

NSSE 2015 Engagement Indicators –First Year (FY) Students

Academic Challenge Theme

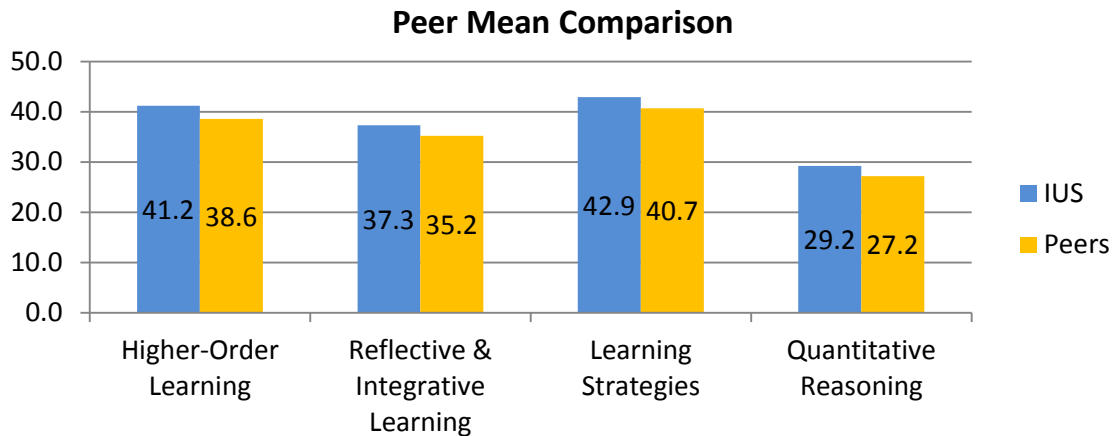
The four engagement indicators that make up the Academic Challenge theme are:

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning

1. IU Southeast Peer Institutions

In 2015, six of the eleven IU Southeast formal peer institutions administered the NSSE. The comparisons that follow compare our campus with those aggregate totals. A list of these peers appear below.

On average, IU Southeast FY students compared significantly higher than FY students from peer institutions in each of the engagement indicator categories.



Results for each individual engagement indicator are as follows:

Higher-Order Learning

IU Southeast FY student response averages were significantly higher than FY students from peer institutions in all four questions measuring higher-order learning; each with an effect size of less than .3 in magnitude.















<u>Higher-Order Learning</u>	IU Southeast	Peer Institutions
<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	77	68
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	71
4d. Evaluating a point of view, decision, or information source	74	72
4e. Forming a new idea or understanding from various pieces of information	74	70

Reflective & Integrative Learning

IU Southeast FY student response averages were significantly higher than FY students from peer institutions in five of the seven questions measuring reflective & integrative learning; each with an effect size of less than .3 in magnitude.

The five measurements are:

- Combined ideas from different courses when completing assignments.
- Connected your learning to societal problems or issues.
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.
- Examined the strengths and weaknesses of your own views on a topic or issue.
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.







Reflective & Integrative Learning	IU Southeast	Peer Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
2a. Combined ideas from different courses when completing assignments	59 	53 
2b. Connected your learning to societal problems or issues	57 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	49 
2d. Examined the strengths and weaknesses of your own views on a topic	70 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	68 
2f. Learned something that changed the way you understand an issue or concept	69 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	73 

Learning Strategies

IU Southeast FY student response averages were significantly higher than FY students from peer institutions in two of the three questions measuring learning strategies; each with an effect size of less than .3 in magnitude.

The two measurements with significant difference are:

- Identified key information from reading assignments.
- Reviewed your notes after class.







Learning Strategies	IU Southeast	Peer Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
9a. Identified key information from reading assignments	85 	79 
9b. Reviewed your notes after class	73 	68 
9c. Summarized what you learned in class or from course materials	67 	66 

Quantitative Reasoning

IU Southeast FY student response averages were significantly higher than FY students from peer institutions in two of the three questions measuring quantitative reasoning; each with an effect size of less than .3 in magnitude.

The two measurements with significant difference are:

- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.).
- Evaluated what others have concluded from numerical information.

