

### Introduction

This edition of *Research Brief* summarizes the results of the first two administrations of the National Survey of Student Engagement (NSSE) at IUPUI. The NSSE is a new national project that will annually survey undergraduates at four-year colleges and universities to assess students' participation in a variety of educational practices that have been identified through research as correlates of student success. It is co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum for Undergraduate Learning, and is supported by a grant from The Pew Charitable Trusts.

It is important to note that the 'correlates of student success' upon which this survey is based have been identified primarily through research at more traditional, residential colleges and universities. Although many of these 'best practice' principles are relevant to non-traditional, commuter institutions, it is not clear that they are the best standards against which to assess student experience at IUPUI. This issue should be kept in mind when interpreting the results, and will be discussed further at the end of this report.

### Survey Administration

In Fall 1999, IUPUI participated in a pilot administration of the National Survey of Student Engagement. The survey is administered to two student populations, representing students at both the early and later stages of their college careers. Due to the timing of the Fall 1999 pilot, the survey was administered to first-semester sophomores and first-semester seniors. In Spring 2000, IUPUI participated in the first regular administration of the NSSE, surveying second-semester freshmen and second-semester seniors. All future administrations will occur in the spring and will survey second-semester freshmen and seniors. In this report, the data from both administrations are reported in aggregate: tests for significance between the two administrations revealed only minor differences between the fall first-semester sophomores and the spring second semester freshmen and so data for the two groups were combined as were the data from the two senior cohorts. In this report, the label "early career group" refers to the group of combined 1999 sophomores and 2000 freshmen. The label "late career group" refers to the combined senior data from the two years.

The results of the survey presented in this report discuss differences between the early and late career groups of students at IUPUI, as well as differences between IUPUI and two peer groups: urban university peers and large public research (LPR) university peers. The urban university group includes institutions most similar to IUPUI in terms of size,

### Highlights

Students at IUPUI are faced with many challenges that conflict with their education. IUPUI students spend more time working for pay in off-campus jobs and caring for dependents than their peers at comparable urban universities. Partly as a result of these and other time constraints, IUPUI students report lower levels of involvement in campus life. For example, only 15 percent of IUPUI students report spending more than 5 hours a week participating in co-curricular activities.

IUPUI students report similar levels of satisfaction when compared to students at other urban universities. Roughly three-quarters of both IUPUI and other urban university students state that, if given the chance to start over, they would "Probably" or "Definitely" choose to attend the same university again. Students in the large public research university peer indicate significantly higher levels of satisfaction with their college experience.

Compared to students from other urban universities and from large public research universities, fewer IUPUI students indicate that the campus encourages interactions among students from different backgrounds, or that they come away from IUPUI with a feeling of understanding different cultures and ideas. Nearly 25 percent of IUPUI students felt that IUPUI places "Very Little" emphasis on encouraging contact among students from different backgrounds. As a result, IUPUI students give significantly lower ratings to the contribution of IUPUI in their understanding of people from diverse backgrounds when compared to the two peer groups.

IUPUI early career students (freshmen and sophomores) differ in comparison to their peers at urban universities and large public research universities to a greater degree than do IUPUI later career students (seniors). Among the 66 questions on the survey, IUPUI early career students expressed significantly different responses on 38 items (57.6%) compared to the urban peer group, with 35 of these differences showing a less positive response for IUPUI students. IUPUI early career students differed from their peers at large public research universities across 53 items (80.3%), with 39 less positive responses and 14 more positive responses. In contrast, the IUPUI late career students expressed significantly different responses from their urban peers on only 17 items (25.6%), with almost an even split between more positive (9) and more negative (8) responses. Compared to peers at the large public research universities in the sample, IUPUI late career students differed significantly on 40 items (60.6%) with more positive responses on 13 items and less positive responses on 27 items.

structure, and setting. The second peer group, comprised of large public research universities, was chosen as the most relevant set of ‘traditional’ universities that still have certain characteristics in common with IUPUI (e.g., size, public control, graduate/undergraduate mix). The list of schools comprising each of these two groups for the 1999 and 2000 administrations can be found in Appendix A.

### The College Student Report

The survey instrument, entitled the “College Student Report,” is organized in eight sections. The sections are not labeled in the instrument, but the following labels are used in this report to describe the general nature of each of these sections: Active Learning Experiences, Reading and Writing, Critical Thinking, Special Types of Coursework, Use of Time, Learning Outcomes, The College Support Environment, and Quality of Relationships. The results are organized by section, beginning with the sections that yielded findings most relevant to current issues at IUPUI. Within each section are comparisons between the IUPUI early and late career groups, between IUPUI and the urban university peer group, and between IUPUI and the LPR university peer group. Also included are some tables and graphs to highlight visually some of the important findings relevant to the summary discussions. Results summarized in this report that do not appear in a table or graph can be found within the item-by-item analysis provided as an addendum to this report.

### Demographics of the Samples

**Early Career Group.** A total of 1000 surveys was mailed to a random sample of first-semester sophomores in the 1999 pilot (500) and second-semester freshmen in the 2000 administration (500) of the NSSE. 278 surveys were returned, for an overall response rate of 27.8%. Of the surveys returned by the early career group, 70 percent of the respondents were female and only 30 percent were male. Females in this sample are over-represented by about 10 percent. In terms of ethnicity, 82 percent of the respondents were white, 12 percent were African-American, and 4 percent were from other minority groups. This is a fairly accurate representation of the ethnic diversity of the population from which the sample was drawn. With respect to age, 49 percent of the respondents were 19 or younger, 36 percent were between the ages of 20 and 30, and 16 percent were age 30 or older. Sixty-percent were full-time students, giving them only

a slight over-representation in the sample.

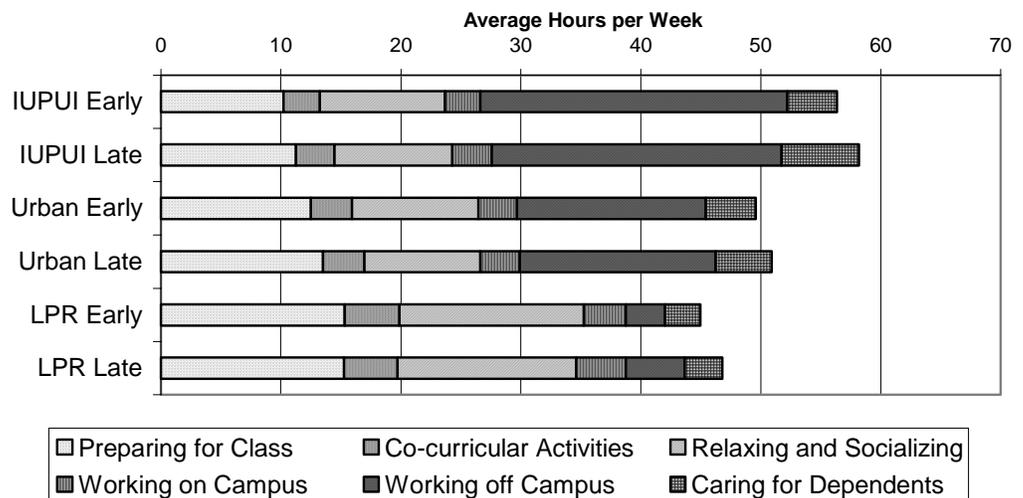
**Late Career Group.** A total of 1000 surveys was mailed to a random sample of seniors in both the 1999 and 2000 administrations of the NSSE. 427 surveys were returned, for an overall response rate of 42.7%. Of the surveys returned by the late career group, females were once again over-represented, with 68 percent female respondents and only 32 percent male respondents. Ethnicity was once again representative: 86 percent white, 7 percent African-American, and 5 percent other minority groups. In terms of age, 53 percent of the respondents were between the ages of 20 and 30, and 46 percent were age 30 or older. Fifty-six percent were full-time students, which is fairly representative of the total population.

