | 100 | 11,787 | 100 | 6,533 | 100 | 37,967 | 100 | | | | | | | | |
| i. Solving complex real-world problems | pgprobsolve | 1 | Very little | 107 | 7 | 1,076 | 10 | 562 | 9 | 3,763 | 10 | 2.9 | | | | | | | |
| | | 2 | Some | 392 | 27 | 3,246 | 28 | 1,725 | 26 | 10,273 | 27 | | | | | | | | |
| | | 3 | Quite a bit | 537 | 37 | 4,054 | 34 | 2,233 | 34 | 12,844 | 33 | | | 2.8 | .04 | 2.9 | -.01 | 2.8 * | .05 |
| | | 4 | Very much | 413 | 29 | 3,409 | 29 | 2,010 | 31 | 11,067 | 29 | | | | | | | | |
| | | Total | | 1,449 | 100 | 11,785 | 100 | 6,530 | 100 | 37,947 | 100 | | | | | | | | |
| j. Being an informed and active citizen | pgcitizen | 1 | Very little | 142 | 10 | 1,670 | 15 | 898 | 14 | 5,409 | 15 | 2.7 | | | | | | | |
| | | 2 | Some | 435 | 30 | 3,757 | 32 | 2,063 | 32 | 11,552 | 31 | | | | | | | | |
| | | 3 | Quite a bit | 524 | 36 | 3,705 | 31 | 2,010 | 31 | 11,761 | 31 | | | 2.6 *** | .14 | 2.6 *** | .11 | 2.6 *** | .11 |
| | | 4 | Very much | 342 | 24 | 2,623 | 22 | 1,546 | 23 | 9,079 | 24 | | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Indiana University Bloomington

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

| Item wording or description | Variable name ^c | Values ^d | Response options | IU Bloomington | | AAU | | HLC | | Carnegie RU/VH | | IU Bloomington | AAU | | HLC | | Carnegie RU/VH | |
|--|-------------------------------|---------------------|------------------|----------------|-------|--------|--------|-------|-------|----------------|--------|----------------|---------|-----------------------------|------|-----------------------------|----------------|-----------------------------|
| | | | | Count | % | Count | % | Count | % | Count | % | Mean | Mean | Effect size ^e | Mean | Effect size ^e | Mean | Effect size ^e |
| | | | | Total | 1,443 | 100 | 11,755 | 100 | 6,517 | 100 | 37,801 | 100 | | | | | | |
| 18. How would you evaluate your entire educational experience at this institution? | | | | | | | | | | | | | | | | | | |
| | evalexp | 1 | Poor | 17 | 1 | 204 | 2 | 109 | 2 | 845 | 3 | 3.3 | 3.3 ** | .08 | 3.4 | -.02 | 3.2 *** | .13 |
| | | 2 | Fair | 129 | 9 | 1,177 | 11 | 548 | 9 | 4,216 | 11 | | | | | | | |
| | | 3 | Good | 649 | 44 | 5,283 | 45 | 2,683 | 41 | 17,424 | 45 | | | | | | | |
| | | 4 | Excellent | 661 | 45 | 5,166 | 43 | 3,226 | 48 | 15,657 | 41 | | | | | | | |
| | | Total | | 1,456 | 100 | 11,830 | 100 | 6,566 | 100 | 38,142 | 100 | | | | | | | |
| 19. If you could start over again, would you go to the same institution you are now attending? | | | | | | | | | | | | | | | | | | |
| | sameinst | 1 | Definitely no | 31 | 2 | 420 | 4 | 182 | 3 | 1,529 | 4 | 3.4 | 3.3 *** | .14 | 3.4 | .02 | 3.3 *** | .15 |
| | | 2 | Probably no | 135 | 9 | 1,392 | 12 | 600 | 9 | 4,529 | 12 | | | | | | | |
| | | 3 | Probably yes | 539 | 37 | 4,543 | 38 | 2,301 | 35 | 14,668 | 38 | | | | | | | |
| | | 4 | Definitely yes | 753 | 51 | 5,478 | 46 | 3,484 | 52 | 17,445 | 46 | | | | | | | |
| | | Total | | 1,458 | 100 | 11,833 | 100 | 6,567 | 100 | 38,171 | 100 | | | | | | | |

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

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

Indiana University Bloomington

First-Year Students

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | |
|-----------------|----------------|----------------|------|------|----------------|-----------------------------|------|------|----------------|---------------------------------|------|------|----------------|---------------------------------|--------|----------------|---------------------------|------|----------------|--------------------------|------|----------------|
| | IU Bloomington | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH |
| 1 a. askquest | 2,470 | 2.96 | 2.77 | 2.81 | 2.75 | .017 | .006 | .009 | .004 | .83 | .85 | .84 | .85 | 3,219 | 3,862 | 2,721 | .000 | .000 | .000 | .23 | .18 | .25 |
| b. drafts | 2,460 | 2.44 | 2.41 | 2.42 | 2.45 | .020 | .007 | .010 | .004 | .99 | .98 | .98 | .99 | 20,446 | 12,123 | 54,972 | .140 | .316 | .769 | .03 | .02 | -.01 |
| c. unpreparedr | 2,440 | 2.82 | 2.86 | 2.87 | 2.91 | .016 | .006 | .008 | .003 | .80 | .79 | .79 | .78 | 20,352 | 3,748 | 2,663 | .024 | .012 | .000 | -.05 | -.06 | -.10 |
| d. attendart | 2,430 | 2.20 | 1.91 | 1.87 | 1.90 | .019 | .007 | .009 | .004 | .94 | .89 | .90 | .91 | 3,062 | 3,652 | 2,650 | .000 | .000 | .000 | .32 | .36 | .32 |
| e. CLaskhelp | 2,408 | 2.74 | 2.74 | 2.79 | 2.68 | .017 | .007 | .009 | .004 | .84 | .86 | .86 | .87 | 3,138 | 11,877 | 2,653 | .705 | .015 | .001 | .01 | -.06 | .07 |
| f. CLexplain | 2,404 | 2.90 | 2.83 | 2.86 | 2.79 | .016 | .006 | .008 | .004 | .78 | .81 | .80 | .81 | 3,150 | 3,794 | 2,655 | .000 | .014 | .000 | .09 | .06 | .14 |
| g. CLstudy | 2,396 | 2.73 | 2.70 | 2.74 | 2.66 | .018 | .007 | .010 | .004 | .90 | .94 | .93 | .96 | 3,151 | 3,811 | 2,656 | .228 | .418 | .000 | .03 | -.02 | .07 |
| h. CLproject | 2,385 | 2.80 | 2.67 | 2.75 | 2.64 | .017 | .007 | .009 | .004 | .85 | .86 | .85 | .87 | 3,089 | 11,680 | 2,621 | .000 | .018 | .000 | .16 | .05 | .18 |
| i. present | 2,348 | 2.43 | 2.12 | 2.15 | 2.15 | .020 | .006 | .009 | .004 | .96 | .84 | .87 | .87 | 2,861 | 3,394 | 2,531 | .000 | .000 | .000 | .36 | .31 | .32 |
| 2 a. RIntegrate | 2,328 | 2.83 | 2.68 | 2.71 | 2.68 | .017 | .006 | .009 | .004 | .81 | .84 | .82 | .85 | 3,071 | 3,701 | 2,579 | .000 | .000 | .000 | .18 | .15 | .17 |
| b. RSocietal | 2,302 | 2.75 | 2.59 | 2.58 | 2.60 | .017 | .007 | .009 | .004 | .84 | .87 | .86 | .87 | 3,031 | 3,665 | 2,544 | .000 | .000 | .000 | .19 | .20 | .17 |
| c. RIdiverse | 2,307 | 2.71 | 2.52 | 2.51 | 2.53 | .018 | .007 | .009 | .004 | .85 | .88 | .88 | .89 | 3,037 | 3,695 | 2,552 | .000 | .000 | .000 | .22 | .23 | .19 |
| d. Rlownview | 2,301 | 2.83 | 2.72 | 2.72 | 2.75 | .016 | .006 | .009 | .004 | .79 | .83 | .83 | .83 | 3,062 | 3,747 | 2,552 | .000 | .000 | .000 | .13 | .13 | .09 |
| e. RIperspect | 2,307 | 2.90 | 2.83 | 2.86 | 2.85 | .016 | .006 | .009 | .004 | .79 | .81 | .81 | .82 | 3,041 | 3,706 | 2,555 | .000 | .028 | .006 | .08 | .05 | .06 |
| f. RInewview | 2,294 | 2.89 | 2.83 | 2.86 | 2.83 | .016 | .006 | .008 | .004 | .77 | .80 | .79 | .81 | 3,019 | 3,657 | 2,539 | .001 | .083 | .000 | .07 | .04 | .08 |
| g. Rlconnect | 2,293 | 3.10 | 3.06 | 3.08 | 3.06 | .015 | .006 | .008 | .004 | .73 | .77 | .75 | .78 | 18,552 | 11,025 | 2,544 | .023 | .200 | .009 | .05 | .03 | .05 |
| 3 a. SFcareer | 2,305 | 2.34 | 2.11 | 2.21 | 2.16 | .018 | .007 | .009 | .004 | .88 | .87 | .88 | .89 | 2,981 | 3,624 | 2,536 | .000 | .000 | .000 | .27 | .15 | .20 |
| b. SFotherwork | 2,302 | 1.91 | 1.72 | 1.76 | 1.71 | .020 | .007 | .010 | .004 | .95 | .88 | .91 | .90 | 2,890 | 10,978 | 49,712 | .000 | .000 | .000 | .22 | .17 | .22 |
| c. SFdiscuss | 2,299 | 2.16 | 1.97 | 1.99 | 1.97 | .019 | .007 | .010 | .004 | .90 | .87 | .89 | .88 | 2,937 | 3,565 | 2,514 | .000 | .000 | .000 | .22 | .20 | .22 |
| d. SFperform | 2,293 | 2.17 | 1.99 | 2.03 | 2.05 | .019 | .007 | .009 | .004 | .89 | .85 | .87 | .86 | 2,911 | 3,536 | 2,506 | .000 | .000 | .000 | .22 | .16 | .15 |
| 4 a. memorize | 2,303 | 3.02 | 2.99 | 3.00 | 3.01 | .016 | .006 | .009 | .004 | .79 | .81 | .80 | .81 | 18,502 | 10,980 | 2,546 | .058 | .193 | .557 | .04 | .03 | .01 |
| b. HOapply | 2,296 | 3.07 | 3.06 | 3.07 | 3.03 | .016 | .006 | .009 | .004 | .76 | .81 | .80 | .81 | 3,072 | 3,748 | 2,554 | .778 | .786 | .022 | .01 | -.01 | .05 |
| c. HOanalyze | 2,292 | 3.07 | 3.01 | 3.01 | 2.99 | .017 | .007 | .009 | .004 | .79 | .82 | .82 | .83 | 18,348 | 10,895 | 49,269 | .000 | .001 | .000 | .08 | .08 | .10 |
| d. HOevaluate | 2,292 | 2.96 | 2.84 | 2.83 | 2.86 | .017 | .007 | .009 | .004 | .81 | .86 | .87 | .85 | 3,082 | 3,804 | 2,546 | .000 | .000 | .000 | .14 | .15 | .11 |
| e. HOform | 2,274 | 2.95 | 2.85 | 2.87 | 2.85 | .017 | .007 | .009 | .004 | .81 | .85 | .85 | .86 | 3,026 | 3,678 | 2,526 | .000 | .000 | .000 | .11 | .09 | .11 |
| 5 a. ETgoals | 2,306 | 3.18 | 3.09 | 3.12 | 3.12 | .015 | .006 | .008 | .004 | .74 | .76 | .75 | .76 | 3,039 | 10,985 | 49,422 | .000 | .000 | .000 | .12 | .09 | .08 |
| b. ETorganize | 2,303 | 3.17 | 3.06 | 3.07 | 3.09 | .015 | .006 | .008 | .004 | .72 | .76 | .76 | .76 | 3,069 | 10,954 | 49,292 | .000 | .000 | .000 | .14 | .13 | .11 |
| c. ETexample | 2,295 | 3.15 | 3.08 | 3.10 | 3.09 | .016 | .006 | .008 | .004 | .77 | .79 | .79 | .81 | 18,379 | 10,921 | 49,184 | .000 | .018 | .000 | .09 | .06 | .08 |
| d. ETdraftfb | 2,295 | 2.82 | 2.67 | 2.68 | 2.73 | .019 | .007 | .010 | .004 | .90 | .92 | .92 | .93 | 3,006 | 3,657 | 2,538 | .000 | .000 | .000 | .17 | .15 | .10 |
| e. ETfeedback | 2,284 | 2.80 | 2.61 | 2.62 | 2.66 | .019 | .007 | .010 | .004 | .89 | .89 | .90 | .91 | 2,968 | 3,606 | 2,521 | .000 | .000 | .000 | .21 | .19 | .15 |
| 6 a. QRconclude | 2,305 | 2.66 | 2.62 | 2.66 | 2.63 | .019 | .007 | .010 | .004 | .90 | .92 | .91 | .92 | 3,037 | 10,963 | 2,547 | .034 | .923 | .102 | .05 | .00 | .03 |
| b. QRproblem | 2,304 | 2.45 | 2.30 | 2.37 | 2.32 | .020 | .007 | .010 | .004 | .94 | .94 | .95 | .95 | 2,996 | 10,944 | 49,295 | .000 | .000 | .000 | .16 | .09 | .13 |
| c. QRevaluate | 2,297 | 2.48 | 2.34 | 2.37 | 2.34 | .019 | .007 | .010 | .004 | .90 | .91 | .91 | .92 | 18,350 | 10,925 | 49,125 | .000 | .000 | .000 | .16 | .12 | .15 |
| 7 a. wrshortnum | 2,225 | 7.43 | 6.92 | 6.53 | 6.51 | .129 | .046 | .063 | .027 | 6.11 | 5.64 | 5.67 | 5.51 | 2,816 | 3,362 | 2,415 | .000 | .000 | .000 | .09 | .15 | .17 |
| b. wrmednum | 2,165 | 2.07 | 2.19 | 1.95 | 2.10 | .062 | .025 | .033 | .014 | 2.89 | 2.99 | 2.87 | 2.90 | 16,740 | 3,451 | 44,039 | .088 | .082 | .667 | -.04 | .04 | -.01 |