Quantitative Reasoning	IU Southeast	Peer Institutions
<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.)	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	39 
6c. Evaluated what others have concluded from numerical information	41 	36 

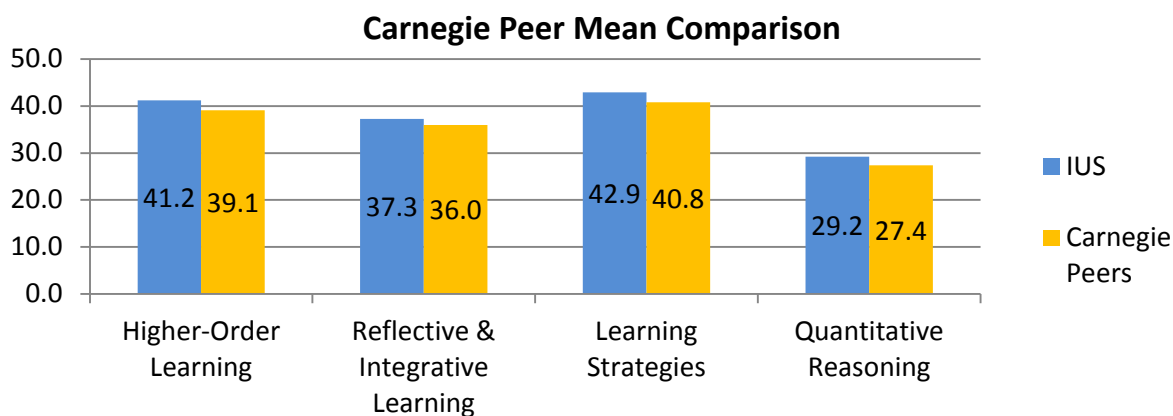
Peer Institutions (N=6)

Austin Peay State University (Clarksville, TN)*
Columbus State University (Columbus, GA)*
Indiana University Northwest (Gary, IN)
Indiana University South Bend (South Bend, IN)
Minot State University (Minot, ND)
University of Texas at Tyler, The (Tyler, TX)

2. IU Southeast Carnegie Peer Institutions

In 2015, ten institutions in the same Carnegie classification as IU Southeast administered the NSSE. The comparisons that follow compare our campus with those aggregate totals. A list of these peers appear below. Note that these institutions are Master’s L, UG enrollment between 5,001-10,000, public, and less competitive.

On average, IU Southeast FY students compared significantly higher than FY students from Carnegie peer institutions in each of the engagement indicator categories except Reflective & Integrative Learning. Results for each individual engagement indicator are as follows:



Higher-Order Learning

IU Southeast FY student response averages were significantly higher than FY students from Carnegie peer institutions in all four questions measuring higher-order learning; each with an effect size of less than .3 in magnitude.















Higher-Order Learning	IU Southeast	Carnegie Peers
<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	77	72
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	71
4d. Evaluating a point of view, decision, or information s	74	71
4e. Forming a new idea or understanding from various pieces of information	74	70

Reflective & Integrative Learning

IU Southeast FY student response averages were significantly higher than FY students from Carnegie peer institutions in only one of the seven questions measuring reflective & integrative learning; with an effect size of less than .3 in magnitude.

The measurement with significant difference is:

- Examined the strengths and weaknesses of your own views on a topic or issue.







<u>Reflective & Integrative Learning</u>	IU Southeast	Carnegie Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
2a. Combined ideas from different courses when completing assignments	59 	55 
2b. Connected your learning to societal problems or issues	57 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	51 
2d. Examined the strengths and weaknesses of your own views on a topic	70 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	69 
2f. Learned something that changed the way you understand an issue or concept	69 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	75 

Learning Strategies

IU Southeast FY student response averages were significantly higher than FY students from Carnegie peer institutions in two of the three questions measuring learning strategies; each with an effect size of less than .3 in magnitude.

The two measurements with significant difference are:

- Identified key information from reading assignments.
- Reviewed your notes after class.







<u>Learning Strategies</u>	IU Southeast	Carnegie Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
9a. Identified key information from reading assignments	85 	80 
9b. Reviewed your notes after class	73 	70 
9c. Summarized what you learned in class or from course materials	67 	67 

Quantitative Reasoning

IU Southeast FY student response averages were significantly higher than FY students from Carnegie peer institutions in two of the three questions measuring quantitative reasoning; each with an effect size of less than .3 in magnitude.

The two measurements with significant difference are:

- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.).
- Evaluated what others have concluded from numerical information.