### Results

#### Use of Time

Students at IUPUI are faced with many obligations that conflict with their education. Roughly two-thirds of all IUPUI students surveyed work more than 15 hours per week off-campus. Nearly half of all IUPUI seniors surveyed spend more than 5 hours per week caring for dependents who live with them. Partly as a result of these and other time constraints, IUPUI students report lower levels of involvement in campus life. For example, only 15 percent of IUPUI students report spending more than 5 hours a week participating in co-curricular activities. Figure 1 shows the distribution of time spent each week on various activities for the IUPUI early and late career groups in comparison with their peers at other urban and LPR universities.

**Figure 1.** IUPUI students have more time-consuming work and family obligations and spend less time on academic pursuits compared to students at other urban universities, and especially compared to students at large public research universities.



\*Percent distributions for the LPR peer group for the 2000 NSSE administration were unavailable. Therefore, the graph represents only 1999 data for the LPR Early and Late groups.

**IUPUI Early v. Late.** Students in the late career group work slightly fewer hours per week, but otherwise spend more time preparing for class and providing care for dependents than students in the early career group.

**IUPUI v. Urban Peers.** In general, IUPUI students across the board have more non-academic life demands and time constraints than students at the urban peer institutions. These various demands probably make it more difficult for IUPUI students to become engaged in activities on campus and with the campus community in general. IUPUI students in both the early and late career groups spend less time preparing for class, less time participating in co-curricular activities, and more time working for pay off-campus than their urban peers. Late career group IUPUI students also spend significantly more time caring for dependents than students in the urban peer group.

**IUPUI v. Large Public Research Peers.** The non-academic demands on IUPUI students are even more striking when compared to students at LPR universities. All IUPUI students, both early and late in their academic careers, spend more time working for pay off-campus and more time taking care of dependents. Both life demands can conflict with their dedication to their education. IUPUI students spend less time preparing for class, less time working for pay on campus, and less time participating in co-curricular activities. In general, they exhibit less academic and campus community involvement than students in these peer groups. IUPUI students are pulled in many directions; therefore, it is not surprising that they spend significantly less time relaxing and socializing when compared to their peers at LPR universities.

### Active Learning Experiences

Overall, IUPUI students are active in the classroom. Approximately half of all the early career group students and two-thirds of all late career group students surveyed claim that they “Often” or “Very Often” ask questions in class or contribute to class discussions. Almost half of all early career group and one-quarter of all late career group students often or very often rewrite papers for class. Just under three percent of all early career group students and approximately eight percent of all late career group students claimed to often or very often work with faculty members on activities other than coursework. This indicates that although students are engaged with faculty while in class, this relationship, for many students, does not extend beyond the classroom. Figure 2 displays the average response of IUPUI early and late career students in comparison to early and late career students from the two peer groups (see report endnote for a more detailed explanation on these floating bar charts).

**IUPUI Early v. Late.** The late career group exhibited significantly greater engagement with their educational experiences than the early career group. The late group participated more often in discussions, both in and out of class. They were more engaged with faculty in terms of advising and

**Figure 2. Active Learning Experiences**

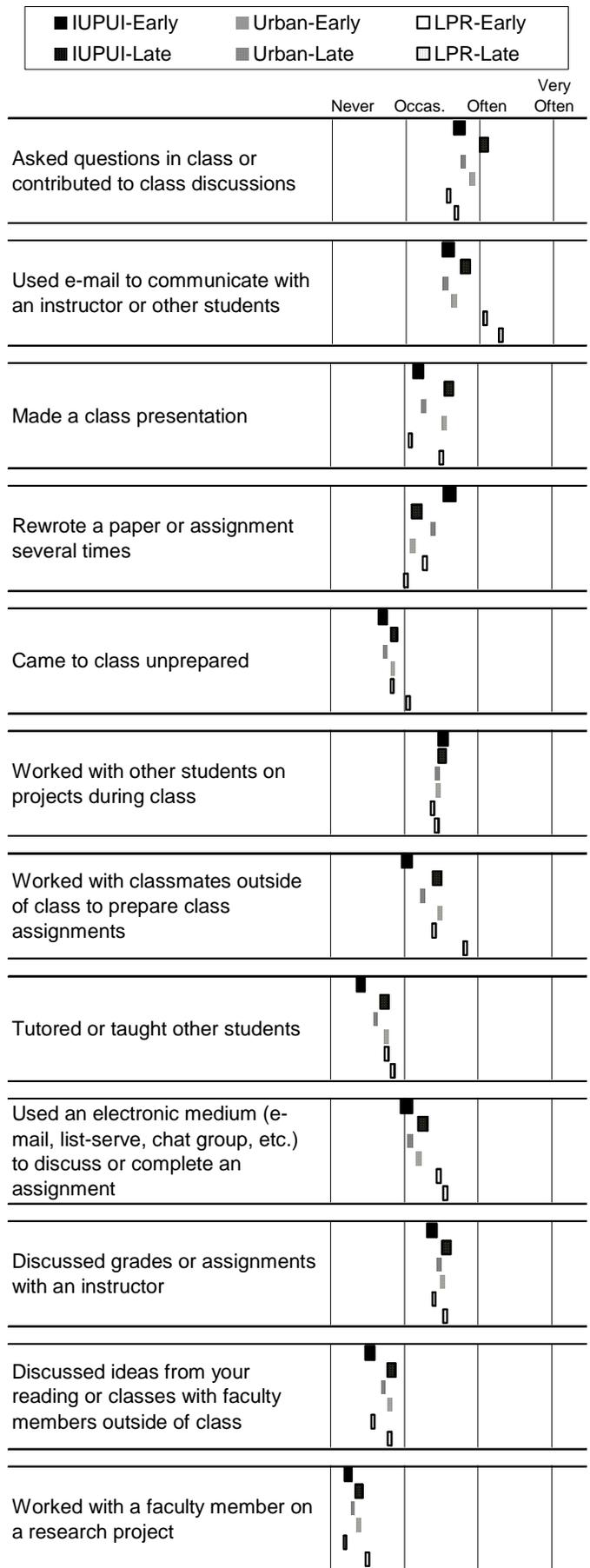
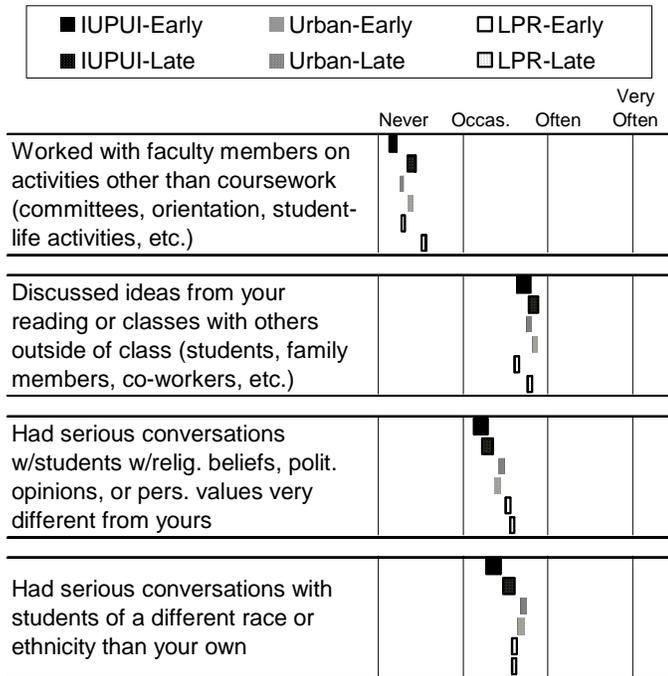


Figure 2. (Continued)