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

Indiana University Bloomington

First-Year Students

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | | | |
|---------------------------|----------------|----------------|-------|-------|----------------|-----------------------------|-------|-------|-------|---------------------------------|----------------|-------|----------------|---------------------------------|----------------|-------------------|---------------------------|------|-------------------|--------------------------|------|-------------------|--|--|
| | IU Bloomington | IU Bloomington | AAU | | Carnegie RU/VH | IU Bloomington | AAU | | HLC | Carnegie RU/VH | IU Bloomington | AAU | | HLC | Carnegie RU/VH | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | AAU | HLC | AAU | | HLC | AAU | HLC | AAU | | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | | | | | |
| c. wrlongnum | 2,113 | .73 | .77 | .80 | .78 | .053 | .020 | .030 | .012 | 2.43 | 2.34 | 2.60 | 2.46 | 16,176 | 9,639 | 42,640 | .535 | .307 | .373 | -.01 | -.03 | -.02 | | |
| — wrpages | 2,093 | 48.20 | 48.01 | 45.58 | 46.26 | 1.269 | .475 | .711 | .286 | 58.06 | 56.03 | 61.44 | 57.32 | 15,994 | 9,554 | 42,142 | .885 | .080 | .130 | .00 | .04 | .03 | | |
| 8 a. DDrace | 2,238 | 3.21 | 3.26 | 3.16 | 3.21 | .018 | .007 | .010 | .004 | .85 | .85 | .87 | .87 | 17,377 | 10,301 | 2,487 | .014 | .015 | .995 | -.06 | .06 | .00 | | |
| b. DDeconomic | 2,235 | 3.24 | 3.17 | 3.12 | 3.16 | .017 | .007 | .009 | .004 | .81 | .85 | .85 | .86 | 3,011 | 10,289 | 2,499 | .000 | .000 | .000 | .08 | .14 | .10 | | |
| c. DDreligion | 2,225 | 3.21 | 3.18 | 3.10 | 3.15 | .018 | .007 | .010 | .004 | .86 | .88 | .89 | .89 | 17,314 | 10,245 | 45,630 | .173 | .000 | .002 | .03 | .12 | .07 | | |
| d. DDpolitical | 2,227 | 3.15 | 3.06 | 3.05 | 3.08 | .019 | .007 | .010 | .004 | .88 | .91 | .90 | .91 | 17,221 | 10,200 | 45,412 | .000 | .000 | .001 | .10 | .11 | .08 | | |
| 9 a. LSreading | 2,226 | 3.24 | 3.13 | 3.11 | 3.13 | .016 | .006 | .009 | .004 | .74 | .78 | .78 | .78 | 17,270 | 10,192 | 45,549 | .000 | .000 | .000 | .14 | .16 | .14 | | |
| b. LSnotes | 2,217 | 2.93 | 2.83 | 2.86 | 2.88 | .019 | .007 | .010 | .004 | .90 | .90 | .90 | .90 | 2,914 | 10,182 | 45,384 | .000 | .000 | .014 | .11 | .08 | .05 | | |
| c. LSsummary | 2,197 | 2.93 | 2.78 | 2.79 | 2.81 | .019 | .007 | .010 | .004 | .88 | .89 | .89 | .90 | 2,909 | 3,560 | 2,439 | .000 | .000 | .000 | .18 | .16 | .13 | | |
| 10. challenge | 2,226 | 5.49 | 5.52 | 5.56 | 5.52 | .023 | .009 | .012 | .005 | 1.09 | 1.11 | 1.10 | 1.12 | 17,251 | 10,199 | 2,473 | .224 | .014 | .281 | -.03 | -.06 | -.02 | | |
| 11 a. intern ^l | 2,229 | .116 | .098 | .100 | .095 | .0068 | .0024 | .0034 | .0014 | -- | -- | -- | -- | -- | -- | -- | .008 | .023 | .001 | .06 | .05 | .07 | | |
| b. leader ^l | 2,220 | .197 | .140 | .146 | .130 | .0084 | .0028 | .0040 | .0016 | -- | -- | -- | -- | -- | -- | -- | .000 | .000 | .000 | .16 | .14 | .18 | | |
| c. learncom ^l | 2,219 | .211 | .173 | .212 | .182 | .0087 | .0031 | .0046 | .0019 | -- | -- | -- | -- | -- | -- | -- | .000 | .914 | .001 | .10 | .00 | .07 | | |
| d. abroad ^l | 2,217 | .057 | .043 | .045 | .044 | .0049 | .0017 | .0023 | .0010 | -- | -- | -- | -- | -- | -- | -- | .002 | .022 | .003 | .07 | .05 | .06 | | |
| e. research ^l | 2,210 | .073 | .066 | .076 | .063 | .0055 | .0020 | .0030 | .0012 | -- | -- | -- | -- | -- | -- | -- | .237 | .665 | .047 | .03 | -.01 | .04 | | |
| f. capstone ^l | 2,205 | .045 | .029 | .027 | .030 | .0044 | .0014 | .0018 | .0008 | -- | -- | -- | -- | -- | -- | -- | .000 | .000 | .000 | .08 | .10 | .08 | | |
| 12. servcourse | 2,170 | 1.52 | 1.46 | 1.51 | 1.51 | .014 | .005 | .007 | .003 | .64 | .61 | .63 | .63 | 2,774 | 9,998 | 44,628 | .000 | .343 | .354 | .09 | .02 | .02 | | |
| 13 a. QIstudent | 2,220 | 5.58 | 5.54 | 5.56 | 5.57 | .027 | .011 | .015 | .006 | 1.29 | 1.29 | 1.30 | 1.33 | 17,147 | 10,153 | 45,146 | .233 | .497 | .764 | .03 | .02 | .01 | | |
| b. QIadvisor | 2,208 | 5.11 | 4.99 | 5.11 | 5.06 | .034 | .014 | .019 | .008 | 1.61 | 1.66 | 1.64 | 1.67 | 16,541 | 9,976 | 2,463 | .001 | .900 | .221 | .07 | .00 | .03 | | |
| c. QIfaculty | 2,191 | 5.36 | 5.06 | 5.11 | 5.11 | .028 | .012 | .016 | .007 | 1.31 | 1.40 | 1.40 | 1.44 | 16,900 | 9,991 | 2,473 | .000 | .000 | .000 | .21 | .18 | .18 | | |
| d. QIstaff | 2,093 | 5.00 | 4.93 | 4.99 | 4.94 | .033 | .013 | .018 | .008 | 1.49 | 1.57 | 1.58 | 1.62 | 2,849 | 3,549 | 2,362 | .036 | .834 | .070 | .05 | .01 | .04 | | |
| e. QIadmin | 1,961 | 4.75 | 4.67 | 4.77 | 4.70 | .036 | .014 | .020 | .009 | 1.60 | 1.63 | 1.65 | 1.68 | 14,995 | 8,888 | 2,186 | .060 | .597 | .183 | .05 | -.01 | .03 | | |
| 14 a. empstudy | 2,128 | 3.19 | 3.24 | 3.25 | 3.22 | .016 | .006 | .008 | .004 | .74 | .74 | .73 | .74 | 16,237 | 9,558 | 42,271 | .004 | .001 | .136 | -.07 | -.08 | -.03 | | |
| b. SEacademic | 2,115 | 3.13 | 3.05 | 3.08 | 3.10 | .017 | .007 | .009 | .004 | .78 | .81 | .81 | .81 | 16,170 | 9,523 | 2,368 | .000 | .008 | .063 | .10 | .07 | .04 | | |
| c. SElearnsup | 2,110 | 3.07 | 3.07 | 3.08 | 3.13 | .019 | .007 | .010 | .004 | .86 | .85 | .87 | .86 | 16,128 | 9,480 | 2,339 | .991 | .493 | .002 | .00 | -.02 | -.07 | | |
| d. SEdiverse | 2,110 | 2.89 | 2.76 | 2.75 | 2.76 | .020 | .008 | .011 | .005 | .92 | .95 | .95 | .96 | 2,823 | 3,485 | 2,356 | .000 | .000 | .000 | .13 | .14 | .13 | | |
| e. SESocial | 2,116 | 3.18 | 3.04 | 3.06 | 3.08 | .017 | .007 | .010 | .004 | .80 | .84 | .85 | .85 | 16,172 | 9,504 | 42,021 | .000 | .000 | .000 | .17 | .14 | .13 | | |
| f. SEwellness | 2,113 | 3.15 | 3.04 | 3.06 | 3.07 | .018 | .007 | .010 | .004 | .82 | .86 | .86 | .86 | 16,135 | 9,476 | 41,881 | .000 | .000 | .000 | .13 | .11 | .09 | | |
| g. SEnonacad | 2,110 | 2.54 | 2.33 | 2.37 | 2.39 | .021 | .008 | .011 | .005 | .97 | .95 | .97 | .97 | 2,764 | 9,471 | 41,821 | .000 | .000 | .000 | .22 | .18 | .16 | | |
| h. SEactivities | 2,119 | 3.14 | 2.95 | 2.95 | 3.00 | .017 | .007 | .010 | .004 | .80 | .86 | .88 | .87 | 16,050 | 3,730 | 41,761 | .000 | .000 | .000 | .22 | .21 | .15 | | |
| i. SEevents | 2,095 | 2.75 | 2.56 | 2.57 | 2.60 | .020 | .008 | .011 | .005 | .91 | .92 | .94 | .94 | 2,778 | 3,483 | 2,337 | .000 | .000 | .000 | .21 | .20 | .16 | | |
| 15 a. tmprephrs | 2,119 | 15.33 | 16.25 | 16.00 | 15.20 | .176 | .073 | .101 | .043 | 8.10 | 8.67 | 8.63 | 8.53 | 2,903 | 3,616 | 2,375 | .000 | .001 | .491 | -.11 | -.08 | .01 | | |
| b. tmcocurhrs | 2,101 | 6.96 | 6.23 | 6.33 | 5.87 | .154 | .055 | .078 | .033 | 7.04 | 6.54 | 6.65 | 6.67 | 2,674 | 3,245 | 2,304 | .000 | .000 | .000 | .11 | .09 | .16 | | |
| c. tmworkonhrs | 2,111 | 2.60 | 2.65 | 2.75 | 2.37 | .124 | .046 | .065 | .028 | 5.71 | 5.40 | 5.56 | 5.51 | 16,097 | 9,481 | 2,324 | .734 | .296 | .066 | -.01 | -.03 | .04 | | |

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

Indiana University Bloomington

First-Year Students

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | |
|-----------------|----------------|----------------|-------|-------|----------------|-----------------------------|------|------|----------------|---------------------------------|------|------|----------------|---------------------------------|-------|----------------|---------------------------|------|----------------|--------------------------|------|----------------|
| | IU Bloomington | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH |
| d. tmworkoffhrs | 2,104 | 1.89 | 2.19 | 2.77 | 3.28 | .113 | .049 | .079 | .037 | 5.20 | 5.76 | 6.75 | 7.31 | 2,942 | 4,351 | 2,567 | .014 | .000 | .000 | -.05 | -.14 | -.19 |
| — tmworkhrs | 2,094 | 4.45 | 4.76 | 5.43 | 5.58 | .200 | .074 | .110 | .049 | 9.17 | 8.68 | 9.42 | 9.74 | 15,937 | 3,465 | 2,351 | .125 | .000 | .000 | -.04 | -.10 | -.12 |
| e. tmervicehrs | 2,080 | 2.58 | 2.24 | 2.44 | 2.35 | .102 | .036 | .049 | .022 | 4.63 | 4.18 | 4.20 | 4.30 | 2,614 | 3,128 | 2,273 | .002 | .212 | .024 | .08 | .03 | .05 |
| f. tmrelaxhrs | 2,089 | 13.54 | 13.25 | 12.91 | 13.21 | .176 | .071 | .095 | .043 | 8.05 | 8.30 | 8.09 | 8.52 | 15,933 | 9,377 | 2,342 | .131 | .002 | .073 | .04 | .08 | .04 |
| g. tmcarehrs | 2,088 | 1.40 | 1.32 | 1.47 | 1.72 | .097 | .035 | .053 | .025 | 4.41 | 4.18 | 4.51 | 5.05 | 2,681 | 9,391 | 2,386 | .426 | .523 | .001 | .02 | -.02 | -.06 |
| h. tmcommutehrs | 2,108 | 4.12 | 3.50 | 3.83 | 3.80 | .116 | .041 | .058 | .026 | 5.34 | 4.82 | 4.93 | 5.21 | 2,653 | 3,211 | 2,326 | .000 | .025 | .007 | .13 | .06 | .06 |
| 16. reading | 2,077 | 2.83 | 2.76 | 2.74 | 2.66 | .024 | .009 | .013 | .006 | 1.07 | 1.11 | 1.10 | 1.10 | 2,793 | 3,422 | 2,315 | .006 | .001 | .000 | .06 | .08 | .15 |
| — tmreadinghrs | 2,074 | 7.15 | 7.31 | 7.22 | 6.53 | .126 | .052 | .072 | .029 | 5.72 | 6.05 | 6.10 | 5.73 | 2,821 | 3,532 | 41,143 | .246 | .601 | .000 | -.03 | -.01 | .11 |
| 17 a. pgwrite | 2,113 | 2.76 | 2.70 | 2.69 | 2.74 | .020 | .008 | .011 | .005 | .93 | .93 | .93 | .93 | 16,069 | 9,467 | 41,795 | .003 | .001 | .303 | .07 | .08 | .02 |
| b. pgspeak | 2,104 | 2.79 | 2.48 | 2.55 | 2.54 | .021 | .008 | .011 | .005 | .95 | .95 | .96 | .96 | 2,787 | 3,449 | 2,338 | .000 | .000 | .000 | .33 | .25 | .26 |
| c. pgthink | 2,103 | 3.11 | 3.05 | 3.12 | 3.05 | .017 | .007 | .009 | .004 | .79 | .83 | .80 | .83 | 16,026 | 9,436 | 41,656 | .002 | .676 | .000 | .07 | -.01 | .08 |
| d. pganalyze | 2,098 | 2.71 | 2.68 | 2.74 | 2.69 | .021 | .008 | .011 | .005 | .95 | .96 | .96 | .96 | 15,997 | 9,419 | 41,624 | .233 | .116 | .336 | .03 | -.04 | .02 |
| e. pgwork | 2,103 | 2.81 | 2.56 | 2.63 | 2.57 | .021 | .008 | .011 | .005 | .94 | .94 | .95 | .97 | 2,780 | 3,419 | 2,344 | .000 | .000 | .000 | .26 | .19 | .25 |
| f. pgothers | 2,102 | 2.94 | 2.74 | 2.82 | 2.78 | .019 | .008 | .010 | .005 | .88 | .89 | .88 | .90 | 2,796 | 3,413 | 2,342 | .000 | .000 | .000 | .22 | .14 | .18 |
| g. pgvalues | 2,101 | 2.81 | 2.56 | 2.63 | 2.60 | .021 | .008 | .011 | .005 | .95 | .97 | .97 | .98 | 2,814 | 3,472 | 2,346 | .000 | .000 | .000 | .26 | .19 | .21 |
| h. pgdiverse | 2,105 | 2.90 | 2.71 | 2.71 | 2.72 | .020 | .008 | .011 | .005 | .92 | .95 | .95 | .96 | 2,843 | 3,525 | 2,356 | .000 | .000 | .000 | .19 | .19 | .19 |
| i. pgprobsolve | 2,104 | 2.77 | 2.60 | 2.65 | 2.61 | .020 | .008 | .011 | .005 | .92 | .93 | .93 | .94 | 2,793 | 3,421 | 2,344 | .000 | .000 | .000 | .18 | .13 | .17 |
| j. pgcitizen | 2,091 | 2.73 | 2.54 | 2.58 | 2.57 | .020 | .008 | .011 | .005 | .93 | .95 | .95 | .96 | 2,777 | 3,434 | 2,329 | .000 | .000 | .000 | .20 | .15 | .17 |
| 18. evalexp | 2,107 | 3.33 | 3.21 | 3.27 | 3.22 | .015 | .006 | .008 | .004 | .68 | .72 | .70 | .71 | 16,086 | 9,449 | 41,874 | .000 | .000 | .000 | .18 | .09 | .16 |
| 19. sameinst | 2,109 | 3.36 | 3.25 | 3.33 | 3.27 | .016 | .006 | .009 | .004 | .76 | .77 | .75 | .78 | 16,113 | 9,470 | 41,894 | .000 | .087 | .000 | .14 | .04 | .11 |