Quantitative Reasoning	IU Southeast	Carnegie Peers
<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.)	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	39 
6c. Evaluated what others have concluded from numerical information	41 	37 

Carnegie Peer Institutions (N=10)

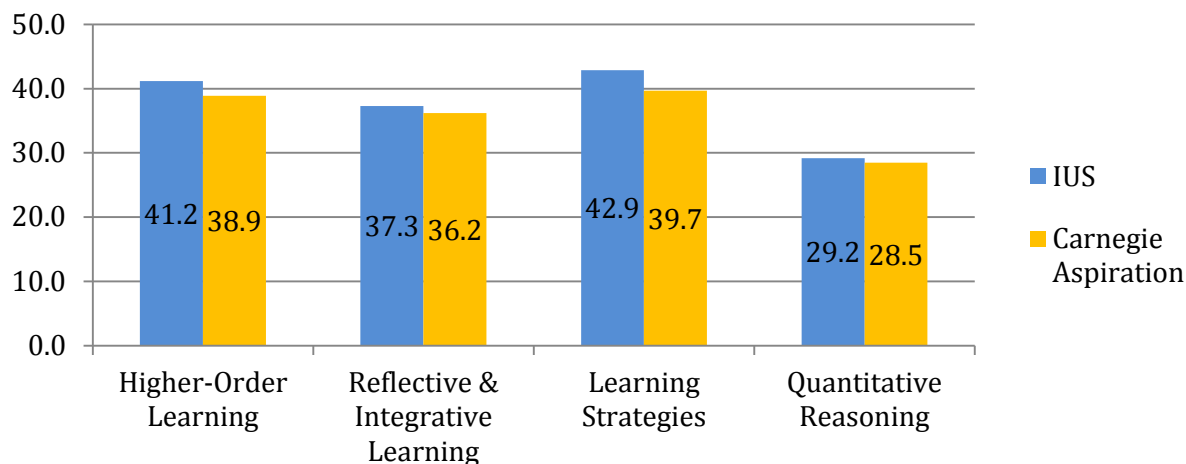
California State University-Bakersfield (Bakersfield, CA)
 Edinboro University of Pennsylvania (Edinboro, PA)
 Jacksonville State University (Jacksonville, AL)
 Kutztown University of Pennsylvania (Kutztown, PA)
 Norfolk State University (Norfolk, VA)
 Prairie View A&M University (Prairie View, TX)
 Rhode Island College (Providence, RI)
 Salem State University (Salem, MA)
 Slippery Rock University of Pennsylvania (Slippery Rock, PA)
 University of West Georgia (Carrollton, GA)

3. IU Southeast Carnegie Aspirational Peer Institutions

In 2015, eighteen institutions that administered the NSSE were chosen as a Carnegie aspirational peer group. The comparisons that follow compare our campus with those aggregate totals. A list of these peers appear below. Note that these institutions are Master’s L, UG enrollment between 5,001-10,000, public, and either competitive or competitive plus.

On average, IU Southeast FY students compared significantly higher than FY students from Carnegie Aspiration institutions in two of the four engagement indicator categories; Higher-Order Learning and Learning Strategies. IU Southeast students compared similarly to this peer group in regard to Reflective & Integrative Learning and Quantitative Reasoning.

Carnegie Aspirational Peer Mean Comparison



Results for each individual engagement indicator are as follows:

Higher-Order Learning

IU Southeast FY student response averages were significantly higher than FY students from Carnegie Aspiration institutions in all four questions measuring higher-order learning; each with an effect size of less than .3 in magnitude.















Higher-Order Learning	IU Southeast	Carnegie Aspiration
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasizes</i>	%	%
Applying facts, theories, or methods to practical problems or new situations	77	71
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	71
Evaluating a point of view, decision, or information sources	74	70
Forming a new idea or understanding from various pieces of information	74	69

Reflective & Integrative Learning

IU Southeast FY student response averages were significantly higher than FY students from Carnegie Aspiration institutions in two of the seven questions measuring reflective & integrative learning; with an effect size of less than .3 in magnitude.

The two measurements with significant difference are:







- Examined the strengths and weaknesses of your own views on a topic or issue.
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.