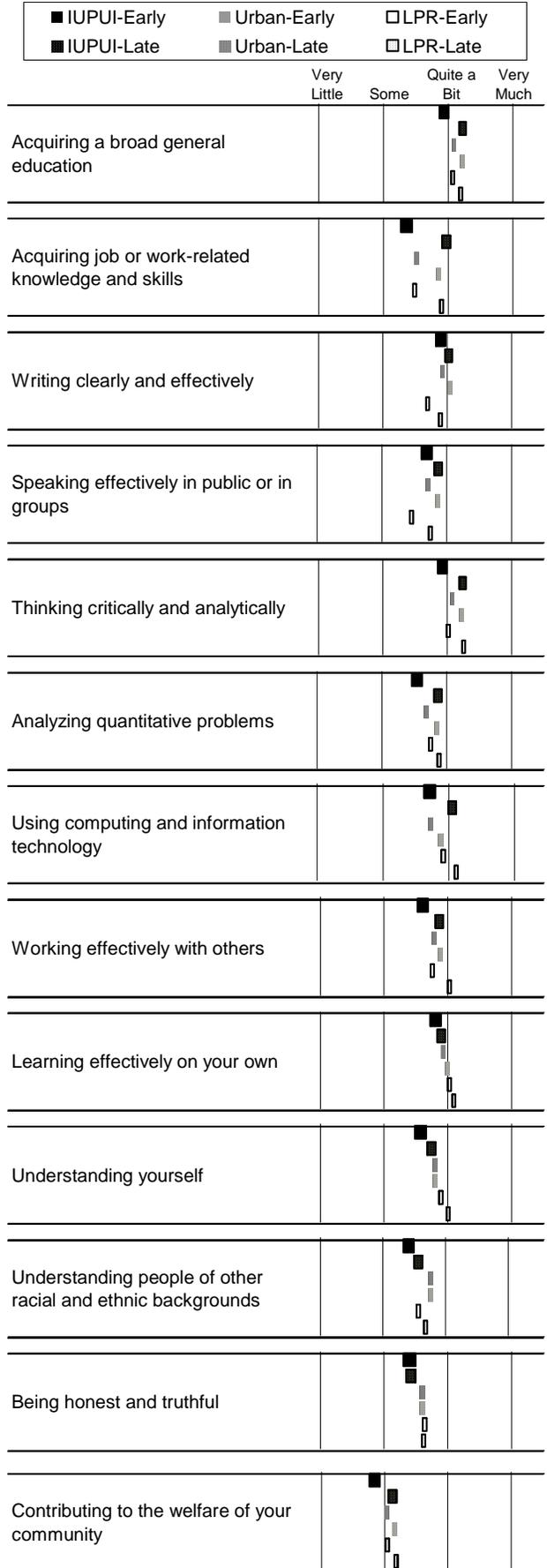


extra-curricular activities, as well as in coursework and research. They worked more often with other students outside of class and expanded their learning experiences to the broader community through community-based projects.

**IUPUI v. Urban Peers.** The IUPUI early career group, when compared with their urban peers, spent significantly less time with faculty in an extra-curricular capacity and spent less time discussing ideas with faculty outside of class. They spent less time working with and tutoring other students outside of class, and also reported less frequent interactions and conversations with students different from themselves, both racially and ideologically. The IUPUI late career group also reported fewer interactions with different types of students when compared to their urban peers, but reported spending significantly more time contributing to class discussions, using e-mail to communicate with faculty and other students, and received prompt feedback from faculty more often than their urban peers.

**IUPUI v. Large Public Research Peers.** The IUPUI early and late career groups were very similar in their differences from peers at LPR institutions. In general, IUPUI students rewrote papers more frequently than their LPR peers, made more class presentations, and participated more in class discussions. IUPUI students, on the other hand, reported coming to class unprepared more often than the LPR group. IUPUI students were generally less engaged with faculty both in and out of the classroom, used e-mail less frequently as a means of communication or class discussion tool, worked less with other students outside of class, and had fewer “diverse” interactions with other students.

Figure 3. Self-Reported Learning Gains



## Learning Outcomes

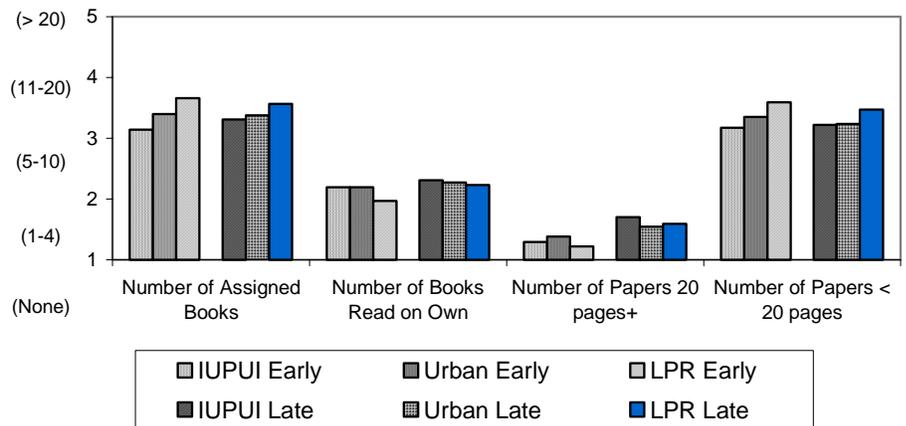
IUPUI students overall give their college experience considerable credit with respect to giving them a broad general education, teaching them how to write clearly and effectively, and teaching them how to think critically and analytically. Almost seventy-five percent of all students surveyed state that their education at IUPUI has contributed “quite a bit” or “very much” to their knowledge and development in the above areas. Figure 3 compares the average responses of the two IUPUI and four peer groups to items from the Learning Outcomes section of the survey.

**IUPUI Early v. Late.** The differences between students early and late in their academic careers are not surprising: they closely model what one would expect from traditional college student development. Students in the late career group claim that their college education has provided them with better job or work-related skills; improved writing, speaking and critical thinking skills; improved skills in working with other people; the importance of contributing to the welfare of one’s community; and a better understanding of oneself and others.

**IUPUI v. Urban Peers.** Early career students at the urban peer institutions place even more importance on the contribution of their college education in achieving the specified learning outcomes. Compared to IUPUI’s early group, the urban peers report a greater contribution of their education to acquiring a broad general education, acquiring work-related knowledge and skills, thinking critically and analyzing problems, working effectively with others, understanding self and others, and acquiring values such as honesty and the importance of contributing to the community. The differences between the IUPUI late career group and urban peers are not as numerous. While the IUPUI late group reported less contribution of their education in terms of learning effectively on their own, understanding people of other backgrounds, and being honest and truthful, they reported a greater contribution than their peers with respect to acquiring work-related knowledge and skills and using computing and information technology.

**IUPUI v. Large Public Research Peers.** The differences between the IUPUI early career group and the LPR peer group are similar to the differences seen between IUPUI and the urban peers. In addition to those differences, the early career group at the LPR schools reported a greater contribution in terms of using computing and information technology, while the early career group at IUPUI reported a greater contribution of their education in learning to write clearly and effectively and to speak effectively in public or large groups. The emphasis of an IUPUI education on writing and speaking

**Figure 4.** IUPUI students read fewer assigned books and write fewer short papers, but write more long papers.



effectively in comparison with the LPR schools is seen among the late career group as well.

## Reading and Writing

Students at IUPUI state that they read a lot of books in their courses and write a lot of short papers (20 pages or less). Thirty-seven percent of all students surveyed stated that they read 11 or more textbooks/books in the past academic year, and thirty-eight percent stated that they wrote 11 or more papers for their classes as well. Figure 4 shows the mean comparisons for books read and papers written for IUPUI and the comparison groups.

**IUPUI Early v. Late.** In general, academic expectations and requirements were higher for the late career group than for the early career group. The late career group was assigned more books to read in courses, and was required to write more papers of 20 pages or more. The nature of examinations for the late career group was more essay or open-ended problems and less multiple choice or short answer problems in comparison with the early career group.