IPEDS: 151351

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

Indiana University Bloomington

Seniors

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | |
|-----------------|----------------|----------------|------|------|----------------|-----------------------------|------|------|----------------|---------------------------------|------|------|----------------|---------------------------------|--------|----------------|---------------------------|-------|----------------|--------------------------|------|----------------|
| | IU Bloomington | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH |
| 1 a. askquest | 1,734 | 3.10 | 2.94 | 2.99 | 2.98 | .020 | .007 | .009 | .004 | .84 | .88 | .86 | .89 | 17,689 | 10,335 | 50,366 | .000 | .000 | .000 | .18 | .12 | .13 |
| b. drafts | 1,720 | 2.20 | 2.21 | 2.28 | 2.29 | .024 | .008 | .011 | .005 | .98 | 1.00 | 1.00 | 1.01 | 17,594 | 2,501 | 1,853 | .795 | .004 | .001 | -.01 | -.07 | -.08 |
| c. unpreparedr | 1,705 | 2.61 | 2.74 | 2.80 | 2.84 | .020 | .007 | .009 | .004 | .81 | .83 | .83 | .82 | 17,504 | 2,479 | 1,831 | .000 | .000 | .000 | -.16 | -.22 | -.27 |
| d. attendart | 1,702 | 2.20 | 1.90 | 1.87 | 1.84 | .022 | .007 | .010 | .004 | .93 | .89 | .89 | .90 | 2,056 | 2,383 | 49,629 | .000 | .000 | .000 | .34 | .37 | .40 |
| e. CLaskhelp | 1,699 | 2.48 | 2.54 | 2.60 | 2.50 | .021 | .007 | .010 | .004 | .85 | .88 | .89 | .90 | 2,116 | 2,516 | 1,835 | .007 | .000 | .514 | -.07 | -.13 | -.02 |
| f. CLexplain | 1,693 | 2.81 | 2.83 | 2.85 | 2.80 | .019 | .007 | .009 | .004 | .78 | .82 | .84 | .84 | 2,121 | 2,544 | 1,834 | .495 | .104 | .523 | -.02 | -.04 | .01 |
| g. CLstudy | 1,691 | 2.54 | 2.59 | 2.63 | 2.56 | .023 | .008 | .011 | .005 | .94 | .96 | .98 | .99 | 17,163 | 2,486 | 1,826 | .048 | .001 | .301 | -.05 | -.09 | -.02 |
| h. CLproject | 1,682 | 2.94 | 2.94 | 2.98 | 2.90 | .022 | .007 | .010 | .004 | .89 | .90 | .90 | .91 | 17,105 | 9,991 | 1,810 | .894 | .082 | .159 | .00 | -.05 | .03 |
| i. present | 1,654 | 2.73 | 2.64 | 2.63 | 2.61 | .022 | .008 | .010 | .004 | .90 | .93 | .94 | .95 | 2,062 | 2,451 | 1,788 | .000 | .000 | .000 | .09 | .11 | .12 |
| 2 a. RIntegrate | 1,640 | 3.05 | 3.01 | 3.04 | 3.02 | .019 | .007 | .009 | .004 | .77 | .81 | .81 | .83 | 2,055 | 2,420 | 1,777 | .058 | .872 | .217 | .05 | .00 | .03 |
| b. RSocietal | 1,621 | 2.84 | 2.76 | 2.78 | 2.79 | .021 | .007 | .010 | .004 | .85 | .91 | .91 | .92 | 2,047 | 2,430 | 1,758 | .000 | .010 | .009 | .09 | .07 | .06 |
| c. RIDiverse | 1,620 | 2.70 | 2.52 | 2.53 | 2.55 | .022 | .008 | .011 | .005 | .89 | .97 | .97 | .99 | 2,069 | 2,474 | 1,765 | .000 | .000 | .000 | .19 | .17 | .15 |
| d. Rlownview | 1,613 | 2.87 | 2.76 | 2.79 | 2.81 | .020 | .007 | .009 | .004 | .82 | .85 | .84 | .87 | 2,011 | 2,348 | 1,742 | .000 | .000 | .001 | .13 | .10 | .08 |
| e. RIperspect | 1,614 | 2.96 | 2.87 | 2.89 | 2.91 | .020 | .007 | .009 | .004 | .81 | .85 | .84 | .85 | 2,026 | 2,374 | 1,745 | .000 | .003 | .013 | .11 | .08 | .06 |
| f. Rlnewview | 1,611 | 2.98 | 2.93 | 2.95 | 2.94 | .020 | .007 | .009 | .004 | .79 | .80 | .80 | .81 | 16,235 | 9,518 | 1,734 | .014 | .150 | .029 | .06 | .04 | .05 |
| g. RIconnect | 1,598 | 3.19 | 3.19 | 3.23 | 3.21 | .019 | .006 | .008 | .004 | .76 | .75 | .74 | .76 | 16,152 | 9,461 | 46,086 | .909 | .068 | .338 | .00 | -.05 | -.02 |
| 3 a. SFcareer | 1,607 | 2.47 | 2.36 | 2.41 | 2.36 | .023 | .008 | .011 | .005 | .94 | .94 | .95 | .96 | 16,269 | 9,518 | 46,307 | .000 | .011 | .000 | .12 | .07 | .12 |
| b. SFotherwork | 1,601 | 2.09 | 1.98 | 1.99 | 1.94 | .026 | .008 | .011 | .005 | 1.03 | 1.01 | 1.02 | 1.02 | 16,223 | 9,495 | 46,138 | .000 | .000 | .000 | .11 | .10 | .15 |
| c. SFdiscuss | 1,604 | 2.22 | 2.17 | 2.17 | 2.16 | .022 | .008 | .010 | .004 | .90 | .92 | .92 | .94 | 16,207 | 9,495 | 1,732 | .034 | .057 | .013 | .06 | .05 | .06 |
| d. SFperform | 1,591 | 2.15 | 2.07 | 2.08 | 2.12 | .022 | .007 | .010 | .004 | .88 | .90 | .90 | .91 | 16,100 | 9,452 | 45,920 | .001 | .007 | .274 | .09 | .07 | .03 |
| 4 a. memorize | 1,598 | 2.81 | 2.81 | 2.78 | 2.83 | .022 | .007 | .010 | .004 | .86 | .89 | .90 | .90 | 1,994 | 2,361 | 1,724 | .978 | .258 | .362 | .00 | .03 | -.02 |
| b. HOapply | 1,595 | 3.07 | 3.09 | 3.14 | 3.12 | .020 | .007 | .009 | .004 | .80 | .81 | .80 | .82 | 1,978 | 2,297 | 1,717 | .238 | .001 | .008 | -.03 | -.09 | -.07 |
| c. HOanalyze | 1,584 | 3.04 | 3.04 | 3.08 | 3.07 | .021 | .007 | .009 | .004 | .84 | .85 | .84 | .85 | 16,054 | 9,401 | 1,702 | .934 | .073 | .141 | .00 | -.05 | -.04 |
| d. HOevaluate | 1,592 | 2.94 | 2.79 | 2.82 | 2.86 | .021 | .008 | .010 | .004 | .84 | .92 | .91 | .92 | 2,036 | 2,420 | 1,731 | .000 | .000 | .000 | .17 | .13 | .09 |
| e. HOform | 1,591 | 2.92 | 2.86 | 2.91 | 2.91 | .021 | .007 | .010 | .004 | .83 | .89 | .87 | .89 | 2,010 | 2,361 | 1,724 | .007 | .745 | .754 | .07 | .01 | .01 |
| 5 a. ETgoals | 1,597 | 3.11 | 3.13 | 3.19 | 3.17 | .018 | .006 | .008 | .004 | .72 | .75 | .74 | .77 | 1,991 | 2,332 | 1,728 | .334 | .000 | .004 | -.02 | -.10 | -.07 |
| b. ETorganize | 1,592 | 3.15 | 3.07 | 3.13 | 3.10 | .018 | .006 | .008 | .004 | .73 | .75 | .75 | .77 | 16,098 | 9,433 | 45,903 | .000 | .373 | .026 | .10 | .02 | .06 |
| c. ETexample | 1,586 | 3.18 | 3.11 | 3.16 | 3.13 | .019 | .007 | .009 | .004 | .75 | .79 | .80 | .81 | 16,064 | 2,364 | 1,720 | .001 | .295 | .009 | .09 | .03 | .06 |
| d. ETdraftfb | 1,589 | 2.67 | 2.55 | 2.63 | 2.65 | .023 | .008 | .011 | .005 | .93 | .97 | .97 | .98 | 1,985 | 2,348 | 1,719 | .000 | .184 | .394 | .12 | .04 | .02 |
| e. ETfeedback | 1,577 | 2.75 | 2.68 | 2.73 | 2.76 | .022 | .007 | .010 | .004 | .87 | .89 | .89 | .91 | 1,957 | 2,308 | 1,703 | .003 | .506 | .620 | .08 | .02 | -.01 |
| 6 a. QRconclude | 1,595 | 2.69 | 2.73 | 2.77 | 2.72 | .023 | .008 | .011 | .005 | .94 | .96 | .96 | .97 | 16,110 | 9,436 | 45,924 | .076 | .002 | .209 | -.05 | -.09 | -.03 |
| b. QRproblem | 1,595 | 2.50 | 2.46 | 2.50 | 2.46 | .024 | .008 | .011 | .005 | .95 | 1.01 | 1.00 | 1.00 | 2,010 | 2,372 | 1,725 | .140 | 1.000 | .097 | .04 | .00 | .04 |
| c. QRevaluate | 1,589 | 2.59 | 2.54 | 2.56 | 2.51 | .023 | .008 | .011 | .005 | .91 | .96 | .96 | .97 | 1,993 | 2,360 | 1,719 | .065 | .376 | .001 | .05 | .02 | .08 |
| 7 a. wrshortnum | 1,520 | 8.95 | 7.42 | 7.59 | 7.04 | .175 | .056 | .078 | .032 | 6.83 | 6.46 | 6.64 | 6.42 | 1,839 | 2,160 | 1,621 | .000 | .000 | .000 | .23 | .20 | .30 |
| b. wrmednum | 1,499 | 3.55 | 3.28 | 3.07 | 3.14 | .101 | .033 | .045 | .020 | 3.93 | 3.84 | 3.77 | 3.91 | 14,825 | 8,673 | 41,535 | .011 | .000 | .000 | .07 | .13 | .10 |

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

Indiana University Bloomington

Seniors

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | |
|---------------------------|----------------|----------------|-------|-------|----------------|-----------------------------|-------|-------|----------------|---------------------------------|-------|-------|----------------|---------------------------------|-------|----------------|---------------------------|------|----------------|--------------------------|------|----------------|
| | IU Bloomington | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH |
| c. wrlongnum | 1,475 | 1.75 | 1.98 | 1.81 | 1.87 | .081 | .031 | .040 | .018 | 3.09 | 3.50 | 3.35 | 3.49 | 1,925 | 2,261 | 1,618 | .010 | .564 | .150 | -.06 | -.02 | -.03 |
| — wrpages | 1,456 | 79.87 | 76.33 | 72.60 | 72.17 | 1.980 | .721 | .958 | .419 | 75.55 | 81.39 | 79.41 | 81.88 | 14,213 | 8,332 | 39,723 | .113 | .001 | .000 | .04 | .09 | .09 |
| 8 a. DDrace | 1,537 | 3.15 | 3.24 | 3.12 | 3.23 | .022 | .007 | .010 | .004 | .85 | .87 | .90 | .89 | 1,906 | 2,289 | 1,661 | .000 | .273 | .001 | -.11 | .03 | -.09 |
| b. DDeconomic | 1,534 | 3.13 | 3.17 | 3.11 | 3.18 | .021 | .007 | .010 | .004 | .81 | .86 | .87 | .87 | 1,936 | 2,317 | 1,665 | .064 | .513 | .016 | -.05 | .02 | -.06 |
| c. DDreligion | 1,531 | 3.17 | 3.18 | 3.10 | 3.16 | .021 | .007 | .010 | .004 | .83 | .88 | .89 | .91 | 1,933 | 2,326 | 1,668 | .551 | .003 | .701 | -.02 | .08 | .01 |
| d. DDpolitical | 1,528 | 3.09 | 3.07 | 3.07 | 3.11 | .022 | .008 | .010 | .004 | .86 | .90 | .90 | .91 | 1,927 | 8,898 | 1,657 | .475 | .532 | .343 | .02 | .02 | -.02 |
| 9 a. LSreading | 1,530 | 3.25 | 3.16 | 3.18 | 3.19 | .019 | .007 | .009 | .004 | .76 | .82 | .81 | .81 | 1,944 | 2,314 | 1,659 | .000 | .001 | .008 | .11 | .09 | .07 |
| b. LSnotes | 1,524 | 2.68 | 2.68 | 2.74 | 2.80 | .024 | .008 | .011 | .005 | .95 | .96 | .96 | .96 | 15,224 | 8,916 | 42,938 | .853 | .025 | .000 | -.01 | -.06 | -.13 |
| c. LSsummary | 1,501 | 2.77 | 2.73 | 2.79 | 2.82 | .023 | .008 | .011 | .005 | .91 | .93 | .93 | .93 | 1,868 | 8,801 | 42,462 | .092 | .521 | .033 | .04 | -.02 | -.06 |
| 10. challenge | 1,525 | 5.24 | 5.45 | 5.49 | 5.55 | .030 | .010 | .014 | .006 | 1.18 | 1.18 | 1.17 | 1.19 | 15,219 | 8,903 | 1,642 | .000 | .000 | .000 | -.18 | -.21 | -.25 |
| 11 a. intern ^l | 1,526 | .598 | .627 | .626 | .558 | .0126 | .0041 | .0056 | .0024 | -- | -- | -- | -- | -- | -- | -- | .025 | .037 | .002 | -.06 | -.06 | .08 |
| b. leader ^l | 1,522 | .521 | .488 | .483 | .409 | .0128 | .0043 | .0058 | .0024 | -- | -- | -- | -- | -- | -- | -- | .015 | .007 | .000 | .07 | .08 | .23 |
| c. learncom ^l | 1,523 | .280 | .269 | .300 | .255 | .0115 | .0038 | .0053 | .0021 | -- | -- | -- | -- | -- | -- | -- | .382 | .128 | .029 | .02 | -.04 | .06 |
| d. abroad ^l | 1,519 | .268 | .239 | .222 | .178 | .0114 | .0037 | .0049 | .0019 | -- | -- | -- | -- | -- | -- | -- | .012 | .000 | .000 | .07 | .11 | .22 |
| e. research ^l | 1,517 | .268 | .343 | .333 | .283 | .0114 | .0041 | .0055 | .0022 | -- | -- | -- | -- | -- | -- | -- | .000 | .000 | .176 | -.16 | -.14 | -.04 |
| f. capstone ^l | 1,522 | .412 | .444 | .487 | .431 | .0126 | .0043 | .0058 | .0024 | -- | -- | -- | -- | -- | -- | -- | .018 | .000 | .154 | -.06 | -.15 | -.04 |
| 12. servcourse | 1,510 | 1.62 | 1.54 | 1.58 | 1.60 | .017 | .005 | .007 | .003 | .65 | .62 | .63 | .65 | 15,112 | 8,834 | 42,584 | .000 | .025 | .151 | .14 | .06 | .04 |
| 13 a. Qlstudent | 1,515 | 5.55 | 5.61 | 5.72 | 5.67 | .033 | .011 | .014 | .006 | 1.28 | 1.27 | 1.24 | 1.30 | 15,177 | 2,139 | 42,642 | .046 | .000 | .000 | -.05 | -.14 | -.09 |
| b. Qladvisor | 1,509 | 4.97 | 4.90 | 5.10 | 4.95 | .043 | .015 | .020 | .009 | 1.69 | 1.78 | 1.74 | 1.81 | 1,906 | 2,220 | 1,639 | .189 | .005 | .812 | .03 | -.08 | .01 |
| c. Qlfaculty | 1,509 | 5.48 | 5.29 | 5.37 | 5.37 | .031 | .012 | .016 | .007 | 1.22 | 1.35 | 1.32 | 1.39 | 1,940 | 2,302 | 1,654 | .000 | .001 | .000 | .14 | .09 | .08 |
| d. Qlstaff | 1,391 | 4.88 | 4.77 | 4.92 | 4.81 | .042 | .015 | .020 | .009 | 1.56 | 1.62 | 1.57 | 1.69 | 1,753 | 7,720 | 1,522 | .008 | .414 | .078 | .07 | -.02 | .04 |
| e. Qladmin | 1,382 | 4.56 | 4.53 | 4.74 | 4.61 | .043 | .015 | .020 | .009 | 1.60 | 1.67 | 1.63 | 1.73 | 1,731 | 8,027 | 1,499 | .546 | .000 | .292 | .02 | -.11 | -.03 |
| 14 a. empstudy | 1,475 | 3.05 | 3.22 | 3.24 | 3.18 | .020 | .007 | .009 | .004 | .78 | .76 | .74 | .77 | 1,803 | 2,066 | 1,584 | .000 | .000 | .000 | -.23 | -.26 | -.17 |
| b. SEacademic | 1,462 | 2.87 | 2.86 | 2.95 | 2.91 | .021 | .007 | .010 | .004 | .80 | .85 | .83 | .86 | 1,846 | 8,471 | 1,589 | .884 | .000 | .076 | .00 | -.10 | -.04 |
| c. SElearnsup | 1,460 | 2.71 | 2.77 | 2.84 | 2.82 | .023 | .008 | .011 | .005 | .89 | .91 | .92 | .93 | 14,436 | 8,458 | 40,366 | .011 | .000 | .000 | -.07 | -.14 | -.12 |
| d. SEdiverse | 1,465 | 2.57 | 2.55 | 2.53 | 2.58 | .025 | .009 | .012 | .005 | .95 | 1.00 | 1.00 | 1.00 | 1,843 | 2,183 | 1,588 | .509 | .194 | .535 | .02 | .04 | -.02 |
| e. SEsocial | 1,463 | 2.98 | 2.93 | 2.96 | 2.93 | .023 | .008 | .011 | .005 | .86 | .89 | .89 | .90 | 1,825 | 8,468 | 1,584 | .020 | .358 | .031 | .06 | .03 | .06 |
| f. SEwellness | 1,457 | 2.94 | 2.91 | 2.93 | 2.89 | .023 | .008 | .011 | .005 | .86 | .90 | .92 | .93 | 1,834 | 2,214 | 1,586 | .273 | .717 | .061 | .03 | .01 | .05 |
| g. SEnonacad | 1,458 | 2.12 | 2.06 | 2.09 | 2.09 | .025 | .008 | .011 | .005 | .95 | .95 | .96 | .98 | 14,406 | 8,450 | 40,209 | .017 | .258 | .196 | .07 | .03 | .03 |
| h. SEactivities | 1,460 | 2.96 | 2.85 | 2.85 | 2.84 | .022 | .008 | .011 | .005 | .85 | .91 | .92 | .94 | 1,851 | 2,233 | 1,594 | .000 | .000 | .000 | .13 | .13 | .13 |
| i. SEevents | 1,459 | 2.50 | 2.43 | 2.41 | 2.45 | .024 | .008 | .011 | .005 | .93 | .93 | .95 | .95 | 14,324 | 8,402 | 39,962 | .006 | .001 | .076 | .08 | .09 | .05 |
| 15 a. tmprephrs | 1,462 | 14.05 | 15.76 | 16.04 | 15.00 | .218 | .080 | .109 | .046 | 8.34 | 9.12 | 9.09 | 9.08 | 1,877 | 2,247 | 1,594 | .000 | .000 | .000 | -.19 | -.22 | -.10 |
| b. tmcocurhrs | 1,454 | 6.56 | 6.22 | 6.05 | 5.32 | .188 | .063 | .083 | .035 | 7.19 | 7.12 | 6.94 | 6.91 | 14,352 | 8,407 | 1,556 | .090 | .012 | .000 | .05 | .07 | .18 |
| c. tmworkonhrs | 1,455 | 5.02 | 5.13 | 5.38 | 4.20 | .203 | .067 | .095 | .038 | 7.73 | 7.66 | 7.94 | 7.55 | 14,407 | 2,143 | 1,561 | .589 | .106 | .000 | -.01 | -.05 | .11 |