Reflective & Integrative Learning	IU Southeast	Carnegie Aspiration
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Combined ideas from different courses when completing assignments	59 	58 
Connected your learning to societal problems or issues	57 	55 
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	54 	52 
Examined the strengths and weaknesses of your own views on a topic or issue*	70 	64 
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective*	72 	68 
Learned something that changed the way you understand an issue or concept	69 	66 
Connected ideas from your courses to your prior experiences and knowledge	78 	77 

*Significant Findings







Learning Strategies

IU Southeast FY student response averages were significantly higher than FY students from Carnegie Aspiration institutions in all three questions measuring learning strategies; each with an effect size of less than .3 in magnitude.

Learning Strategies	IU Southeast	Carnegie Aspiration
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Identified key information from reading assignments	85 	79 
Reviewed your notes after class	73 	67 
Summarized what you learned in class or from course materials	67 	65 

Quantitative Reasoning

There were no significant differences between IU Southeast FY student responses and FY students from Carnegie Aspiration peer institutions in regard to the three questions measuring quantitative reasoning.

Quantitative Reasoning	IU Southeast	Carnegie Aspiration
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
6a. Reached conclusions based on your own analysis of numerical information (nu graphs, statistics, etc.)	50 	54 
6b. Used numerical information to examine a real-world problem or issue (unemplo climate change, public health, etc.)	44 	42 
6c. Evaluated what others have concluded from numerical information	41 	41 

Carnegie Aspiration Institutions (N=18)

- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- California University of Pennsylvania (California, PA)
- Central Connecticut State University (New Britain, CT)
- Clarion University of Pennsylvania (Clarion, PA)
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- Marshall University (Huntington, WV)
- Millersville University of Pennsylvania (Millersville, PA)
- Murray State University (Murray, KY)
- New Jersey City University (Jersey City, NJ)
- Northeastern Illinois University (Chicago, IL)
- Northwest Missouri State University (Maryville, MO)
- Pittsburg State University (Pittsburg, KS)
- Southern Connecticut State University (New Haven, CT)
- Southern University and A&M College (Baton Rouge, LA)
- SUNY-Buffalo State College (Buffalo, NY)
- West Texas A&M University (Canyon, TX)
- Western Carolina University (Cullowhee, NC)
- Western Illinois University (Macomb, IL)

NSSE 2015 Engagement Indicators – Senior (SR) Students

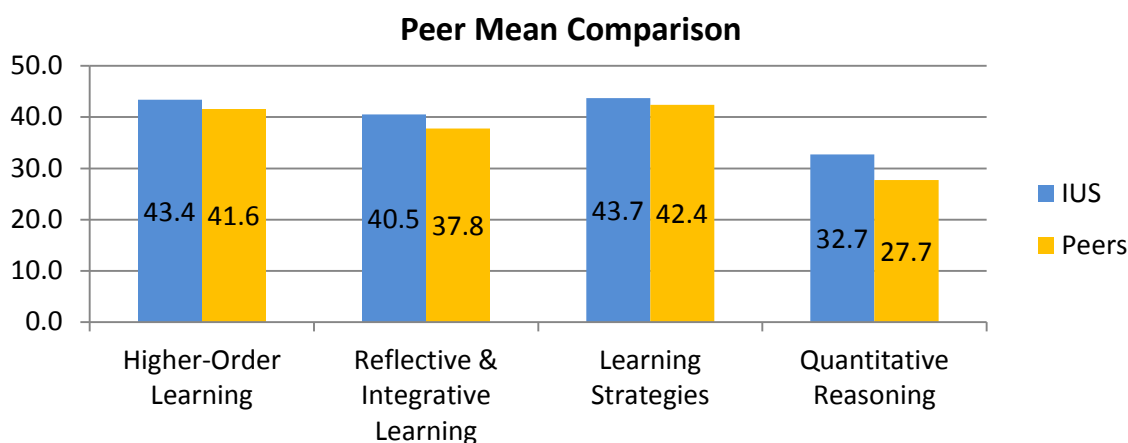
Academic Challenge Theme

The four engagement indicators that make up the Academic Challenge theme are:

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning

1. IU Southeast Peer Institutions

In 2015, six of the eleven IU Southeast formal peer institutions administered the NSSE. The comparisons that follow compare our campus with those aggregate totals. A list of these peers appear below. On average, IU Southeast SR students compared significantly higher than SR students from peer institutions in each of the engagement indicator categories except Learning Strategies.