**IUPUI v. Urban Peers.** When compared to their urban peers, the academic expectations and requirements for the IUPUI early career group were significantly lower. IUPUI students in the early career group were required to read fewer books for their courses, to write fewer papers (both short and long) and to take tests that were more multiple choice and short answer in orientation. The expectations and requirements for the IUPUI late career group, however, were almost identical to those of their urban peers with only one exception: IUPUI students were required to write more long papers (20 pages or more) than their urban peer group.

**IUPUI v. Large Public Research Peers.** There are some interesting differences in academic expectations and requirements between the IUPUI groups and the LPR Peer groups. For the early career group, IUPUI students were required to read fewer books and write fewer short papers, but wrote more long papers, read more on their own, and took

tests that were more essay question oriented than their LPR peers. In the late career group, IUPUI students again read fewer books and wrote fewer short papers, but were required to write more long papers than their peers at LPR universities.

### Critical Thinking

When observed as one group, IUPUI students claim that their coursework at IUPUI emphasizes application of knowledge more than memorizing, analyzing, synthesizing, and making judgments. Twenty-seven percent of IUPUI students surveyed stated that IUPUI courses “very much” emphasize application, while only around 25 percent stated that their courses very much emphasize memorizing and analyzing. Only about 17 percent of students claimed their coursework at IUPUI emphasizes synthesizing and making judgments about content. Figure 5 compares the responses of IUPUI and peer group students to questions about the emphasis in their coursework to different levels of critical thinking.

**IUPUI Early v. Late.** Overall, the differences between the early career group and late career group with respect to critical thinking reflect a shift in coursework emphasis from memorization and lower-level processing in the early group to higher-level analysis, synthesis, and application of theories in the late group. This same pattern can be seen between the early and late groups for the urban peers and LPR peers as well, indicating a reflection in all these curricula of the process by which college-aged student thinking develops.

**IUPUI v. Urban Peers.** Coursework for IUPUI students in the early career group places slightly more emphasis on memorization and slightly less emphasis on application when compared to the early career group of urban peers. There are

Figure 6. The College Support Environment

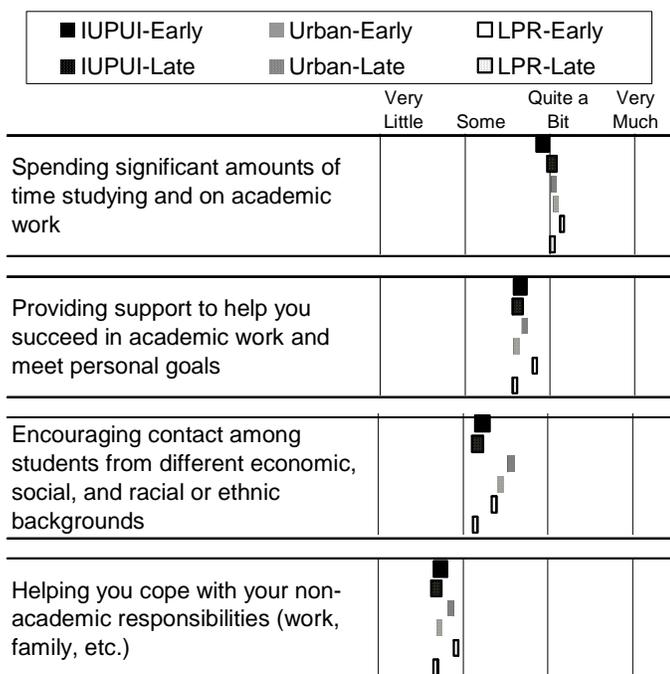
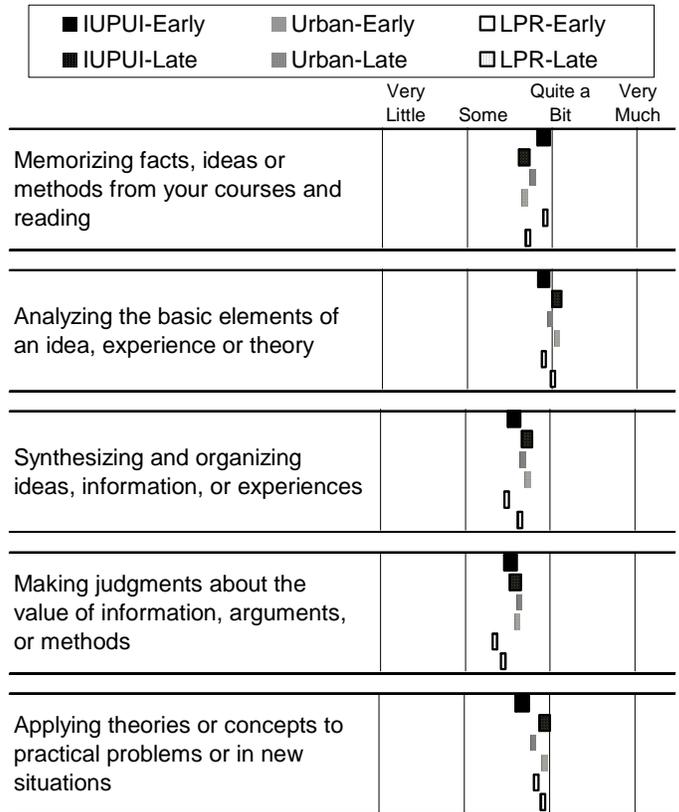


Figure 5. Levels of Critical Thinking



virtually no differences between the IUPUI and urban peer late career groups.

**IUPUI v. Large Public Research Peers.** For both the early and late career groups, IUPUI coursework places significantly greater emphasis on making judgments about the value of information than coursework at the LPR peer schools.

### The College Support Environment

IUPUI students, as a whole, view IUPUI somewhat positively in terms of academic rigor and academic support. Roughly 28 percent of students believe that IUPUI emphasizes “very much” spending a significant amount of time on academic work, and 17 percent feel that the university “very much” provides support to help them succeed academically and reach their goals. In contrast, only about 5 percent of IUPUI students feel that the university “very much” provides support in helping them cope with their non-academic responsibilities, which have already been described as numerous and widely prevalent among IUPUI students. In addition, only 11 percent of IUPUI students feel that the campus “very much” encourages contact among students from different diverse backgrounds. Figure 6 compares the responses of IUPUI students to those of students at the two sets of peer institutions.

**IUPUI Early v. Late.** There were no differences in the perception of IUPUI’s support environment between the two groups. Both groups perceived IUPUI as emphasizing studying and academic work, providing a fair amount of support to help students succeed, and encouraging some contact among students from different backgrounds. Students seemed least satisfied with IUPUI’s lack of emphasis on helping students cope with non-academic responsibilities, an issue that has already been found to be critical for students at IUPUI.

**IUPUI v. Urban Peers.** Students in the IUPUI early career group perceived IUPUI as placing less emphasis on academics, less emphasis on encouraging contact among students from different backgrounds, and less emphasis on helping students cope with non-academic demands when compared to their urban peers. For the late career group, the only difference was on the issue of diversity, with IUPUI students once again perceiving less emphasis on encouraging diverse interactions than students at the urban peer schools.

**IUPUI v. Large Public Research Peers.** Early career group students at LPR Universities perceived their schools as having a better college support environment than students at IUPUI. For the late career group, on the other hand, there were no significant differences in perception of the college support environment between IUPUI and the LPR schools.

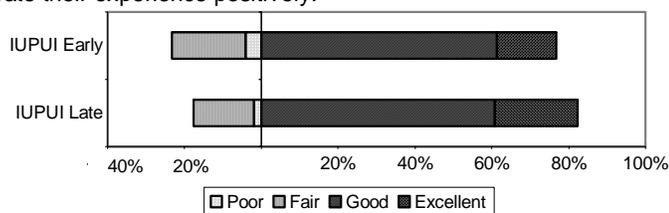
**Quality of Relationships**

IUPUI students, overall, rate their relationships with other students as friendly and supportive, and find faculty to be available and helpful. Just under 80 percent of all IUPUI students surveyed rate their experiences at IUPUI as “good” or “excellent,” and 75 percent of all students state that, if given the chance to start over, they would “Probably” or “Definitely” choose IUPUI again. Figure 7 shows the breakdown of IUPUI students’ ratings of their educational experiences. Figure 8 shows the proportion of IUPUI students who would or would not choose IUPUI again.