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

Indiana University Bloomington

Seniors

| Variable Name | N | Mean | | | | Standard error ^h | | | | Standard deviation ⁱ | | | | Degrees of freedom ^j | | | Significance ^k | | | Effect size ^e | | |
|-----------------|----------------|----------------|-------|-------|----------------|-----------------------------|------|------|----------------|---------------------------------|-------|-------|----------------|---------------------------------|-------|----------------|---------------------------|------|----------------|--------------------------|------|----------------|
| | IU Bloomington | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | IU Bloomington | AAU | HLC | Carnegie RU/VH | Comparisons with: | | | Comparisons with: | | | Comparisons with: | | |
| | | | | | | | | | | | | | | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH | AAU | HLC | Carnegie RU/VH |
| d. tmworkoffhrs | 1,442 | 5.20 | 6.39 | 7.31 | 9.39 | .233 | .087 | .129 | .061 | 8.83 | 9.83 | 10.74 | 11.94 | 1,865 | 2,420 | 1,645 | .000 | .000 | .000 | -.12 | -.20 | -.35 |
| — tmworkhrs | 1,434 | 10.03 | 11.41 | 12.57 | 13.47 | .294 | .102 | .143 | .065 | 11.13 | 11.51 | 11.85 | 12.70 | 14,236 | 2,166 | 1,577 | .000 | .000 | .000 | -.12 | -.22 | -.27 |
| e. tmervicehrs | 1,439 | 2.89 | 2.88 | 3.01 | 3.00 | .124 | .043 | .059 | .026 | 4.71 | 4.93 | 4.88 | 5.15 | 14,267 | 8,343 | 1,569 | .927 | .401 | .379 | .00 | -.02 | -.02 |
| f. tmrelaxhrs | 1,442 | 13.82 | 12.86 | 12.43 | 12.04 | .221 | .074 | .097 | .043 | 8.40 | 8.41 | 8.09 | 8.41 | 14,284 | 2,035 | 39,918 | .000 | .000 | .000 | .11 | .17 | .21 |
| g. tmcarehrs | 1,444 | 1.75 | 2.34 | 2.73 | 3.80 | .146 | .058 | .090 | .044 | 5.56 | 6.62 | 7.45 | 8.72 | 1,934 | 2,653 | 1,722 | .000 | .000 | .000 | -.09 | -.14 | -.24 |
| h. tmcommutehrs | 1,449 | 5.08 | 4.63 | 4.46 | 5.09 | .121 | .042 | .054 | .027 | 4.61 | 4.80 | 4.52 | 5.24 | 14,380 | 2,068 | 1,591 | .001 | .000 | .920 | .09 | .14 | .00 |
| 16. reading | 1,450 | 2.89 | 2.73 | 2.72 | 2.75 | .031 | .011 | .015 | .006 | 1.16 | 1.23 | 1.22 | 1.22 | 1,833 | 2,163 | 1,571 | .000 | .000 | .000 | .13 | .15 | .12 |
| — tmreadinghrs | 1,444 | 6.84 | 6.93 | 7.00 | 6.71 | .152 | .054 | .074 | .031 | 5.77 | 6.16 | 6.13 | 6.10 | 1,833 | 2,180 | 1,567 | .551 | .339 | .402 | -.02 | -.03 | .02 |
| 17 a. pgwrite | 1,448 | 3.03 | 2.93 | 2.98 | 2.94 | .023 | .008 | .011 | .005 | .86 | .93 | .91 | .93 | 1,841 | 2,169 | 1,576 | .000 | .043 | .000 | .10 | .06 | .10 |
| b. pgspeak | 1,449 | 2.97 | 2.85 | 2.89 | 2.87 | .024 | .008 | .011 | .005 | .90 | .95 | .95 | .96 | 1,828 | 2,164 | 1,572 | .000 | .001 | .000 | .12 | .09 | .11 |
| c. pgthink | 1,444 | 3.33 | 3.34 | 3.39 | 3.30 | .020 | .007 | .009 | .004 | .76 | .78 | .75 | .80 | 14,341 | 8,398 | 1,567 | .729 | .011 | .136 | -.01 | -.07 | .04 |
| d. pganalyze | 1,446 | 2.89 | 2.96 | 2.99 | 2.92 | .025 | .009 | .012 | .005 | .95 | .97 | .96 | .98 | 14,357 | 8,400 | 1,564 | .009 | .000 | .259 | -.07 | -.11 | -.03 |
| e. pgwork | 1,446 | 2.98 | 2.87 | 2.98 | 2.89 | .025 | .009 | .012 | .005 | .94 | .97 | .96 | .99 | 1,810 | 2,120 | 1,566 | .000 | .831 | .000 | .12 | .01 | .09 |
| f. pgothers | 1,436 | 3.09 | 3.01 | 3.07 | 3.01 | .022 | .008 | .011 | .005 | .85 | .89 | .88 | .90 | 14,304 | 8,381 | 39,956 | .002 | .532 | .001 | .09 | .02 | .09 |
| g. pgvalues | 1,438 | 2.76 | 2.66 | 2.71 | 2.70 | .026 | .009 | .012 | .005 | .97 | 1.01 | 1.01 | 1.03 | 1,803 | 2,129 | 1,560 | .000 | .063 | .009 | .10 | .05 | .07 |
| h. pgdiverse | 1,444 | 2.89 | 2.76 | 2.74 | 2.78 | .024 | .009 | .012 | .005 | .93 | .97 | .98 | .99 | 1,816 | 2,158 | 1,569 | .000 | .000 | .000 | .14 | .16 | .12 |
| i. pgprobsolve | 1,446 | 2.87 | 2.82 | 2.87 | 2.81 | .024 | .008 | .011 | .005 | .91 | .96 | .95 | .97 | 1,821 | 2,150 | 1,570 | .093 | .790 | .040 | .04 | -.01 | .05 |
| j. pgcitizen | 1,438 | 2.73 | 2.59 | 2.63 | 2.63 | .025 | .009 | .012 | .005 | .93 | .99 | .99 | 1.00 | 1,823 | 2,172 | 1,565 | .000 | .000 | .000 | .14 | .11 | .11 |
| 18. evalexp | 1,454 | 3.34 | 3.28 | 3.36 | 3.25 | .018 | .006 | .009 | .004 | .69 | .73 | .72 | .75 | 14,400 | 2,167 | 40,243 | .002 | .420 | .000 | .08 | -.02 | .13 |
| 19. sameinst | 1,455 | 3.38 | 3.27 | 3.37 | 3.25 | .019 | .007 | .009 | .004 | .74 | .81 | .78 | .83 | 1,871 | 2,176 | 1,592 | .000 | .537 | .000 | .14 | .02 | .15 |

IPEDS: 151351

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). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h . See page 2 for more details.
- f. Statistical comparison uses z -test to compare the percentage who responded "Done or in progress."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. 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 comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress."



BCSSE 2014-NSSE 2015 Combined Report

Indiana University Bloomington

The BCSSE 2014-NSSE 2015 Combined Report provides a useful summary of the detailed information contained in your students' BCSSE and NSSE responses. This report contains a summary of administration details, cross-sectional results, longitudinal results, and participating institutions.

Report Sections

Administration Details (p. 3)

The administration details section provides important information regarding the population and respondent counts, as well as respondent characteristics.

Cross-sectional Results (p. 4)

The cross-sectional results are based on all first-year student respondents from your institution's BCSSE 2014 and NSSE 2015 administrations (in contrast to the longitudinal results which contain only matched data). These data provide the best estimates of your students' pre-college characteristics and their engagement during the first year. By presenting your BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.

Longitudinal Results (p. 7)

Compares BCSSE 2014 and NSSE 2015 results for students who completed both surveys, affording an examination of the first year of college through the lens of BCSSE scales illuminating level of high school engagement, expectations for engagement in college, and perceived importance of the college environment.

Participating Institutions (p. 8)

Includes a complete list of institutions by Basic Carnegie type that were included in this report.

BCSSE Scales and NSSE Engagement Indicators

Six of the ten NSSE Engagement Indicators (EIs) have similar content on the BCSSE survey, and are included in the longitudinal section (see box at right). The BCSSE Scales and corresponding NSSE EIs provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. Each BCSSE Scale includes from three to seven items.

The BCSSE Scales and NSSE EIs range from 0 to 60. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional scores are the averages of student-level scores for each class level. Student-level scores for both the BCSSE Scales and NSSE EIs are provided to participating institutions in their BCSSE-NSSE data file.

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Supportive Environment

For more information about BCSSE, visit: bcsse.indiana.edu/about.cfm

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.indiana.edu/html/engagement_indicators.cfm

This section provides important information regarding the population and respondent counts, as well as respondent characteristics. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2014-NSSE 2015 Population and Respondents

| | Count |
|---|-------|
| BCSSE 2014 respondents (cross-sectional data) | 2,764 |
| First-year students included in NSSE 2015 population file ^a | 8,293 |
| BCSSE 2014 respondents identified in the NSSE 2015 population file ^a | 2,343 |
| BCSSE 2014 respondents invited to participate in NSSE 2015 ^b | 2,250 |
| NSSE 2015 first-year respondents | 2,481 |
| BCSSE 2014-NSSE 2015 matched respondents (longitudinal data) ^a | 1,032 |

Respondent Characteristics

| | Cross-sectional (%) | | Longitudinal (%) |
|--|---------------------|-------------------|-------------------------|
| | BCSSE ^c | NSSE ^d | BCSSE-NSSE ^e |
| Gender | | | |
| Man | 40 | 47 | 30 |
| Woman | 59 | 51 | 68 |
| Another gender identity | 0 | 1 | 0 |
| Prefer not to respond | 1 | 1 | 2 |
| Race/ethnicity (Select all that apply.) | | | |
| American Indian or Alaska Native | 1 | 0 | 0 |
| Asian | 12 | 13 | 7 |
| Black or African American | 4 | 4 | 3 |
| Hispanic or Latino | 5 | 4 | 4 |
| Native Hawaiian or Other Pacific Islander | 1 | 0 | 0 |
| White | 83 | 69 | 76 |
| Other | 1 | 1 | 1 |
| Multiracial | N/A | 6 | 6 |
| I prefer not to respond | N/A | 3 | 2 |
| Enrollment status | | | |
| Full-time | 100 | 100 | 100 |
| Less than full-time | 0 | 0 | 0 |

a. Only students identified as first-year students in your NSSE population file were included.

b. Adjusted for students identified as ineligible, survey invitations returned as undeliverable, or because a census administration was not conducted.

c. Student-reported characteristics for all BCSSE 2014 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2015 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2014 and NSSE 2015.