Results for each individual engagement indicator are as follows:

Higher-Order Learning

IU Southeast SR student response averages were significantly higher than SR students from peer institutions in two of the four questions measuring higher-order learning; each with an effect size of less than .3 in magnitude.















The two measurements with significant difference are:

- Applying facts, theories, or methods to practical problems or new situations.
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

	IU Southeast	Peer Institutions
Higher-Order Learning		
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasize</i>	%	%
Applying facts, theories, or methods to practical problems or new situations	83	81
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	79
Evaluating a point of view, decision, or information s	77	75
Forming a new idea or understanding from various pieces of information	78	74







Reflective & Integrative Learning

IU Southeast SR student response averages were significantly higher than SR students from peer institutions in all seven questions measuring reflective & integrative learning; each with an effect size of less than .3 in magnitude.

Reflective & Integrative Learning	IU Southeast	Peer Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Combined ideas from different courses when completing assignments	77 	67 
Connected your learning to societal problems or issues	70 	60 
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in class discussions or assignments	58 	54 
Examined the strengths and weaknesses of your own views on a topic	71 	64 
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	69 
Learned something that changed the way you understand an issue or concept	73 	66 
Connected ideas from your courses to your prior experiences and knowledge	86 	82 







Learning Strategies

There were no significant differences between IU Southeast SR student responses and peer institution SR responses in regard to the three questions measuring learning strategies.

Learning Strategies	IU Southeast	Peer Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Identified key information from reading assignments	86 	85 
Reviewed your notes after class	72 	72 
Summarized what you learned in class or from course materials	75 	71 

Quantitative Reasoning

IU Southeast SR student response averages were significantly higher than SR students from peer institutions in all three questions measuring quantitative reasoning; each with an effect size of less than .3 in magnitude.

Quantitative Reasoning	IU Southeast	Peer Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62 	51 
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	40 
Evaluated what others have concluded from numerical information	51 	39 

Peer Institutions (N=6)

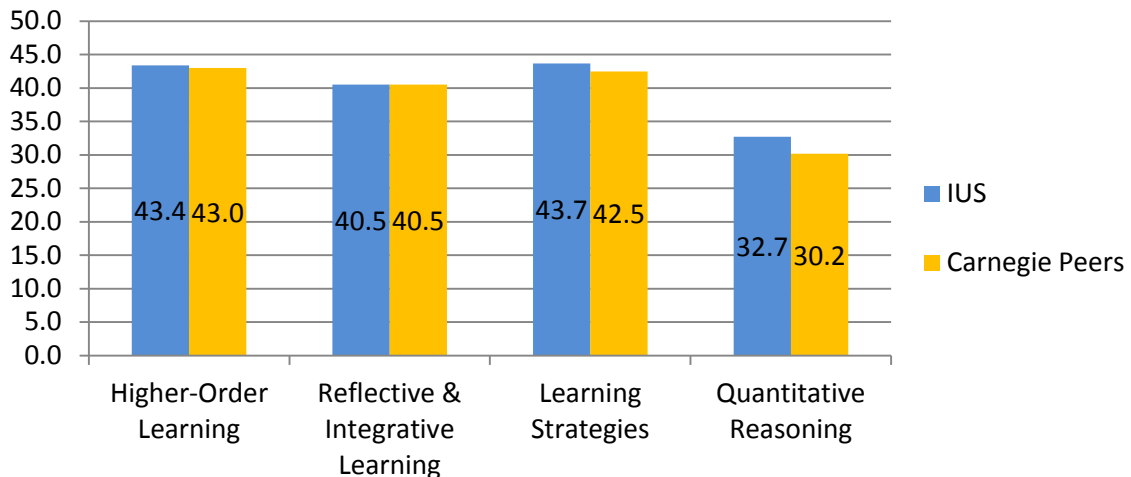
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 Columbus State University (Columbus, GA)*
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 Indiana University South Bend (South Bend, IN)
 Minot State University (Minot, ND)
 University of Texas at Tyler, The (Tyler, TX)

2. IU Southeast Carnegie Peer Institutions

In 2015, ten institutions in the same Carnegie classification as IU Southeast administered the NSSE. The comparisons that follow compare our campus with those aggregate totals. A list of these peers appear below. Note that these institutions are Master's L, UG enrollment between 5,001-10,000, public, and less competitive.