**IUPUI Early v. Late.** In general, students in the late career group are more satisfied with their experiences at IUPUI. They report better relationships with other students and faculty. They rate their overall experience at IUPUI significantly higher than the early group.

**IUPUI v. Urban Peers.** While students in the early career group at urban peer schools report better relationships with

**Figure 7.** Most IUPUI students, especially later career students, rate their experience positively.



students and faculty, there are no other differences in satisfaction between IUPUI students and students at the urban peer schools.

**IUPUI v. Large Public Research Peers.** The differences between IUPUI students and students at the LPR institutions are more varied. For both the early and late career groups, students from the LPR group report better relationships with other students, give higher ratings to their overall educational experience, and are more likely to choose the same institution again. The LPR early career group also reports better relationships with administrators than the IUPUI early career group. In contrast, the IUPUI late career group reports better relationships with faculty and administrators when compared to the LPR late career group.

**Special Types of Coursework**

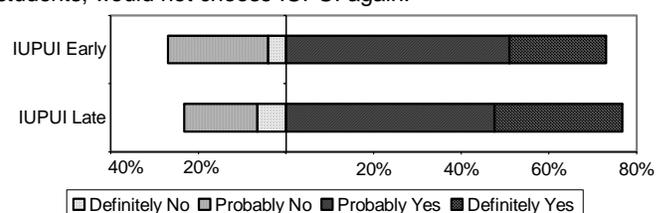
Overall, 66 percent of IUPUI students surveyed have completed or plan to complete a practicum, internship, or field study. Forty-six percent have done or plan to do community service or participate in volunteer programs. Only just under 11 percent, however, have studied or plan to study abroad before graduation. The last panel of the Addendum of this report portrays provides the comparative responses of IUPUI and peer group students to questions about experiences with special types of coursework.

**IUPUI Early v. Late.** There are no significant differences between the early and late career groups in terms of special types of coursework completed or planned. These special types of coursework include such things as practica, internships, field experiences, community service, independent study, and study abroad.

**IUPUI v. Urban Peers.** For the early career group, a greater percentage of students from the urban peer schools had participated in (or anticipated participating in) community service or volunteer programs, interdisciplinary coursework, foreign language coursework and a culminating senior experience. For the late career group, however, all of these differences disappeared and instead were replaced with a greater percentage of IUPUI students participating in independent study or self-designed majors.

**IUPUI v. Large Public Research.** For both the early and late career groups, a greater percentage of IUPUI students participated in independent study or a self-designed major. A greater percentage of LPR students participated in special

**Figure 8.** A sizable minority, especially among early career students, would not choose IUPUI again.



types of coursework such as practica and internships, community service, interdisciplinary coursework, foreign language coursework and study abroad.

## The Institutional Engagement Index

A second appendix to this report presents an “Institutional Engagement Index,” created by NSSE staff as a comparative analysis for the Spring 2000 administration. This analysis summarizes the survey results according to a set of five scale scores. IUPUI’s actual scale scores are compared to ‘predicted’ scores that are derived using a statistical method (ordinary least squares regression) to control for differences in institutional characteristics. According to this analysis, IUPUI senior respondents score higher than predicted across all five index scores: level of academic challenge, active and collaborative learning, student interactions with faculty members, enriching educational experiences, and supportive campus environment. However, IUPUI freshmen in the Spring 2000 sample score significantly lower than predicted on three of the five scales: student interaction with faculty members, enriching educational experience, and especially, supportive campus environment. The freshmen scored only slightly higher than predicted on two scales: level of academic challenge and active and collaborative learning.

These ‘adjusted’ score comparisons reflect a more positive overall result than the unadjusted comparisons summarized in this report. The adjustment method, which is explained more completely in the second appendix, accommodates differences among institutions in selectivity of admissions, control (public v. private), size, urbanicity, and several other factors that correlate with overall student response tendencies. More importantly, these adjustments suggest a prejudice in the underpinnings of the survey that was raised in the introduction of this report and will now be revisited as a prelude to drawing conclusions from this survey

## Conclusions and Implications

IUPUI’s participation in the National Survey of Student Engagement provides useful comparative information about our undergraduate students’ academic experience. The comparisons are not generally flattering but they provide concrete evidence of some challenges we have long faced in providing a high quality college education to busy commuter students.

The intent of the instrument is to measure differences among institutions in the quality of the educational experience. The literature from which this definition of quality arises suggests that the small, residential college represents the ideal learning environment: that is, small classes of full-time, well-prepared, campus resident students for whom college studies are a first priority, taught by full-time faculty who are highly accessible in and out of class. Although this may be an ideal learning environment, it is debatable whether this provides a useful model against which to evaluate the quality of the student

experience at a commuter institution that serves students with significant non-academic time and priority commitments.

It is not clear whether the NSSE survey reflects the quality of the institution’s learning environment as much as the nature of its student population. One could argue that these two factors are inseparable. Therefore, it does not necessarily follow from these results that significant improvements to IUPUI’s academic and support programs, without any changes to the student profile, would result in more positive survey responses.

As further support for this contention, the more positive NSSE results for late career students correspond to prior research, which has established that early career and late career IUPUI students at IUPUI differ in significant ways. The IUPUI early career group includes a large proportion of students who did not perform well in high school and who do not have well-developed goals and expectations for college study. Late career students, on the other hand, include significant proportions of ‘adult-learners’ with better-formed goals and expectations, as well as many academically gifted transfer students who seek to graduate from our highly competitive and academically challenging majors in the health sciences, business, engineering, and other specialized fields of study.

IUPUI has undertaken an array of improvements that should help improve the undergraduate learning experience for both early and late career students as reflected in this survey. As a result of changes in admissions procedures, more ‘at-risk’ students are being deferred to the new Community College of Indiana. Learning communities, student mentoring, orientation, advising, and other academic support programs are being assessed continuously and improved accordingly. On-campus housing will be expanded in the coming years to accommodate students that can devote more time and attention to their college studies. The forthcoming student center will provide a facility for promoting greater student involvement in campus life. Most recently, the Gateway program has been initiated to provide to faculty who teach popular first-year courses significant resources for improvement initiatives.

Despite its limitations, and the questions of applicability, we plan to participate in the NSSE survey again in Spring 2002. For Spring 2001, we will administer IUPUI’s own Continuing Student Satisfaction and Priorities Survey to continue to monitor trends in student satisfaction. By alternating annually between the local instrument and the NSSE, we will have a broad range of assessment data for evaluating the impact of improvement initiatives on the quality of student life and learning at IUPUI.

## Endnote

Figures 2, 3, 5, and 6 of this research compare average responses of IUPUI and peer group students using floating error bars. These bars depict the 95% confidence interval for the population mean based on the sample of survey respondents. Briefly, the starting point of the bar represents

the sample mean minus approximately 2 standard error units and the length of the bar represents approximately 4 standard error units (see technical note below for further details).

The floating bars give you a sense of how reliably the sample mean can be generalized to the population that these data are supposed to represent; that is, all early career and late career students at IUPUI and the peer institutions. The width of the bar generally increases if the sample size decreases or the variation in answers to the item increases. The IUPUI early career group bar is typically wider than the other bars because this is the smallest size group among the comparisons (N=278).

The floating bars are particularly useful in comparing differences across items and scale dimensions. If the bars overlap for any given item or across items, then the apparent difference in means is not statistically significant. If the bars do not overlap, then the difference is statistically significant ( $p < .05$ ). The reader should note that this is a somewhat conservative test of statistical significance, as explained further in the technical note below.