BCSSE 2014-NSSE 2015 Combined Report

Cross-Sectional Results

Indiana University Bloomington

| | | BCSSE ^a | | | | NSSE ^b | |
|--|------------------|--------------------|-----|-------------|-----|-------------------|-----|
| | | High School | | Expected FY | | First-Year | |
| | | Count | % | Count | % | Count | % |
| About how many papers, reports, or other writing tasks of the following length [did you complete/do you expect to complete/have you been assigned]? | | | | | | | |
| Up to 5 pages | None | 71 | 3 | 10 | 0 | 84 | 4 |
| | 1-2 | 371 | 14 | 139 | 6 | 439 | 20 |
| | 3-5 | 767 | 30 | 479 | 19 | 610 | 27 |
| | More than 5 | 1,388 | 53 | 1,836 | 75 | 1,111 | 49 |
| | Total | 2,597 | 100 | 2,464 | 100 | 2,244 | 100 |
| Between 6 and 10 pages | None | 542 | 22 | 45 | 2 | 761 | 35 |
| | 1-2 | 1,114 | 46 | 324 | 13 | 885 | 40 |
| | 3-5 | 519 | 21 | 785 | 32 | 370 | 17 |
| | More than 5 | 247 | 10 | 1,308 | 53 | 170 | 8 |
| | Total | 2,422 | 100 | 2,462 | 100 | 2,186 | 100 |
| 11 pages or more | None | 1,430 | 64 | 261 | 11 | 1,697 | 79 |
| | 1-2 | 659 | 30 | 901 | 37 | 306 | 15 |
| | 3-5 | 91 | 4 | 727 | 30 | 61 | 3 |
| | More than 5 | 51 | 2 | 545 | 22 | 67 | 3 |
| | Total | 2,231 | 100 | 2,434 | 100 | 2,131 | 100 |
| How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following? | | | | | | | |
| Preparing for class (studying, doing homework, rehearsing, etc.) | None | 38 | 1 | 5 | 0 | 16 | 1 |
| | 1-10 | 1,644 | 62 | 367 | 15 | 645 | 31 |
| | 11-20 | 722 | 27 | 1,313 | 52 | 935 | 44 |
| | More than 20 | 240 | 9 | 842 | 33 | 547 | 25 |
| | Total | 2,644 | 100 | 2,527 | 100 | 2,143 | 100 |
| Participating in co-curricular activities (arts, clubs, athletics, etc.) | None | 145 | 6 | 57 | 2 | 384 | 18 |
| | 1-10 | 1,086 | 41 | 1,314 | 52 | 1,271 | 59 |
| | 11-20 | 972 | 37 | 940 | 37 | 364 | 18 |
| | More than 20 | 415 | 16 | 197 | 8 | 107 | 5 |
| | Total | 2,618 | 100 | 2,508 | 100 | 2,126 | 100 |
| Relaxing and socializing (watching TV, partying, etc.) | None | 12 | 0 | 8 | 0 | 13 | 1 |
| | 1-10 | 1,350 | 52 | 1,123 | 45 | 901 | 42 |
| | 11-20 | 949 | 36 | 1,140 | 45 | 840 | 40 |
| | More than 20 | 308 | 12 | 241 | 10 | 358 | 17 |
| | Total | 2,619 | 100 | 2,512 | 100 | 2,112 | 100 |
| Working for pay | None | 1,101 | 42 | 1,010 | 40 | 1,486 | 70 |
| | 1 or more | 1,501 | 58 | 1,502 | 60 | 647 | 30 |
| | Total | 2,602 | 100 | 2,512 | 100 | 2,133 | 100 |
| How often [did you do/do you expect to do/have you done] each of the following? | | | | | | | |
| Come to class without completing readings or assignments | Never/Sometimes | 2,363 | 90 | 2,275 | 91 | 1,844 | 74 |
| | Often/Very often | 272 | 10 | 228 | 9 | 597 | 26 |
| | Total | 2,635 | 100 | 2,503 | 100 | 2,441 | 100 |
| Prepare two or more drafts of a paper or assignment before turning it in | Never/Sometimes | 1,466 | 56 | 747 | 30 | 1,352 | 55 |
| | Often/Very often | 1,148 | 44 | 1,749 | 70 | 1,107 | 45 |

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2014-NSSE 2015 Combined Report

Cross-Sectional Results

Indiana University Bloomington

| | | BCSSE ^a | | | | NSSE ^b | |
|--|------------------|----------------------|-----|----------------------|-----|---------------------|-----|
| | | High School Count | % | Expected FY Count | % | First-Year Count | % |
| Total | | 2,614 | 100 | 2,496 | 100 | 2,459 | 100 |
| Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | Never/Sometimes | 973 | 37 | | | 1,040 | 43 |
| | Often/Very often | 1,647 | 63 | | | 1,276 | 57 |
| | Total | 2,620 | 100 | | | 2,316 | 100 |
| Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | Never/Sometimes | 1,402 | 53 | | | 1,279 | 54 |
| | Often/Very often | 1,226 | 47 | | | 1,035 | 46 |
| | Total | 2,628 | 100 | | | 2,314 | 100 |
| Evaluate what others have concluded from numerical information | Never/Sometimes | 1,409 | 54 | | | 1,240 | 52 |
| | Often/Very often | 1,206 | 46 | | | 1,068 | 48 |
| | Total | 2,615 | 100 | | | 2,308 | 100 |
| Identify key information from reading assignments | Never/Sometimes | 472 | 18 | | | 354 | 16 |
| | Often/Very often | 2,143 | 82 | | | 1,891 | 84 |
| | Total | 2,615 | 100 | | | 2,245 | 100 |
| Review your notes after class | Never/Sometimes | 1,027 | 39 | | | 736 | 34 |
| | Often/Very often | 1,596 | 61 | | | 1,501 | 66 |
| | Total | 2,623 | 100 | | | 2,237 | 100 |
| Summarize what you learned in class or from course materials | Never/Sometimes | 988 | 38 | | | 700 | 32 |
| | Often/Very often | 1,616 | 62 | | | 1,515 | 68 |
| | Total | 2,604 | 100 | | | 2,215 | 100 |
| Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | Never/Sometimes | 1,096 | 42 | | | 991 | 43 |
| | Often/Very often | 1,528 | 58 | | | 1,330 | 57 |
| | Total | 2,624 | 100 | | | 2,321 | 100 |
| Examine the strengths and weaknesses of your own views on a topic or issue | Never/Sometimes | 942 | 36 | | | 789 | 34 |
| | Often/Very often | 1,670 | 64 | | | 1,526 | 66 |
| | Total | 2,612 | 100 | | | 2,315 | 100 |
| Try to better understand someone else's views by imagining how an issue looks from his or her perspective | Never/Sometimes | 766 | 29 | | | 728 | 32 |
| | Often/Very often | 1,850 | 71 | | | 1,591 | 68 |
| | Total | 2,616 | 100 | | | 2,319 | 100 |
| Ask another student to help you understand course material | Never/Sometimes | | | 886 | 35 | 1,000 | 41 |
| | Often/Very often | | | 1,632 | 65 | 1,413 | 59 |
| | Total | | | 2,518 | 100 | 2,413 | 100 |
| Explain course material to one or more students | Never/Sometimes | | | 980 | 39 | 797 | 32 |
| | Often/Very often | | | 1,521 | 61 | 1,613 | 68 |
| | Total | | | 2,501 | 100 | 2,410 | 100 |
| How often [do you expect to do/have you done] each of the following? | | | | | | | |
| Prepare for exams by discussing or working through course material with other students | Never/Sometimes | | | 489 | 19 | 1,044 | 43 |
| | Often/Very often | | | 2,025 | 81 | 1,362 | 57 |
| | Total | | | 2,514 | 100 | 2,406 | 100 |
| Work with other students on course projects or assignments | Never/Sometimes | | | 614 | 24 | 953 | 39 |
| | Often/Very often | | | 1,894 | 76 | 1,442 | 61 |
| | Total | | | 2,508 | 100 | 2,395 | 100 |

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2014-NSSE 2015 Combined Report

Cross-Sectional Results

Indiana University Bloomington

| | | BCSSE ^a | | NSSE ^b | | |
|---|------------------|--------------------|-------------|-------------------|-------|-----|
| | | High School | Expected FY | First-Year | | |
| | | Count | % | Count | % | |
| Talk about career plans with a faculty member | Never/Sometimes | | 966 | 39 | 1,446 | 62 |
| | Often/Very often | | 1,538 | 61 | 872 | 38 |
| | Total | | 2,504 | 100 | 2,318 | 100 |
| Work with a faculty member on activities other than coursework (committees, student groups, etc.) | Never/Sometimes | | 1,315 | 52 | 1,746 | 75 |
| | Often/Very often | | 1,199 | 48 | 568 | 25 |
| | Total | | 2,514 | 100 | 2,314 | 100 |
| Discuss your academic performance with a faculty member | Never/Sometimes | | 968 | 39 | 1,620 | 69 |
| | Often/Very often | | 1,535 | 61 | 685 | 31 |
| | Total | | 2,503 | 100 | 2,305 | 100 |
| Discuss course topics, ideas, or concepts with a faculty member outside of class | Never/Sometimes | | 1,060 | 42 | 1,597 | 68 |
| | Often/Very often | | 1,446 | 58 | 713 | 32 |
| | Total | | 2,506 | 100 | 2,310 | 100 |

About how often [do you expect to have/have you had] discussions with people from the following groups?

| | | | | | | |
|--|------------------|--|-------|-----|-------|-----|
| People of a race or ethnicity other than your own | Never/Sometimes | | 278 | 11 | 483 | 22 |
| | Often/Very often | | 2,212 | 89 | 1,773 | 78 |
| | Total | | 2,490 | 100 | 2,256 | 100 |
| People from an economic background other than your own | Never/Sometimes | | 239 | 10 | 433 | 19 |
| | Often/Very often | | 2,246 | 90 | 1,820 | 81 |
| | Total | | 2,485 | 100 | 2,253 | 100 |
| People with religious beliefs other than your own | Never/Sometimes | | 314 | 13 | 501 | 22 |
| | Often/Very often | | 2,169 | 87 | 1,741 | 78 |
| | Total | | 2,483 | 100 | 2,242 | 100 |
| People with political views other than your own | Never/Sometimes | | 333 | 13 | 535 | 24 |
| | Often/Very often | | 2,139 | 87 | 1,709 | 76 |
| | Total | | 2,472 | 100 | 2,244 | 100 |

Self-reported or expected grades

| | | | | | | |
|-------------|-------|-----|-------|-----|-------|-----|
| A or A- | 1,811 | 66 | 1,644 | 66 | 1,203 | 56 |
| B+ or B | 887 | 32 | 811 | 33 | 727 | 34 |
| B- or lower | 32 | 1 | 37 | 1 | 211 | 10 |
| Total | 2,730 | 100 | 2,492 | 100 | 2,141 | 100 |

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

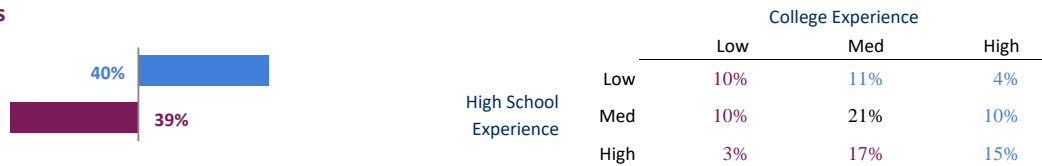
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all BCSSE and NSSE respondents (divided into thirds). The figures and tables below map your students' precollege standing to their standing in the spring of the first college year. A favorable result, summarized in blue, occurs when students engage in college at a level that is either higher than precollege levels (e.g., from low to medium or high) or consistent with a high precollege level. Unfavorable results, summarized in red, are the opposite (e.g., high to medium or low). The desired result is that your students will engage at a relative level that either exceeds their precollege level or that sustains an already high level.

Key: ■ Unfavorable comparison ■ Favorable comparison

Quantitative Reasoning



Learning Strategies



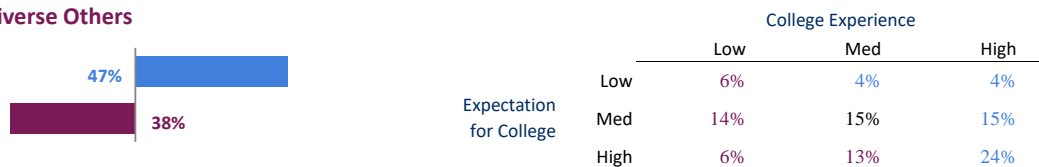
Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.^a

Baccalaureate Colleges and Special Focus Institutions

| | |
|--|-------------------------------------|
| Central Methodist University | Rocky Mountain College |
| Colby-Sawyer College | Saint Anselm College |
| Concordia College-New York | St. Olaf College |
| Franklin W. Olin College of Engineering ^b | Union College |
| Lyndon State College | University of Maine at Presque Isle |
| Marian University | Ursinus College |
| Oregon Institute of Technology | Wentworth Institute of Technology |
| Presentation College | William Jewell College |

Master's Colleges and Universities

| | |
|---|---------------------------------------|
| Abilene Christian University | Northern Kentucky University |
| Avila University | Prairie View A&M University |
| Bentley University | Rider University |
| California State University, East Bay | Saint Xavier University |
| California State University-Bakersfield | Salem State University |
| California State University-Channel Islands | Seattle Pacific University |
| Central Connecticut State University | Sierra Nevada College |
| Concordia University Texas | Southeast Missouri State University |
| CUNY Bernard M Baruch College | Southern Connecticut State University |
| Dominican University of California | Southwest Baptist University |
| Elon University | Texas State University |
| Hamline University | The College of Saint Rose |
| Medaille College | Trinity University |
| Minnesota State University-Mankato | University of Houston-Victoria |
| Missouri State University | University of North Georgia |
| Monmouth University | University of Wisconsin-River Falls |
| Mount St. Joseph University | Wagner College |
| Norfolk State University | Winona State University |

Doctorate-Granting Universities

| | |
|---------------------------------|--|
| Auburn University | Texas A&M University - Corpus Christi |
| Case Western Reserve University | Texas Tech University |
| East Carolina University | University of California-Merced |
| Indiana University Bloomington | University of Louisville |
| Oklahoma State University | University of North Carolina at Greensboro |
| Pace University | University of South Florida |
| Saint John Fisher College | Widener University |

a. For information on the Carnegie Classifications, see: carnegieclassifications.indiana.edu

b. Basic Carnegie Classification: Special focus institutions.