On average, IU Southeast SR students compared significantly higher than SR students from Carnegie peer institutions in only one of the four engagement indicator categories, Quantitative Reasoning. IU Southeast students compared similarly to this peer group in regard to Higher-Order Learning, Reflective & Integrative Learning and Learning Strategies.

Carnegie Peer Mean Comparison



Results for each individual engagement indicator are as follows:















Higher-Order Learning

There were no significant differences between IU Southeast SR student responses and Carnegie peer institution SR responses in regard to the four questions measuring higher-order learning.

Higher-Order Learning	IU Southeast	Carnegie Peers
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasize</i>	%	%
Applying facts, theories, or methods to practical problems or new situations	83	82
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	79
Evaluating a point of view, decision, or information s	77	76
Forming a new idea or understanding from various pieces of information	78	76







Reflective & Integrative Learning

There were no significant differences between IU Southeast SR student responses and Carnegie peer institution SR responses in regard to the seven questions measuring reflective & integrative learning.

Reflective & Integrative Learning	IU Southeast	Carnegie Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Combined ideas from different courses when completing assignments	77 	75 
Connected your learning to societal problems or issues	70 	67 
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in class discussions or assignments	58 	59 
Examined the strengths and weaknesses of your own views on a topic	71 	69 
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	73 
Learned something that changed the way you understand an issue or concept	73 	72 
Connected ideas from your courses to your prior experiences and knowledge	86 	83 

Learning Strategies

There were no significant differences between IU Southeast SR student responses and Carnegie peer institution SR responses in regard to the three questions measuring learning strategies.







Learning Strategies	IU Southeast	Carnegie Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Identified key information from reading assignments	86 	85 
Reviewed your notes after class	72 	69 
Summarized what you learned in class or from course materials	75 	72 

Quantitative Reasoning

IU Southeast SR student response averages were significantly higher than SR students from Carnegie peer institutions in two of the three questions measuring quantitative reasoning; each with an effect size of less than .3 in magnitude.

The two measurements with significant difference are:

- Evaluated what others have concluded from numerical information.
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.).

Quantitative Reasoning	IU Southeast	Carnegie Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62 	54 
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	45 
Evaluated what others have concluded from numerical information	51 	45 

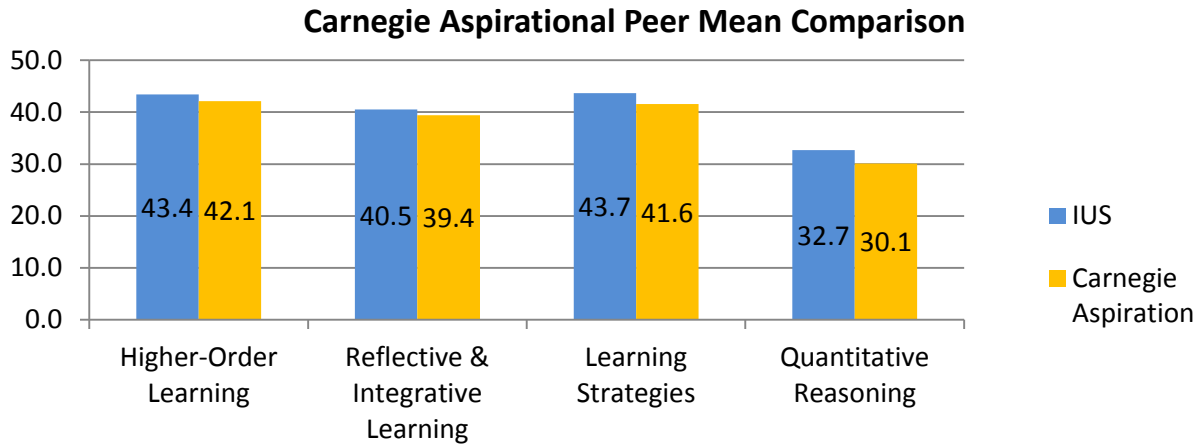
Carnegie Peer Institutions (N=10)

California State University-Bakersfield (Bakersfield, CA)
 Edinboro University of Pennsylvania (Edinboro, PA)
 Jacksonville State University (Jacksonville, AL)
 Kutztown University of Pennsylvania (Kutztown, PA)
 Norfolk State University (Norfolk, VA)
 Prairie View A&M University (Prairie View, TX)
 Rhode Island College (Providence, RI)
 Salem State University (Salem, MA)
 Slippery Rock University of Pennsylvania (Slippery Rock, PA)
 University of West Georgia (Carrollton, GA)

3. IU Southeast Carnegie Aspirational Peer Institutions

In 2015, eighteen institutions that administered the NSSE were chosen as a Carnegie aspirational peer group. The comparisons that follow compare our campus with those aggregate totals. A list of these peers appear below. Note that these institutions are Master’s L, UG enrollment between 5,001-10,000, public, and either competitive or competitive plus.