### *Technical Note*

The mean confidence interval uses the t-value associated with a probability level of 0.05 and the degrees of freedom appropriate to each item (i.e.,  $n - 1$ ). For example, for an item with 1000 respondents ( $df = 999$ ), the corresponding t-value is 1.9623. The mean minus the standard error (standard deviation divided by the square root of the number of respondents) is the starting point for the bar, and  $2 \times 1.9623 \times$  the standard error is the width of the bar.

Since the item confidence intervals are based on item standard errors, using the non-overlap of bars as an indication of a statistically significant difference is more conservative than a t-test between the two items. The corresponding t-test would employ a pooled estimate of the standard error, which would generally be lower than the individual item standard errors. The conservativeness of this test is more than offset by the large number of items that one can compare across this survey. Therefore, readers should still interpret these differences conservatively.

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Jody Zak Owens, Graduate Research Assistant  
Rebecca Jacob, Graduate Research Assistant  
Rose Davidson, Administrative Assistant

**Institutions Included in the Urban and Large Public Research University Peer Groups.**

## 1999 Pilot Peer Groups:

Urban Peers

DePaul University

Georgia State University

IUPUI

Portland State University

University of Illinois – Chicago

University of Massachusetts – Boston

Large Public Research University Peers

Michigan State University

The Ohio State University

University of Florida

University of Illinois – Urbana-Champaign

The University of Iowa

Virginia Polytechnic Institute and State University

## 2000 Peer Groups:

Urban Peers

IUPUI

Southern Illinois University – Edwardsville

Temple University

University of Missouri – Kansas City

Virginia Commonwealth University

University of Massachusetts – Boston

Large Public Research University Peers

Indiana University – Bloomington

Michigan State University

The Ohio State University

The Pennsylvania State University

University of Iowa

This information was provided as part of the report prepared by the national survey administrators, the Indiana University Center for Postsecondary Research & Planning. References are made to the *NSSE 2000 Report*, also prepared by survey administrators. That report is not included as it is mostly redundant with this edition of Research Brief. Copies of the *NSSE 2000 Report* are available on request from the IUPUI Office of Information Management and Institutional Research.

## Institutional Engagement Index

### Indiana University Purdue University Indianapolis

The "Institutional Engagement Index" is a set of adjusted scores that represent the degree to which your students do more or less than expected in terms of engaging in the five areas of effective educational practice described in the *NSSE 2000 Report*. These areas are (a) level of academic challenge, (b) active and collaborative learning, (c) student interactions with faculty members, (d) enriching educational experiences, and (e) supportive campus environment.

The Institutional Engagement Index is made up of three sets of scores. The first score (Actual) is your institution's benchmark for first-year and senior students, which corresponds to the score in your Institutional Benchmark report. The second score (Predicted) represents what your **students could be expected to do** across this range of important activities, given their background characteristics and selected institutional information.<sup>1</sup> The third score (Residual) is the difference between the Actual and Predicted scores.

Benchmark	Actual	Predicted	Residual
<b>First-Year</b>			
Level of Academic Challenge	45.3	45.1	0.2
Active and Collaborative Learning	35.1	33.7	1.4
Student Interactions with Faculty Members	23.4	25.4	-2.0
Enriching Educational Experiences	37.6	39.7	-2.1
Supportive Campus Environment	47.5	52.1	-4.6
<b>Senior</b>			
Level of Academic Challenge	49.5	48.0	1.5
Active and Collaborative Learning	43.5	42.8	0.7
Student Interactions with Faculty Members	32.6	30.5	2.1
Enriching Educational Experiences	36.7	35.5	1.2
Supportive Campus Environment	50.4	48.7	1.7

The residual score can be thought of as an estimate of educational effectiveness. That is, positive scores indicate that students are more engaged in the respective educational practice (and likely benefiting more) than might be expected. This better-than-expected level of performance suggests that students are engaging more frequently in the kinds of activities that contribute to their learning and personal development. A negative score may indicate that students are doing less than expected in these important areas of effective educational practice.<sup>2</sup>

<sup>1</sup> The following student and institutional characteristics (when available) were used in an ordinary least squares regression model to produce the predicted benchmark scores. Unless noted otherwise, institutional and student characteristics were obtained from Fall 1997 IPEDS data, the most complete database available: (a) public/private, (b) admissions selectivity from Barron's 1999, (c) undergraduate enrollment, (d) urbanicity, (e) percentage full-time and part-time, (f) sex, (g) racial/ethnic composition, (h) educational and general expenses per student from 1995-96 IPEDS, (i) endowment or assets (land, buildings, and equipment) per student from 1995-96 IPEDS, (j) student-reported major field, (k) student-reported age, (l) percentage of students who completed the survey via the web.

<sup>2</sup> The institutional engagement index is exploratory in nature. There are other student and institutional characteristics that are not included that could affect an institution's residual score. In addition, other statistical approaches, such as hierarchical linear modeling, are being explored to further analyze institutions' actual versus predicted benchmark scores.

# The College Student Report

Who knows more than you do about the quality of your education? But it's usually administrators, faculty members, and others that make the big decisions about your college. Missing is the **student** voice -- information from people like you about what actually happens inside and outside the classroom and what you think about it. *The College Student Report* takes only about 15 minutes to complete. It's part of a national effort to improve college quality. What you and other students say will also be used to help your school get better. After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox. If you have any questions about the survey, please e-mail [help@collegereport.org](mailto:help@collegereport.org) or call 1-800-676-0390. Thank you!

## COLLEGE ACTIVITIES

**DIRECTIONS:** In your experience at this institution during the current school year, about how often have you done each of the following?

	Very Often	Often	Occasionally	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewrote a paper or assignment several times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came to class <b>unprepared</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects <b>during class</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community-based project as part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Talked about career plans with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your reading or classes with faculty members outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received prompt feedback from faculty on your academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with other students whose religious beliefs, political opinions, or personal values were very different from yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with students of a different race or ethnicity than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**DIRECTIONS:** During this current school year, about how much reading and writing did you do?

- Number of assigned textbooks, books, or book-length packs of course readings
- Number of books read on your own (not assigned)
- Number of written papers or reports of **20 pages or more**
- Number of written papers or reports of **fewer than 20 pages**

More than 20	Between 11 and 20	Between 5 and 10	Fewer than 5	None
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Mark the oval that best represents the nature of the examinations you have taken this year at this institution:

Mostly multiple-choice or short-answer  ①  ②  ③  ④  ⑤  ⑥  ⑦  Mostly essay or open-ended problems

During the current school year, to what extent has your coursework emphasized the following mental activities?

- Memorizing** facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form
- Analyzing** the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components
- Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Making judgments** about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- Applying** theories or concepts to practical problems or in new situations

Very Little	Some	Quite a Bit	Very Much
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how many hours do you spend in a typical week doing each of the following?

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Working for pay **on campus**
- Working for pay **off campus**
- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)
- Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)
- Providing care for dependents living with you (parents, children, spouse, etc.)

# of hours per week	More than 30 hours/week	26 - 30 hours/week	21 - 25 hours/week	16 - 20 hours/week	11 - 15 hours/week	6 - 10 hours/week	5 or fewer hours/week
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In thinking about your undergraduate program as a whole (including your major or expected major), which of the following have you **done** or **plan to do** before you graduate from this institution? Fill in the oval that best describes your situation.

- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Interdisciplinary coursework
- Foreign language coursework
- Study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

Undecided	No	Yes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# EDUCATIONAL AND PERSONAL GROWTH

To what extent has your college education contributed to your knowledge, skills, and personal development in the following areas?

	Very Much	Quite a Bit	Some	Very Little
Acquiring a broad general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much	Quite a Bit	Some	Very Little
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voting in elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning effectively on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being honest and truthful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## OPINIONS ABOUT YOUR SCHOOL

Thinking about your experience at this institution during the current school year, to what extent does your college emphasize each of the following?