NSSE 2015 Topical Module

First-Year Experiences and Senior Transitions

Indiana University Bloomington

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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 'RU/VH/H' column of this report.

| | |
|--|---|
| Group label | RU/VH/H |
| Date submitted | 5/15/15 |
| How was this comparison group constructed? | Your institution customized this comparison group by selecting institutions from all module participants. |
| Group description | Carnegie VH & H |

RU/VH/H (N=7)

Rutgers University-New Brunswick/Piscataway (New Brunswick, NJ)
University of Illinois at Chicago (Chicago, IL)
University of North Dakota (Grand Forks, ND)
University of South Alabama (Mobile, AL)
University of Vermont (Burlington, VT)
University of Wyoming (Laramie, WY)
Washington State University (Pullman, WA)

NSSE 2015 First-Year Experiences and Senior Transitions

Frequencies and Statistical Comparisons: First-Year Experiences

Indiana University Bloomington

First-Year Students

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|----------------------|--------------------------------------|-------|---------|----|--------------------------------------|---------|--------------------------|
| | | | | IU Bloomington | | RU/VH/H | | IU Bloomington | RU/VH/H | |
| Item wording or description | Variable name | Values ^c | Response options | 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 | 45 | 2 | 90 | 4 | 2.9 | 2.8 *** | .12 |
| | | 2 | Sometimes | 662 | 32 | 905 | 36 | | | |
| | | 3 | Often | 851 | 40 | 931 | 36 | | | |
| | | 4 | Very often | 563 | 26 | 627 | 24 | | | |
| | | Total | 2,121 | 100 | 2,553 | 100 | | | | |
| b. Found additional information for course assignments when you didn't understand the material | FYSfy01b | 1 | Never | 65 | 3 | 57 | 2 | 2.9 | 2.9 | .03 |
| | | 2 | Sometimes | 584 | 27 | 779 | 31 | | | |
| | | 3 | Often | 966 | 46 | 1,146 | 45 | | | |
| | | 4 | Very often | 503 | 23 | 572 | 22 | | | |
| | | Total | 2,118 | 100 | 2,554 | 100 | | | | |
| c. Participated in course discussions, even when you didn't feel like it | FYSfy01c | 1 | Never | 97 | 4 | 250 | 10 | 2.8 | 2.5 *** | .29 |
| | | 2 | Sometimes | 733 | 34 | 1,041 | 41 | | | |
| | | 3 | Often | 830 | 40 | 889 | 35 | | | |
| | | 4 | Very often | 463 | 21 | 365 | 14 | | | |
| | | Total | 2,123 | 100 | 2,545 | 100 | | | | |
| d. Asked instructors for help when you struggled with course assignments | FYSfy01d | 1 | Never | 222 | 11 | 337 | 13 | 2.6 | 2.4 *** | .19 |
| | | 2 | Sometimes | 796 | 38 | 1,110 | 44 | | | |
| | | 3 | Often | 692 | 33 | 749 | 29 | | | |
| | | 4 | Very often | 398 | 18 | 342 | 13 | | | |
| | | Total | 2,108 | 100 | 2,538 | 100 | | | | |
| e. Finished something you have started when you encountered challenges | FYSfy01e | 1 | Never | 13 | 1 | 31 | 1 | 3.2 | 3.1 *** | .15 |
| | | 2 | Sometimes | 326 | 16 | 527 | 21 | | | |
| | | 3 | Often | 1,014 | 48 | 1,189 | 47 | | | |
| | | 4 | Very often | 756 | 35 | 799 | 31 | | | |
| | | Total | 2,109 | 100 | 2,546 | 100 | | | | |
| f. Stayed positive, even when you did poorly on a test or assignment | FYSfy01f | 1 | Never | 62 | 3 | 89 | 3 | 2.9 | 2.9 ** | .08 |
| | | 2 | Sometimes | 556 | 26 | 771 | 30 | | | |
| | | 3 | Often | 931 | 44 | 1,081 | 43 | | | |
| | | 4 | Very often | 557 | 27 | 602 | 24 | | | |
| | | Total | 2,106 | 100 | 2,543 | 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 | 126 | 6 | 124 | 5 | 3.3 | 3.5 *** | -0.20 |
| | | 2 | 2 | 382 | 18 | 372 | 14 | | | |
| | | 3 | 3 | 622 | 29 | 704 | 27 | | | |
| | | 4 | 4 | 698 | 33 | 870 | 35 | | | |
| | | 5 | 5 | 232 | 11 | 353 | 14 | | | |
| | | 6 | Very difficult | 54 | 3 | 132 | 5 | | | |
| | | Total | 2,114 | 100 | 2,555 | 100 | | | | |
| b. Managing your time | FYSfy02b | 1 | Not at all difficult | 91 | 4 | 124 | 5 | 3.9 | 4.0 ** | -0.08 |
| | | 2 | 2 | 266 | 13 | 281 | 11 | | | |
| | | 3 | 3 | 430 | 20 | 508 | 19 | | | |
| | | 4 | 4 | 582 | 27 | 668 | 26 | | | |
| | | 5 | 5 | 462 | 22 | 567 | 22 | | | |
| | | 6 | Very difficult | 278 | 13 | 404 | 16 | | | |
| c. Getting help with school work | FYSfy02c | 1 | Not at all difficult | 283 | 14 | 318 | 12 | | | |
| | | 2 | 2 | 543 | 26 | 619 | 24 | | | |

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

NSSE 2015 First-Year Experiences and Senior Transitions

Frequencies and Statistical Comparisons: First-Year Experiences

Indiana University Bloomington

First-Year Students

| Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | |
|--|----------------|---------------------|--|----------------|-------|---------|-----|--------------------------------------|---------|--------------------------|
| | | | | IU Bloomington | | RU/VH/H | | IU Bloomington | RU/VH/H | Effect size ^d |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | |
| d. Interacting with faculty | FYSfy02d | 3 | 3 | 612 | 29 | 718 | 29 | 2.9 | 3.1 ** | -.08 |
| | | 4 | 4 | 415 | 19 | 530 | 21 | | | |
| | | 5 | 5 | 181 | 9 | 244 | 10 | | | |
| | | 6 | Very difficult | 71 | 4 | 119 | 5 | | | |
| | | Total | 2,105 | 100 | 2,548 | 100 | | | | |
| | | 1 | Not at all difficult | 284 | 14 | 351 | 13 | 3.0 | 3.1 *** | -.09 |
| | | 2 | 2 | 508 | 24 | 591 | 23 | | | |
| | | 3 | 3 | 558 | 27 | 605 | 24 | | | |
| | | 4 | 4 | 411 | 20 | 537 | 21 | | | |
| | | 5 | 5 | 251 | 12 | 294 | 11 | | | |
| 6 | Very difficult | 79 | 4 | 164 | 7 | | | | | |
| | | | Total | 2,091 | 100 | 2,542 | 100 | | | |
| 3. During the current academic year, about how many times did you seek <i>any</i> assistance with coursework? | | | | | | | | | | |
| | FYSfy03num | 0 | Never | 96 | 5 | 156 | 6 | 5.2 | 4.8 *** | .14 |
| (Recoded version of FYSfy03 created by NSSE. Values are estimated number of times assistance sought.) | 1.5 | 1 or 2 times | 383 | 18 | 558 | 22 | | | | |
| | 3.5 | 3 or 4 times | 515 | 24 | 667 | 26 | | | | |
| | 5.5 | 5 or 6 times | 420 | 20 | 475 | 18 | | | | |
| | 7.5 | 7 or 8 times | 203 | 9 | 203 | 8 | | | | |
| | 10 | 9 or more times | 503 | 23 | 496 | 20 | | | | |
| | | | Total | 2,120 | 100 | 2,555 | 100 | | | |
| 4. If you did seek help with coursework during the current academic year, which of the following was your <i>primary</i> source of help? | | | | | | | | | | |
| | FYSfy04 | — | Not applicable. I did not seek help with coursework during the current academic year | 91 | 5 | 132 | 5 | | | |
| | — | | Friend(s) or other student(s) | 1,152 | 55 | 1,401 | 54 | | | |
| | — | | Family member(s) | 60 | 3 | 92 | 4 | | | |
| | — | | Faculty member(s) | 519 | 24 | 540 | 21 | | | |
| | — | | Academic advisor(s) | 39 | 2 | 65 | 3 | | | |
| | — | | Learning support services (tutoring services, writing center, etc.) | 223 | 10 | 297 | 11 | | | |
| | — | | Other persons or offices | 29 | 1 | 29 | 1 | | | |
| | | | Total | 2,113 | 100 | 2,556 | 100 | | | |
| 5. How important is it to you that you graduate from this institution? | | | | | | | | | | |
| | FYSfy05 | 1 | Not important | 23 | 1 | 55 | 2 | 5.6 | 5.5 *** | .10 |
| | | 2 | 2 | 29 | 1 | 36 | 1 | | | |
| | | 3 | 3 | 65 | 3 | 88 | 4 | | | |
| | | 4 | 4 | 97 | 5 | 136 | 5 | | | |
| | | 5 | 5 | 157 | 8 | 288 | 11 | | | |
| | | 6 | Very important | 1,737 | 81 | 1,947 | 76 | | | |
| | | | Total | 2,108 | 100 | 2,550 | 100 | | | |
| 6a. During the current school year, have you seriously considered leaving this institution? | | | | | | | | | | |
| | FYSfy06a | — | No | 1,565 | 74 | 1,831 | 72 | | | |
| | | — | Yes | 552 | 26 | 726 | 28 | | | |
| | | | Total | 2,117 | 100 | 2,557 | 100 | | | |

6b [If answered "yes"] Why did you consider leaving? (Select all that apply.)

NSSE 2015 First-Year Experiences and Senior Transitions

Frequencies and Statistical Comparisons: First-Year Experiences

Indiana University Bloomington

First-Year Students

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|-----------------------------|---------------|---------------------|--|--------------------------------------|----|---------|----|--------------------------------------|---------|--------------------------|
| | | | | IU Bloomington | | RU/VH/H | | IU Bloomington | RU/VH/H | Effect size ^d |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | |
| | FYSfy06b_1 | — | To improve my career prospects | 122 | 24 | 189 | 27 | | | |
| | FYSfy06b_2 | — | Due to unsatisfactory academic progress or performance | 122 | 23 | 216 | 30 | | | |
| | FYSfy06b_3 | — | Financial reasons | 162 | 30 | 242 | 33 | | | |
| | FYSfy06b_4 | — | To obtain a better quality education | 110 | 21 | 214 | 32 | | | |
| | FYSfy06b_5 | — | Personal reasons (family, health, etc.) | 239 | 43 | 265 | 34 | | | |
| | FYSfy06b_6 | — | Another reason, please specify: | 134 | 24 | 177 | 24 | | | |

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

First-Year Students

| Variable name | N | Mean | | Standard error ^f | | Standard deviation ^g | | DF ^h | Sig. ⁱ | Effect size ^d |
|------------------|----------------|----------------|---------|-----------------------------|---------|------------------------------------|---------|-------------------|-------------------|-----------------------------|
| | IU Bloomington | IU Bloomington | RU/VH/H | IU Bloomington | RU/VH/H | IU Bloomington | RU/VH/H | Comparisons with: | | |
| | | | | | | | | RU/VH/H | | |
| FYSfy01a | 2,096 | 2.90 | 2.80 | .02 | .01 | 0.81 | 0.84 | 4,125 | .000 | .12 |
| FYSfy01b | 2,092 | 2.90 | 2.88 | .02 | .01 | 0.79 | 0.78 | 6,958 | .283 | .03 |
| FYSfy01c | 2,097 | 2.78 | 2.53 | .02 | .01 | 0.83 | 0.86 | 4,096 | .000 | .29 |
| FYSfy01d | 2,080 | 2.59 | 2.42 | .02 | .01 | 0.91 | 0.88 | 3,814 | .000 | .19 |
| FYSfy01e | 2,082 | 3.18 | 3.07 | .02 | .01 | 0.71 | 0.75 | 6,933 | .000 | .15 |
| FYSfy01f | 2,077 | 2.95 | 2.88 | .02 | .01 | 0.80 | 0.81 | 3,971 | .001 | .08 |
| FYSfy02a | 2,086 | 3.31 | 3.54 | .03 | .02 | 1.15 | 1.19 | 6,958 | .000 | -.20 |
| FYSfy02b | 2,081 | 3.89 | 3.99 | .03 | .02 | 1.36 | 1.39 | 6,949 | .004 | -.08 |
| FYSfy02c | 2,077 | 2.95 | 3.05 | .03 | .02 | 1.29 | 1.32 | 6,933 | .003 | -.08 |
| FYSfy02d | 2,064 | 3.02 | 3.14 | .03 | .02 | 1.34 | 1.42 | 4,097 | .001 | -.09 |
| FYSfy03num | 2,093 | 5.23 | 4.78 | .07 | .05 | 3.22 | 3.20 | 6,960 | .000 | .14 |
| FYSfy05 | 2,082 | 5.61 | 5.50 | .02 | .02 | 0.97 | 1.09 | 4,424 | .000 | .10 |

NSSE 2015 First-Year Experiences and Senior Transitions

Frequencies and Statistical Comparisons: Senior Transitions

Indiana University Bloomington

Seniors

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|--|--------------------------------------|-----|---------|-----|--------------------------------------|---------|--------------------------|
| | | | | IU Bloomington | | RU/VH/H | | IU Bloomington | RU/VH/H | Effect size ^d |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | |
| 1a. After graduation, what best describes your immediate plans? | | | | | | | | | | |
| | FYSsr01a | — | Full-time employment | 739 | 52 | 2,500 | 60 | 2.9 | 2.9 | .01 |
| | | — | Part-time employment | 44 | 3 | 175 | 4 | | | |
| | | — | Graduate or professional school | 408 | 28 | 980 | 23 | | | |
| | | — | Military service | 14 | 1 | 46 | 1 | | | |
| | | — | Service or volunteer activity (e.g., AmeriCorps, Peace Corps, Teach for America) | 26 | 2 | 41 | 1 | | | |
| | | — | Internship (paid or unpaid) | 73 | 5 | 154 | 3 | | | |
| | | — | Travel or gap year | 68 | 4 | 147 | 3 | | | |
| | | — | No plans at this time | 49 | 3 | 125 | 3 | | | |
| | | — | Other, please specify: | 26 | 2 | 77 | 2 | | | |
| | | | Total | 1,447 | 100 | 4,245 | 100 | | | |
| 1b. [If answered "Full-time employment" or "Part-time employment"] Do you already have a job for after graduation? | | | | | | | | | | |
| | FYSsr01b | — | No | 498 | 62 | 1,688 | 63 | 2.9 | 2.9 | .01 |
| | | — | Yes, I will start a new job | 245 | 33 | 453 | 18 | | | |
| | | — | Yes, I will continue in my current job | 41 | 5 | 526 | 19 | | | |
| | | | Total | 784 | 100 | 2,667 | 100 | | | |
| 2. To what extent have courses in your major(s) prepared you for your post-graduation plans? | | | | | | | | | | |
| | FYSsr02 | 1 | Very little | 103 | 7 | 282 | 7 | 2.9 | 2.9 | .01 |
| | | 2 | Some | 352 | 24 | 1,030 | 25 | | | |
| | | 3 | Quite a bit | 562 | 39 | 1,639 | 39 | | | |
| | | 4 | Very much | 429 | 30 | 1,286 | 29 | | | |
| | | | Total | 1,446 | 100 | 4,237 | 100 | | | |
| 3. Do you intend to work eventually in a field related to your major(s)? | | | | | | | | | | |
| | FYSsr03 | — | Yes | 1,124 | 78 | 3,585 | 84 | 2.9 | 2.9 | .01 |
| | | — | No | 109 | 8 | 193 | 5 | | | |
| | | — | Unsure | 213 | 15 | 449 | 11 | | | |
| | | | Total | 1,446 | 100 | 4,227 | 100 | | | |
| 4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday? | | | | | | | | | | |
| | FYSsr04 | — | Yes | 247 | 18 | 863 | 21 | 2.9 | 2.9 | .01 |
| | | — | No | 726 | 49 | 2,058 | 47 | | | |
| | | — | Unsure | 470 | 33 | 1,303 | 32 | | | |
| | | | Total | 1,443 | 100 | 4,224 | 100 | | | |
| 5. Do you plan to start your own business (nonprofit or for-profit) someday? | | | | | | | | | | |
| | FYSsr05 | — | Yes | 293 | 22 | 986 | 25 | 2.9 | 2.9 | .01 |
| | | — | No | 662 | 44 | 1,826 | 41 | | | |
| | | — | Unsure | 491 | 34 | 1,412 | 34 | | | |
| | | | Total | 1,446 | 100 | 4,224 | 100 | | | |
| 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 | FYSsr06a | 1 | Very little | 8 | 1 | 22 | 1 | 3.5 | 3.5 * | .06 |
| | | 2 | Some | 95 | 6 | 334 | 8 | | | |
| | | 3 | Quite a bit | 493 | 34 | 1,495 | 35 | | | |

*p<.05. **p<.01. ***p<.001 (2-tailed): Refer to the Endnotes page for a key to the triangle symbols.

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

NSSE 2015 First-Year Experiences and Senior Transitions

Frequencies and Statistical Comparisons: Senior Transitions

Indiana University Bloomington

Seniors

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|---|---------------|---------------------|------------------|--------------------------------------|-----|---------|-----|--------------------------------------|---------|--------------------------|
| | | | | IU Bloomington | | RU/VH/H | | IU Bloomington | RU/VH/H | Effect size ^d |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | |
| | | 4 | Very much | 845 | 59 | 2,378 | 57 | | | |
| | | Total | | 1,441 | 100 | 4,229 | 100 | | | |
| b. Creative thinking and problem solving | FYSsr06b | 1 | Very little | 11 | 1 | 24 | 1 | 3.5 | 3.5 * | .06 |
| | | 2 | Some | 108 | 7 | 331 | 8 | | | |
| | | 3 | Quite a bit | 470 | 33 | 1,515 | 36 | | | |
| | | 4 | Very much | 852 | 59 | 2,354 | 56 | | | |
| | | Total | | 1,441 | 100 | 4,224 | 100 | | | |
| c. Research skills | FYSsr06c | 1 | Very little | 31 | 2 | 84 | 2 | 3.2 | 3.2 | .01 |
| | | 2 | Some | 231 | 16 | 662 | 16 | | | |
| | | 3 | Quite a bit | 558 | 39 | 1,686 | 40 | | | |
| | | 4 | Very much | 618 | 43 | 1,790 | 42 | | | |
| | | Total | | 1,438 | 100 | 4,222 | 100 | | | |
| d. Clear writing | FYSsr06d | 1 | Very little | 18 | 1 | 62 | 1 | 3.4 | 3.3 *** | .11 |
| | | 2 | Some | 151 | 11 | 596 | 14 | | | |
| | | 3 | Quite a bit | 551 | 39 | 1,633 | 39 | | | |
| | | 4 | Very much | 715 | 49 | 1,933 | 45 | | | |
| | | Total | | 1,435 | 100 | 4,224 | 100 | | | |
| e. Persuasive speaking | FYSsr06e | 1 | Very little | 60 | 4 | 180 | 4 | 3.1 | 3.0 * | .07 |
| | | 2 | Some | 328 | 22 | 1,060 | 25 | | | |
| | | 3 | Quite a bit | 532 | 37 | 1,573 | 37 | | | |
| | | 4 | Very much | 520 | 36 | 1,405 | 34 | | | |
| | | Total | | 1,440 | 100 | 4,218 | 100 | | | |
| f. Technological skills | FYSsr06f | 1 | Very little | 76 | 5 | 155 | 4 | 3.0 | 3.1 ** | -.09 |
| | | 2 | Some | 368 | 25 | 996 | 23 | | | |
| | | 3 | Quite a bit | 546 | 38 | 1,591 | 37 | | | |
| | | 4 | Very much | 446 | 32 | 1,472 | 36 | | | |
| | | Total | | 1,436 | 100 | 4,214 | 100 | | | |
| g. Financial and business management skills | FYSsr06g | 1 | Very little | 273 | 18 | 716 | 17 | 2.6 | 2.5 * | .06 |
| | | 2 | Some | 449 | 31 | 1,492 | 35 | | | |
| | | 3 | Quite a bit | 386 | 27 | 1,197 | 29 | | | |
| | | 4 | Very much | 334 | 24 | 819 | 20 | | | |
| | | Total | | 1,442 | 100 | 4,224 | 100 | | | |
| h. Entrepreneurial skills | FYSsr06h | 1 | Very little | 374 | 25 | 967 | 22 | 2.4 | 2.3 | .02 |
| | | 2 | Some | 460 | 32 | 1,527 | 37 | | | |
| | | 3 | Quite a bit | 355 | 25 | 1,052 | 25 | | | |
| | | 4 | Very much | 242 | 18 | 654 | 16 | | | |
| | | Total | | 1,431 | 100 | 4,200 | 100 | | | |
| i. Leadership skills | FYSsr06i | 1 | Very little | 39 | 3 | 136 | 3 | 3.3 | 3.2 *** | .12 |
| | | 2 | Some | 216 | 15 | 745 | 18 | | | |
| | | 3 | Quite a bit | 511 | 36 | 1,512 | 36 | | | |
| | | 4 | Very much | 675 | 47 | 1,826 | 42 | | | |
| | | Total | | 1,441 | 100 | 4,219 | 100 | | | |
| j. Networking and relationship building | FYSsr06j | 1 | Very little | 69 | 5 | 267 | 7 | 3.1 | 3.0 *** | .12 |
| | | 2 | Some | 308 | 22 | 987 | 24 | | | |
| | | 3 | Quite a bit | 509 | 35 | 1,488 | 35 | | | |
| | | 4 | Very much | 548 | 39 | 1,465 | 34 | | | |
| | | Total | | 1,434 | 100 | 4,207 | 100 | | | |

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

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

NSSE 2015 First-Year Experiences and Senior Transitions

Frequencies and Statistical Comparisons: Senior Transitions

Indiana University Bloomington

Seniors

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|---------|-----|--------------------------------------|---------|--------------------------|
| | | | | IU Bloomington | | RU/VH/H | | IU Bloomington | RU/VH/H | Effect size ^d |
| | | | | Count | % | Count | % | Mean | Mean | |
| a. Generating new ideas or brainstorming | FYSsr07a | 1 | Very little | 68 | 5 | 234 | 6 | 3.1 | 3.0 *** | .11 |
| | | 2 | Some | 261 | 18 | 934 | 23 | | | |
| | | 3 | Quite a bit | 555 | 38 | 1,464 | 35 | | | |
| | | 4 | Very much | 557 | 39 | 1,581 | 36 | | | |
| | | Total | | 1,441 | 100 | 4,213 | 100 | | | |
| b. Taking risks in your coursework without fear of penalty | FYSsr07b | 1 | Very little | 347 | 24 | 1,165 | 28 | 2.4 | 2.3 ** | .09 |
| | | 2 | Some | 426 | 30 | 1,200 | 29 | | | |
| | | 3 | Quite a bit | 369 | 26 | 1,013 | 24 | | | |
| | | 4 | Very much | 295 | 21 | 825 | 19 | | | |
| | | Total | | 1,437 | 100 | 4,203 | 100 | | | |
| c. Evaluating multiple approaches to a problem | FYSsr07c | 1 | Very little | 53 | 4 | 258 | 6 | 3.1 | 3.0 *** | .10 |
| | | 2 | Some | 317 | 22 | 967 | 24 | | | |
| | | 3 | Quite a bit | 532 | 37 | 1,454 | 34 | | | |
| | | 4 | Very much | 535 | 37 | 1,518 | 35 | | | |
| | | Total | | 1,437 | 100 | 4,197 | 100 | | | |
| d. Inventing new methods to arrive at unconventional solutions | FYSsr07d | 1 | Very little | 181 | 12 | 682 | 17 | 2.7 | 2.6 *** | .12 |
| | | 2 | Some | 421 | 30 | 1,250 | 30 | | | |
| | | 3 | Quite a bit | 442 | 31 | 1,200 | 29 | | | |
| | | 4 | Very much | 380 | 27 | 1,037 | 24 | | | |
| | | Total | | 1,424 | 100 | 4,169 | 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 520 seniors. Responses are provided in your "NSSE15 Senior Transitions Open-Ended Responses" 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.

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

Seniors

| Variable name | N | Mean | | Standard error ^f | | Standard deviation ^g | | DF ^h | Sig. ⁱ | Effect size ^d |
|------------------|----------------|----------------|---------|-----------------------------|---------|------------------------------------|---------|------------------------------|-------------------|-----------------------------|
| | IU Bloomington | IU Bloomington | RU/VH/H | IU Bloomington | RU/VH/H | IU Bloomington | RU/VH/H | Comparisons with: RU/VH/H | | |
| | | | | | | | | | | |
| FYSsr02 | 1,443 | 2.91 | 2.90 | .02 | .01 | 0.90 | 0.90 | 6,744 | .725 | .01 |
| FYSsr06a | 1,438 | 3.52 | 3.47 | .02 | .01 | 0.64 | 0.67 | 2,371 | .025 | .06 |
| FYSsr06b | 1,437 | 3.50 | 3.46 | .02 | .01 | 0.66 | 0.67 | 6,717 | .047 | .06 |
| FYSsr06c | 1,434 | 3.23 | 3.23 | .02 | .01 | 0.79 | 0.78 | 6,714 | .838 | .01 |
| FYSsr06d | 1,431 | 3.36 | 3.28 | .02 | .01 | 0.72 | 0.76 | 6,709 | .000 | .11 |
| FYSsr06e | 1,436 | 3.06 | 3.00 | .02 | .01 | 0.86 | 0.86 | 6,712 | .023 | .07 |
| FYSsr06f | 1,432 | 2.97 | 3.05 | .02 | .01 | 0.88 | 0.86 | 6,705 | .002 | -.09 |
| FYSsr06g | 1,438 | 2.58 | 2.51 | .03 | .01 | 1.05 | 0.99 | 2,181 | .035 | .06 |
| FYSsr06h | 1,428 | 2.36 | 2.34 | .03 | .01 | 1.04 | 0.99 | 2,176 | .601 | .02 |
| FYSsr06i | 1,437 | 3.27 | 3.17 | .02 | .01 | 0.81 | 0.84 | 6,713 | .000 | .12 |
| FYSsr06j | 1,430 | 3.08 | 2.97 | .02 | .01 | 0.88 | 0.92 | 6,695 | .000 | .12 |
| FYSsr07a | 1,437 | 3.11 | 3.01 | .02 | .01 | 0.87 | 0.91 | 6,707 | .000 | .11 |
| FYSsr07b | 1,434 | 2.43 | 2.33 | .03 | .01 | 1.07 | 1.08 | 6,689 | .002 | .09 |
| FYSsr07c | 1,433 | 3.08 | 2.99 | .02 | .01 | 0.86 | 0.92 | 2,410 | .001 | .10 |
| FYSsr07d | 1,420 | 2.72 | 2.60 | .03 | .01 | 0.99 | 1.03 | 2,320 | .000 | .12 |

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 .
- 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. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

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.

NSSE 2015 Topical Module

Academic Advising

Indiana University Bloomington

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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 'Carnegie RU/VH' column of this report.

| | |
|--|---|
| Group label | Carnegie RU/VH |
| Date submitted | 6/12/15 |
| How was this comparison group constructed? | Your institution customized this comparison group by selecting institutions from all module participants. |
| Group description | Carnegie Research Universities Very High |

Carnegie RU/VH (N=16)

Boston University (Boston, MA)*
 Georgia Institute of Technology (Atlanta, GA)*
 Montana State University-Bozeman (Bozeman, MT)*
 North Carolina State University (Raleigh, NC)*
 Stony Brook University (Stony Brook, NY)*
 University at Albany, SUNY, The (Albany, NY)*
 University of Alabama at Birmingham (Birmingham, AL)*
 University of Cincinnati (Cincinnati, OH)
 University of Houston (Houston, TX)
 University of Illinois at Chicago (Chicago, IL)
 University of Illinois at Urbana-Champaign (Urbana, IL)
 University of Miami (Coral Gables, FL)
 University of Oregon (Eugene, OR)
 University of South Florida (Tampa, FL)
 Virginia Commonwealth University (Richmond, VA)*
 Wayne State University (Detroit, MI)

NSSE 2015 Academic Advising

Frequencies and Statistical Comparisons

Indiana University Bloomington

First-Year Students

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|----------------|-----|--------------------------------------|----------------|--------------------------|
| | | | | IU Bloomington | | Carnegie RU/VH | | IU Bloomington | Carnegie RU/VH | Effect size ^d |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | |
| 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? | | | | | | | | | | |
| | ADV01 | 0 | 0 | 51 | 3 | 538 | 7 | 2.5 | 2.3 *** | .12 |
| | | 1 | 1 | 376 | 18 | 2,000 | 23 | | | |
| | | 2 | 2 | 745 | 35 | 2,809 | 31 | | | |
| | | 3 | 3 | 562 | 26 | 1,912 | 20 | | | |
| | | 4 | 4 | 219 | 10 | 951 | 10 | | | |
| | | 5 | 5 | 78 | 4 | 365 | 4 | | | |
| | | 6 | 6 or more | 97 | 5 | 502 | 6 | | | |
| | | Total | | 2,128 | 100 | 9,077 | 100 | | | |
| 2. During the current school year, to what extent have your academic advisors done the following? | | | | | | | | | | |
| a. Been available when needed | ADV02a | 1 | Very little | 114 | 5 | 646 | 7 | 3.1 | 3.0 *** | .10 |
| | | 2 | Some | 382 | 18 | 1,777 | 19 | | | |
| | | 3 | Quite a bit | 769 | 36 | 2,979 | 33 | | | |
| | | 4 | Very much | 807 | 38 | 3,175 | 34 | | | |
| | | — | Not applicable | 59 | 3 | 517 | 7 | | | |
| | | Total | | 2,131 | 100 | 9,094 | 100 | | | |
| b. Listened closely to your concerns and questions | ADV02b | 1 | Very little | 160 | 7 | 646 | 7 | 3.1 | 3.0 * | .05 |
| | | 2 | Some | 379 | 18 | 1,808 | 20 | | | |
| | | 3 | Quite a bit | 724 | 35 | 2,881 | 31 | | | |
| | | 4 | Very much | 796 | 37 | 3,152 | 34 | | | |
| | | — | Not applicable | 66 | 3 | 592 | 8 | | | |
| | | Total | | 2,125 | 100 | 9,079 | 100 | | | |
| c. Informed you of important deadlines | ADV02c | 1 | Very little | 228 | 11 | 1,079 | 12 | 2.9 | 2.8 *** | .09 |
| | | 2 | Some | 421 | 20 | 1,994 | 22 | | | |
| | | 3 | Quite a bit | 660 | 32 | 2,654 | 29 | | | |
| | | 4 | Very much | 739 | 34 | 2,765 | 30 | | | |
| | | — | Not applicable | 73 | 3 | 584 | 7 | | | |
| | | Total | | 2,121 | 100 | 9,076 | 100 | | | |
| d. Helped you understand academic rules and policies | ADV02d | 1 | Very little | 263 | 12 | 1,122 | 13 | 2.8 | 2.8 * | .05 |
| | | 2 | Some | 484 | 23 | 2,167 | 24 | | | |
| | | 3 | Quite a bit | 658 | 32 | 2,600 | 28 | | | |
| | | 4 | Very much | 623 | 29 | 2,419 | 27 | | | |
| | | — | Not applicable | 90 | 4 | 742 | 9 | | | |
| | | Total | | 2,118 | 100 | 9,050 | 100 | | | |
| e. Informed you of academic support options (tutoring, study groups, help with writing, etc.) | ADV02e | 1 | Very little | 337 | 15 | 1,354 | 15 | 2.7 | 2.7 | .00 |
| | | 2 | Some | 488 | 23 | 2,089 | 23 | | | |
| | | 3 | Quite a bit | 573 | 28 | 2,383 | 26 | | | |
| | | 4 | Very much | 581 | 27 | 2,397 | 27 | | | |
| | | — | Not applicable | 144 | 7 | 851 | 10 | | | |
| | | Total | | 2,123 | 100 | 9,074 | 100 | | | |
| f. Provided useful information about courses | ADV02f | 1 | Very little | 275 | 13 | 1,116 | 12 | 2.9 | 2.8 ** | .07 |
| | | 2 | Some | 424 | 20 | 2,017 | 22 | | | |
| | | 3 | Quite a bit | 627 | 30 | 2,679 | 29 | | | |
| | | 4 | Very much | 740 | 35 | 2,772 | 30 | | | |
| | | — | Not applicable | 51 | 2 | 484 | 6 | | | |
| | | Total | | 2,117 | 100 | 9,068 | 100 | | | |
| g. Helped you when you had | ADV02g | 1 | Very little | 342 | 16 | 1,471 | 16 | | | |

*p<.05, **p<.01, ***p<.001 (2-tailed): Refer to the Endnotes page for a key to the triangle symbols.