Spending significant amounts of time studying and on academic work

Providing the support you need to help you succeed academically.

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Helping you cope with your non-academic responsibilities (work, family, etc.)

Providing the support you need to thrive socially.

	Very Much	Quite a Bit	Some	Very Little
Spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to help you succeed academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to thrive socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Again, thinking about your experience at this institution this year, fill in the oval that best represents the quality of the relationships among people that are typical at this college.

Relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	① ② ③ ④ ⑤ ⑥ ⑦	Friendly, Supportive, Sense of Belonging
Relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	① ② ③ ④ ⑤ ⑥ ⑦	Available, Helpful, Sympathetic
Relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	① ② ③ ④ ⑤ ⑥ ⑦	Helpful, Considerate, Flexible

How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

If you could start over again, would you go to the same institution you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

# BACKGROUND INFORMATION

## Age

- 19 or younger       24 - 29       40 - 55  
 20 - 23       30 - 39       Over 55

## Sex

- Male       Female

## What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American  
 Asian or Pacific Islander  
 Black or African American  
 White  
 Mexican American  
 Puerto Rican  
 Other Hispanic  
 Other: What? →

## What is your current classification in college?

- Freshman/first-year       Senior  
 Sophomore       Unclassified  
 Junior

## Which of the following types of schools have you attended since high school excluding the one you are attending now? (Fill in all that apply)

- Vocational-technical school  
 Community college  
 4-year college other than this one  
 None  
 Other: What? →

## Did you begin college at your current institution or elsewhere?

- Started here       Started elsewhere

## How would you characterize your enrollment during the current academic term?

- Full-time       About half-time (about 2 courses/term)  
 Almost full-time (3-4 courses/term)       Less than half-time (less than 2 courses/term)

## Are you a member of a social fraternity or sorority?

- Yes       No

## Which of the following best describes where you are living this year while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)  
 Residence (house, apartment, etc.) within **walking distance** of the institution  
 Residence (house, apartment, etc.) within **driving distance**  
 Fraternity or sorority house

## With whom are you living while attending college this year? (Fill in all that apply)

- No one, I live alone  
 With one or more roommates who are students attending this college  
 With family members (parents, spouse, children, other relatives)  
 With others not attending this college

## Which of these fields best describes your major, or your expected major? You may indicate more than one if applicable.

- Agriculture  
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)  
 Business (accounting, business administration, marketing, management, etc.)  
 Communication (speech, journalism, television/radio, etc.)  
 Computer and information sciences  
 Education  
 Engineering  
 Ethnic, cultural studies, and area studies  
 Foreign languages and literature (French, Spanish, etc.)  
 Health-related fields (nursing, physical therapy, health technology, etc.)  
 Humanities (English, literature, philosophy, religion, etc.)  
 Liberal/general studies  
 Mathematics  
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)  
 Parks, recreation, leisure studies, sports management  
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)  
 Public administration (city management, law enforcement, etc.)  
 Social sciences (anthropology, economics, history, political science, psychology, sociology, etc.)  
 Visual and performing arts (art, music, theater, etc.)  
 Undecided  
 Other: What? →

# CONSORTIUM QUESTIONS

- |  |   |   |
|--|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   |

## Student ID#, If Requested

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

## THANK YOU FOR SHARING YOUR VIEWS!

Please put the questionnaire in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox.

This study is supported by a grant from The Pew Charitable Trusts. Questions about the project should be directed to the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington, IN 47405 or nsse@indiana.edu or www.indiana.edu/~nsse. Copyright pending.

PLEASE DO NOT WRITE IN THIS AREA



**Involvement in Learning: IUPUI v. Urban Peers and Large Public Research Universities**

Mean comparisons using independent samples t-test Item	Early Career Group						Late Career Group					
	IUPUI	Urban Peers		Large Public Research			IUPUI	Urban Peers		Large Public Research		
		Mean	Sig Diff* of IUPUI	Mean	Sig Diff* of IUPUI	Sig Diff* of Urban Peers		Mean	Sig Diff* of IUPUI	Mean	Sig Diff* of IUPUI	Sig Diff* of Urban Peers
<b>ACTIVE LEARNING EXPERIENCES - In your overall experience at this institution so far, about how often have you done each of the following? (response scale: 1=never, 2=occasionally, 3=often, 4=very often)</b>												
Asked questions in class or contributed to class discussions	2.72	2.78		2.58	++	++	3.06	2.90	++	2.68	++	
Used e-mail to communicate with an instructor or other students	2.57	2.54		3.07	--	--	2.81	2.66	++	3.28	--	
Made a class presentation	2.19	2.26		2.08	+	++	2.60	2.54		2.50	+	
Rewrote a paper or assignment several times	2.62	2.39	++	2.28	++	++	2.17	2.11		2.02	++	
Came to class unprepared	1.71	1.74		1.83	--	--	1.86	1.84		2.05	--	
Worked with other students on projects during class	2.53	2.45		2.38	++	++	2.51	2.46		2.44		
Worked with classmates outside of class to prepare class assignments	2.03	2.24	--	2.40	--	--	2.44	2.49		2.83	--	
Tutored or taught other students	1.41	1.61	--	1.76	--	--	1.73	1.76		1.84	--	
Participated in a community-based project as part of a regular course	1.24	1.25		1.24			1.44	1.45		1.41	+	
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	2.03	2.08		2.46	--	--	2.25	2.20		2.56	--	
Discussed grades or assignments with an instructor	2.37	2.47	-	2.40		++	2.57	2.52		2.55		
Talked about career plans with a faculty member or advisor	1.98	1.99		2.13	--	--	2.13	2.14		2.23	-	
Discussed ideas from your reading or classes with faculty members outside of class	1.53	1.71	--	1.57		++	1.82	1.80		1.80		
Received prompt feedback from faculty on your academic performance	2.36	2.48	-	2.43			2.72	2.58	++	2.52	++	
Worked harder than you thought you could to meet an instructor's standards or expectations	2.59	2.56		2.47	++	++	2.55	2.61		2.49	++	
Worked with a faculty member on a research project	1.24	1.30		1.19		++	1.38	1.38		1.50	--	
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	1.18	1.28	--	1.29	--		1.39	1.38		1.54	--	
Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)	2.72	2.78		2.63		++	2.83	2.85		2.79	++	
Had serious conversations w/students w/relig. beliefs, polit. opinions, or pers. values very different from yours	2.21	2.45	--	2.53	--	--	2.29	2.41	-	2.58	--	
Had serious conversations with students of a different race or ethnicity than your own	2.36	2.71	--	2.60	--	++	2.54	2.68	--	2.60	++	
<b>READING AND WRITING - About how much reading or writing did you do during the last academic year? (response scale: 1=none, 2=fewer than 5, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20)</b>												
Number of assigned textbooks, books, or book-length packs of course readings	3.14	3.40	--	3.66	--	--	3.31	3.38		3.57	--	
Number of books read on your own (not assigned)	2.19	2.19		1.97	++	++	2.31	2.27		2.23		
Number of written papers or reports of 20 pages or more	1.29	1.38	-	1.22	+	++	1.70	1.54	++	1.59	++	
Number of written papers or reports of fewer than 20 pages	3.17	3.35	--	3.59	--	--	3.22	3.24		3.47	--	
Nature of the examinations you have taken at this institution (1=mostly multiple choice or short answer; 7=mostly essay or open-ended problems)	3.40	3.88	--	2.99	++	++	3.88	4.03		3.86	++	

\*Significance indicated as follows: '++' positive difference with p<.001; '+' positive difference with p<.01; '-' negative difference with p<.01; '--' negative difference with p<.001.

**Involvement in Learning: IUPUI v. Urban Peers and Large Public Research Universities**

Mean comparisons using independent samples t-test	Early Career Group						Late Career Group					
	IUPUI	Urban Peers		Large Public Research			IUPUI	Urban Peers		Large Public Research		
		Mean	Sig Diff* of IUPUI	Mean	Sig Diff* of IUPUI	Sig Diff* of Urban Peers		Mean	Sig Diff* of IUPUI	Mean	Sig Diff* of IUPUI	Sig Diff* of Urban Peers
<b>CRITICAL THINKING - About how much has your coursework up to now emphasized the following mental activities? (response scale: 1=very little, 2=some, 3=quite a bit, 4=very much)</b>												
Memorizing facts, ideas or methods from your courses and reading	2.90	2.77	+	2.92	--		2.67	2.68		2.71		
Analyzing the basic elements of an idea, experience or theory	2.90	2.98		2.90	++		3.05	3.05		3.01		+
Synthesizing and organizing ideas, information, or experiences	2.58	2.67		2.49	++		2.73	2.74		2.64		++
Making judgments about the value of information, arguments, or methods	2.53	2.64		2.35	++	++	2.59	2.61		2.45	++	++
Applying theories or concepts to practical problems or in new situations	2.68	2.81	-	2.84	--		2.94	2.94		2.92		
<b>USE OF TIME - About how many hours do you spend in a typical week doing each of the following? (response scale: 1=5 or fewer, 2=6-10, 3=11-15, 4=16-20, 5=21-25, 6=26-30, 7=more than 30)</b>												
Preparing for class (studying, reading, writing, lab work, rehearsing, etc., related to your academic program)	2.78	3.27	--	3.66	--	--	3.15	3.38	--	3.60	--	--
Working for pay on campus	1.19	1.40	--	1.53	--	--	1.51	1.45		1.84	--	--
Working for pay off campus	4.76	3.59	++	1.50	++	++	4.53	4.02	++	2.38	++	++
Participating in co-curricular activities	1.22	1.44	--	1.88	--	--	1.25	1.41	--	1.85	--	--
Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)	2.85	2.98		3.53	--	--	2.64	2.71		3.32	--	--
Providing care for dependents living with you (parents, children, spouse, etc.)	2.15	2.04		1.14	++	++	3.01	2.31	++	1.36	++	++
<b>LEARNING OUTCOMES - To what extent has your college education contributed to your knowledge, skills, and personal development in the following areas? (response scale: 1=very little, 2=some, 3=quite a bit, 4=very much)</b>												
Acquiring a broad general education	2.93	3.09	--	3.07	--		3.22	3.22		3.19		
Acquiring job or work-related knowledge and skills	2.35	2.51	-	2.48	-		2.97	2.84	+	2.90		-
Writing clearly and effectively	2.90	2.93		2.70	++	++	3.03	3.05		2.89	++	++
Speaking effectively in public or in groups	2.69	2.71		2.46	++	++	2.87	2.86		2.75	++	++
Thinking critically and analytically	2.93	3.08	--	3.02		+	3.24	3.22		3.26		
Analyzing quantitative problems	2.54	2.68	-	2.75	--	-	2.86	2.85		2.88		
Using computing and information technology	2.71	2.73		2.92	--	--	3.05	2.87	++	3.11		--
Working effectively with others	2.61	2.79	--	2.76	--		2.87	2.88		3.03	--	--
Fulfilling your civic duty by voting in elections	1.56	1.61		1.51		++	1.63	1.67		1.56		++
Learning effectively on your own	2.81	2.93	-	3.03	--	--	2.90	3.00	-	3.09	--	--
Understanding yourself	2.57	2.81	--	2.89	--	--	2.74	2.80		3.01	--	--
Understanding people of other racial and ethnic backgrounds	2.41	2.76	--	2.57	--	++	2.56	2.77	--	2.68	--	++
Being honest and truthful	2.40	2.60	--	2.64	--		2.42	2.60	--	2.62	--	
Contributing to the welfare of your community	1.84	2.03	--	2.04	--		2.12	2.15		2.18		

\*Significance indicated as follows: '++' positive difference with p<.001; '+' positive difference with p<.01; '-' negative difference with p<.01; '--' negative difference with p<.001.

**Involvement in Learning: IUPUI v. Urban Peers and Large Public Research Universities**

Mean comparisons using independent samples t-test Item	Early Career Group						Late Career Group					
	IUPUI	Urban Peers		Large Public Research			IUPUI	Urban Peers		Large Public Research		
		Mean	Sig Diff* of IUPUI	Mean	Sig Diff* of IUPUI	Sig Diff* of Urban Peers		Mean	Sig Diff* of IUPUI	Mean	Sig Diff* of IUPUI	Sig Diff* of Urban Peers
<b>THE COLLEGE SUPPORT ENVIRONMENT - Thinking about you overall experience at this institution so far, to what extent does your college emphasize each of the following? (response scale: 1=very little, 2=some, 3=quite a bit, 4=very much)</b>												
Spending significant amounts of time studying and on academic work	2.92	3.04	-	3.14	--		3.02	3.07		3.03		
Providing support to help you succeed in academic work and meet personal goals	2.65	2.70		2.82	--		2.62	2.61		2.59		
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.23	2.57	--	2.37	-		2.17	2.44	--	2.14		++
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.73	1.86	-	1.92	--		1.69	1.72		1.68		+

<b>QUALITY OF RELATIONSHIPS - Again, thinking about you overall experience at this institution so far, fill in the oval that best represents the quality of relationships among people that are typical at this college (anchor labels shown for each item).</b>												
Relationships with other students (1=Unfriendly, unsupportive, sense of alienation; 7=Friendly, supportive, sense of belonging)	4.64	5.02	--	5.48	--	--	5.06	5.17		5.35	--	--
Relationships with faculty members (1=Unavailable, unhelpful, unsympathetic; 7=Available, helpful, sympathetic)	4.66	4.86	-	4.77			5.12	5.00		4.85	++	++
Relationships with administrative personnel and offices (1=Unhelpful, inconsiderate, rigid; 7=Helpful, considerate, flexible)	3.94	4.01		4.28	--		4.11	3.97		3.97	++	
How would you evaluate your entire educational experience at this institution? (1=poor, 2=fair, 3=good, 4=excellent)	2.88	2.96		3.19	--		3.02	3.00		3.17	--	--
If you could start over again, would you go to the same institution you are now attending? (1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes)	2.91	3.00		3.34	--		2.99	2.95		3.23	--	--

For the following items, percent responding yes vs. percent responding no or undecided is compared across sample groups using a chi-square test for independence

Item	IUPUI Percent Yes	Urban Peer Percent Yes	Sig Diff* from IUPUI	Large Research Percent Yes	Sig Diff* from IUPUI	Sig Diff* from Urban Peers	IUPUI Percent Yes	Urban Peer Percent Yes	Sig Diff* from IUPUI	Large Research Percent Yes	Sig Diff* from IUPUI	Sig Diff* from Urban Peers
<b>SPECIAL TYPES OF COURSEWORK - In thinking about your undergraduate program as a whole, (including your major or expected major), which of the following have you done or plan to do before you graduate from this institution?</b>												
Practicum, internship, field experience, co-op experience, or clinical assignment	68%	72%		83%	--	--	64%	69%		74%	--	--
Community service or volunteer programs	42%	54%	--	70%	--	--	50%	53%		65%	--	--
Interdisciplinary coursework	27%	39%		39%			49%	45%		55%		--
Foreign language coursework	26%	40%	--	39%	--		34%	38%		43%	--	-
Study abroad	13%	19%		30%	--	--	8%	11%		16%	--	--
Independent study or self-designed major	16%	21%		10%	+	++	30%	24%	+	23%	+	
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	32%	43%	-	32%		++	46%	46%		42%		

\*Significance indicated as follows: '++' positive difference with p<.001; '+' positive difference with p<.01; '-' negative difference with p<.01; '--' negative difference with p<.001.