NSSE 2015 Academic Advising Frequencies and Statistical Comparisons Indiana University Bloomington

First-Year Students

| Frequency Distributions ^a | | | | | | | | Statistical Comparisons ^b | | | | |
|--|---------------|---------------------|---|-------|-------|-------|----|--------------------------------------|---------|--------------------------|----------------|--|
| IU Bloomington | | | | | | | | Carnegie RU/VH | | IU Bloomington | Carnegie RU/VH | |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | Effect size ^d | | |
| academic difficulties | | 2 | Some | 441 | 21 | 1,838 | 20 | 2.7 | 2.6 | .05 | | |
| | | 3 | Quite a bit | 458 | 22 | 1,847 | 20 | | | | | |
| | | 4 | Very much | 533 | 24 | 1,968 | 21 | | | | | |
| | | — | Not applicable | 344 | 17 | 1,933 | 22 | | | | | |
| | | Total | 2,118 | 100 | 9,057 | 100 | | | | | | |
| h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.) | ADV02h | 1 | Very little | 396 | 18 | 1,653 | 18 | 2.6 | 2.6 ** | .07 | | |
| | | 2 | Some | 431 | 21 | 1,943 | 21 | | | | | |
| | | 3 | Quite a bit | 503 | 24 | 2,037 | 22 | | | | | |
| | | 4 | Very much | 556 | 26 | 2,034 | 22 | | | | | |
| | | — | Not applicable | 231 | 11 | 1,388 | 17 | | | | | |
| Total | 2,117 | 100 | 9,055 | 100 | | | | | | | | |
| i. Discussed your career interests and post-graduation plans | ADV02i | 1 | Very little | 401 | 19 | 1,803 | 20 | 2.6 | 2.5 *** | .08 | | |
| | | 2 | Some | 503 | 24 | 2,130 | 24 | | | | | |
| | | 3 | Quite a bit | 510 | 25 | 1,926 | 21 | | | | | |
| | | 4 | Very much | 563 | 26 | 2,066 | 22 | | | | | |
| | | — | Not applicable | 125 | 6 | 1,114 | 13 | | | | | |
| Total | 2,102 | 100 | 9,039 | 100 | | | | | | | | |
| 3. How often have your academic advisors reached out to you about your academic progress or performance? | | | | | | | | | | | | |
| | ADV04_15 | 1 | Never | 774 | 35 | 1,744 | 41 | 2.0 | 1.9 *** | .11 | | |
| | | 2 | Sometimes | 813 | 39 | 1,595 | 36 | | | | | |
| | | 3 | Often | 383 | 18 | 693 | 16 | | | | | |
| | | 4 | Very often | 148 | 7 | 259 | 6 | | | | | |
| | | Total | 2,118 | 100 | 4,291 | 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 | 909 | 43 | 3,178 | 33 | | | | | |
| | | — | Academic advisor(s) available to any student | 139 | 7 | 946 | 11 | | | | | |
| | | — | Faculty or staff not formally assigned as an advisor | 142 | 7 | 564 | 7 | | | | | |
| | | — | Online advising system (degree progress report, etc.) | 95 | 4 | 464 | 5 | | | | | |
| | | — | Web site, catalog, or other published sources | 134 | 6 | 523 | 6 | | | | | |
| | | — | Friends or other students | 290 | 14 | 1,569 | 17 | | | | | |
| | | — | Family members | 344 | 16 | 1,387 | 15 | | | | | |
| | | — | Other, please specify: | 21 | 1 | 85 | 1 | | | | | |
| | | — | I did not seek academic advice this year | 51 | 3 | 379 | 5 | | | | | |
| | | Total | 2,125 | 100 | 9,095 | 100 | | | | | | |

Seniors

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-----|----------------|-----|--------------------------------------|----------------|--------------------------|
| | | | | IU Bloomington | | Carnegie RU/VH | | IU Bloomington | Carnegie RU/VH | Effect size ^d |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | |
| 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? | | | | | | | | | | |
| | ADV01 | 0 | 0 | 119 | 8 | 1,819 | 14 | 2.2 | 2.2 | .04 |
| | | 1 | 1 | 416 | 28 | 3,680 | 26 | | | |
| | | 2 | 2 | 446 | 31 | 3,769 | 27 | | | |
| | | 3 | 3 | 209 | 15 | 2,038 | 15 | | | |
| | | 4 | 4 | 111 | 8 | 1,103 | 8 | | | |
| | | 5 | 5 | 39 | 3 | 433 | 3 | | | |
| | | 6 | 6 or more | 109 | 8 | 1,148 | 8 | | | |
| | | Total | | 1,449 | 100 | 13,990 | 100 | | | |
| 2. During the current school year, to what extent have your academic advisors done the following? | | | | | | | | | | |
| a. Been available when needed | ADV02a | 1 | Very little | 82 | 6 | 1,451 | 11 | 3.1 | 2.9 *** | .15 |
| | | 2 | Some | 264 | 19 | 2,818 | 20 | | | |
| | | 3 | Quite a bit | 491 | 34 | 4,114 | 29 | | | |
| | | 4 | Very much | 540 | 37 | 4,741 | 34 | | | |
| | | — | Not applicable | 75 | 5 | 885 | 7 | | | |
| | | Total | | 1,452 | 100 | 14,009 | 100 | | | |
| b. Listened closely to your concerns and questions | ADV02b | 1 | Very little | 97 | 7 | 1,485 | 10 | 3.0 | 2.9 *** | .10 |
| | | 2 | Some | 260 | 18 | 2,770 | 19 | | | |
| | | 3 | Quite a bit | 485 | 33 | 3,774 | 27 | | | |
| | | 4 | Very much | 507 | 35 | 4,713 | 34 | | | |
| | | — | Not applicable | 100 | 7 | 1,236 | 9 | | | |
| | | Total | | 1,449 | 100 | 13,978 | 100 | | | |
| c. Informed you of important deadlines | ADV02c | 1 | Very little | 148 | 10 | 2,358 | 16 | 2.9 | 2.8 *** | .14 |
| | | 2 | Some | 300 | 21 | 2,950 | 20 | | | |
| | | 3 | Quite a bit | 447 | 31 | 3,549 | 25 | | | |
| | | 4 | Very much | 465 | 32 | 4,034 | 30 | | | |
| | | — | Not applicable | 90 | 6 | 1,080 | 8 | | | |
| | | Total | | 1,450 | 100 | 13,971 | 100 | | | |
| d. Helped you understand academic rules and policies | ADV02d | 1 | Very little | 194 | 13 | 2,477 | 17 | 2.7 | 2.7 * | .06 |
| | | 2 | Some | 344 | 24 | 3,090 | 22 | | | |
| | | 3 | Quite a bit | 369 | 25 | 3,066 | 22 | | | |
| | | 4 | Very much | 368 | 26 | 3,425 | 26 | | | |
| | | — | Not applicable | 170 | 12 | 1,849 | 13 | | | |
| | | Total | | 1,445 | 100 | 13,907 | 100 | | | |
| e. Informed you of academic support options (tutoring, study groups, help with writing, etc.) | ADV02e | 1 | Very little | 338 | 23 | 3,611 | 25 | 2.4 | 2.4 | .03 |
| | | 2 | Some | 319 | 22 | 2,866 | 20 | | | |
| | | 3 | Quite a bit | 279 | 19 | 2,435 | 18 | | | |
| | | 4 | Very much | 269 | 19 | 2,570 | 19 | | | |
| | | — | Not applicable | 243 | 17 | 2,486 | 18 | | | |
| | | Total | | 1,448 | 100 | 13,968 | 100 | | | |
| f. Provided useful information about courses | ADV02f | 1 | Very little | 199 | 14 | 2,615 | 19 | 2.8 | 2.6 *** | .11 |
| | | 2 | Some | 319 | 22 | 3,158 | 22 | | | |
| | | 3 | Quite a bit | 438 | 30 | 3,274 | 23 | | | |
| | | 4 | Very much | 383 | 26 | 3,621 | 26 | | | |
| | | — | Not applicable | 106 | 7 | 1,285 | 10 | | | |
| | | Total | | 1,445 | 100 | 13,953 | 100 | | | |
| g. Helped you when you had academic difficulties | ADV02g | 1 | Very little | 254 | 18 | 2,881 | 20 | 2.5 | 2.5 | .05 |
| | | 2 | Some | 246 | 17 | 2,306 | 16 | | | |
| | | 3 | Quite a bit | 267 | 18 | 2,196 | 15 | | | |
| | | 4 | Very much | 275 | 19 | 2,737 | 20 | | | |
| | | — | Not applicable | 406 | 28 | 3,820 | 28 | | | |
| | | Total | | 1,448 | 100 | 13,940 | 100 | | | |

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

Seniors

| | | | | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|---|--------------------------------------|--------|----------------|----|--------------------------------------|----------------|--------------------------|
| | | | | IU Bloomington | | Carnegie RU/VH | | IU Bloomington | Carnegie RU/VH | |
| Item wording or description | Variable name | Values ^c | Response options | Count | % | Count | % | Mean | Mean | Effect size ^d |
| h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.) | ADV02h | 1 | Very little | 277 | 19 | 3,313 | 24 | 2.6 | 2.4 *** | .12 |
| | | 2 | Some | 295 | 21 | 2,477 | 17 | | | |
| | | 3 | Quite a bit | 343 | 24 | 2,485 | 17 | | | |
| | | 4 | Very much | 317 | 22 | 2,855 | 20 | | | |
| | | — | Not applicable | 215 | 15 | 2,807 | 22 | | | |
| | | Total | 1,447 | 100 | 13,937 | 100 | | | | |
| i. Discussed your career interests and post-graduation plans | ADV02i | 1 | Very little | 298 | 21 | 3,561 | 26 | 2.6 | 2.4 *** | .14 |
| | | 2 | Some | 317 | 22 | 2,898 | 20 | | | |
| | | 3 | Quite a bit | 333 | 23 | 2,422 | 17 | | | |
| | | 4 | Very much | 365 | 25 | 3,215 | 22 | | | |
| | | — | Not applicable | 131 | 9 | 1,829 | 14 | | | |
| | | Total | 1,444 | 100 | 13,925 | 100 | | | | |
| 3. How often have your academic advisors reached out to you about your academic progress or performance? | | | | | | | | | | |
| | ADV04_15 | 1 | Never | 597 | 41 | 3,793 | 49 | 1.8 | 1.8 ** | .08 |
| | | 2 | Sometimes | 572 | 40 | 2,669 | 33 | | | |
| | | 3 | Often | 215 | 15 | 992 | 12 | | | |
| | | 4 | Very often | 60 | 4 | 449 | 6 | | | |
| | | Total | 1,444 | 100 | 7,903 | 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 | 434 | 30 | 3,813 | 28 | | | |
| | | — | Academic advisor(s) available to any student | 156 | 11 | 1,431 | 11 | | | |
| | | — | Faculty or staff not formally assigned as an advisor | 218 | 15 | 2,217 | 15 | | | |
| | | — | Online advising system (degree progress report, etc.) | 143 | 10 | 1,403 | 10 | | | |
| | | — | Web site, catalog, or other published sources | 103 | 7 | 801 | 6 | | | |
| | | — | Friends or other students | 201 | 14 | 2,050 | 14 | | | |
| | | — | Family members | 125 | 8 | 1,195 | 8 | | | |
| | | — | Other, please specify: | 12 | 1 | 227 | 2 | | | |
| | | — | I did not seek academic advice this year | 55 | 4 | 868 | 6 | | | |
| | | Total | 1,447 | 100 | 14,005 | 100 | | | | |

NSSE 2015 Academic Advising

Detailed Statistics^e

Indiana University Bloomington

First-Year Students

| Variable name | N | Mean | | Standard error ^f | | Standard deviation ^g | | DF ^h | Sig. ⁱ | Effect size ^d |
|---------------|----------------|----------------|----------------|-----------------------------|----------------|---------------------------------|----------------|-------------------------------------|-------------------|--------------------------|
| | IU Bloomington | IU Bloomington | Carnegie RU/VH | IU Bloomington | Carnegie RU/VH | IU Bloomington | Carnegie RU/VH | Comparisons with: Carnegie RU/VH | | |
| ADV01 | 2,102 | 2.53 | 2.35 | .03 | .01 | 1.32 | 1.49 | 2,987 | .000 | .12 |
| ADV02a | 2,046 | 3.09 | 3.00 | .02 | .01 | 0.89 | 0.94 | 14,880 | .000 | .10 |
| ADV02b | 2,031 | 3.05 | 3.00 | .02 | .01 | 0.93 | 0.94 | 14,663 | .028 | .05 |
| ADV02c | 2,021 | 2.93 | 2.84 | .02 | .01 | 1.00 | 1.02 | 2,742 | .000 | .09 |
| ADV02d | 2,004 | 2.81 | 2.75 | .02 | .01 | 1.01 | 1.02 | 2,718 | .023 | .05 |
| ADV02e | 1,956 | 2.72 | 2.72 | .02 | .01 | 1.06 | 1.06 | 14,290 | .915 | .00 |
| ADV02f | 2,038 | 2.89 | 2.82 | .02 | .01 | 1.04 | 1.03 | 14,856 | .005 | .07 |
| ADV02g | 1,746 | 2.66 | 2.61 | .03 | .01 | 1.09 | 1.10 | 12,391 | .055 | .05 |
| ADV02h | 1,860 | 2.65 | 2.57 | .03 | .01 | 1.10 | 1.10 | 13,223 | .003 | .07 |
| ADV02i | 1,950 | 2.63 | 2.54 | .02 | .01 | 1.09 | 1.10 | 13,782 | .001 | .08 |
| ADV04_15 | 2,092 | 1.97 | 1.88 | .02 | .01 | 0.91 | 0.90 | 3,301 | .000 | .11 |

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

NSSE 2015 Academic Advising

Detailed Statistics^e

Indiana University Bloomington

Seniors

| Variable name | N | Mean | | Standard error ^f | | Standard deviation ^g | | DF ^h | Sig. ⁱ | Effect size ^d |
|---------------|----------------|----------------|----------------|-----------------------------|----------------|---------------------------------|----------------|-------------------------------------|-------------------|--------------------------|
| | IU Bloomington | IU Bloomington | Carnegie RU/VH | IU Bloomington | Carnegie RU/VH | IU Bloomington | Carnegie RU/VH | Comparisons with: Carnegie RU/VH | | |
| ADV01 | 1,445 | 2.24 | 2.17 | .04 | .01 | 1.57 | 1.67 | 1,790 | .142 | .04 |
| ADV02a | 1,374 | 3.07 | 2.92 | .02 | .01 | 0.90 | 1.01 | 1,750 | .000 | .15 |
| ADV02b | 1,345 | 3.03 | 2.93 | .03 | .01 | 0.93 | 1.02 | 1,706 | .000 | .10 |
| ADV02c | 1,357 | 2.90 | 2.75 | .03 | .01 | 0.99 | 1.09 | 1,717 | .000 | .14 |
| ADV02d | 1,271 | 2.72 | 2.65 | .03 | .01 | 1.04 | 1.10 | 1,581 | .034 | .06 |
| ADV02e | 1,202 | 2.41 | 2.37 | .03 | .01 | 1.12 | 1.15 | 1,477 | .239 | .03 |
| ADV02f | 1,334 | 2.75 | 2.63 | .03 | .01 | 1.03 | 1.11 | 1,675 | .000 | .11 |
| ADV02g | 1,044 | 2.54 | 2.48 | .03 | .01 | 1.12 | 1.17 | 1,289 | .141 | .05 |
| ADV02h | 1,232 | 2.57 | 2.43 | .03 | .01 | 1.10 | 1.17 | 1,561 | .000 | .12 |
| ADV02i | 1,311 | 2.58 | 2.42 | .03 | .01 | 1.12 | 1.17 | 1,639 | .000 | .14 |
| ADV04_15 | 1,440 | 1.83 | 1.76 | .02 | .01 | 0.84 | 0.89 | 1,993 | .003 | .08 |

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*.
- 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. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

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.