On average, IU Southeast senior students compared significantly higher than senior students from Carnegie Aspiration Peer institutions in two of the four engagement indicator categories, Learning Strategies and Quantitative Reasoning. IU Southeast senior students compared similarly to this peer group in regard to Higher-Order Learning and Reflective & Integrative Learning.



Results for each individual engagement indicator are as follows:

Higher-Order Learning

IU Southeast senior student response averages were significantly higher than Carnegie Aspiration Peer institution senior responses in one of the four questions measuring higher-order learning; with an effect size of less than .3 in magnitude.

The one measurement with significant difference is:

- Analyzing an idea, experience, or line of reasoning in depth by examining its parts.















<u>Higher-Order Learning</u>	IU Southeast	Carnegie Aspiration
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasize</i>	%	%
Applying facts, theories, or methods to practical problems or new situations	83	81
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	78
Evaluating a point of view, decision, or information s	77	75
Forming a new idea or understanding from various pieces of information	78	75

Reflective & Integrative Learning

IU Southeast senior student response averages were significantly higher than Carnegie Aspiration Peer institution senior responses in only one of the seven questions measuring reflective & integrative learning; with an effect size of less than .3 in magnitude.

The measurement showing significant difference is:

- Examined the strengths and weaknesses of your own views on a topic or issue.







<u>Reflective & Integrative Learning</u>	IU Southeast	Carnegie Aspiration
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Combined ideas from different courses when completing assignments	77 	72 
Connected your learning to societal problems or issues	70 	65 
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in class discussions or assignments	58 	57 
Examined the strengths and weaknesses of your own views on a topic	71 	67 
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	71 
Learned something that changed the way you understand an issue or concept	73 	71 
Connected ideas from your courses to your prior experiences and knowledge	86 	84 

Learning Strategies

IU Southeast senior student response averages were significantly higher than Carnegie Aspiration Peer institution senior responses in two of the three questions measuring learning strategies; each with an effect size of less than .3 in magnitude.







The two measurements with significant difference are:

- Identified key information from reading assignments.
- Summarized what you learned in class or from course materials.

<u>Learning Strategies</u>	IU Southeast	Carnegie Aspiration
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Identified key information from reading assignments	86 	84 
Reviewed your notes after class	72 	68 
Summarized what you learned in class or from course materials	75 	69 

Quantitative Reasoning

IU Southeast senior student response averages were significantly higher than Carnegie Aspiration Peer institution senior responses in all three questions measuring quantitative reasoning; each with an effect size of less than .3 in magnitude.

Quantitative Reasoning	IU Southeast	Carnegie Aspiration
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%
Reached conclusions based on your own analysis of numerical information (numb graphs, statistics, etc.)	62 	56 
Used numerical information to examine a real-world problem or issue (unemployr climate change, public health, etc.)	50 	45 
Evaluated what others have concluded from numerical information	51 	43 

Carnegie Aspiration Institutions (N=18)

Bloomsburg University of Pennsylvania (Bloomsburg, PA)
 California University of Pennsylvania (California, PA)
 Central Connecticut State University (New Britain, CT)
 Clarion University of Pennsylvania (Clarion, PA)
 East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
 Marshall University (Huntington, WV)
 Millersville University of Pennsylvania (Millersville, PA)
 Murray State University (Murray, KY)
 New Jersey City University (Jersey City, NJ)
 Northeastern Illinois University (Chicago, IL)
 Northwest Missouri State University (Maryville, MO)
 Pittsburg State University (Pittsburg, KS)
 Southern Connecticut State University (New Haven, CT)
 Southern University and A&M College (Baton Rouge, LA)
 SUNY-Buffalo State College (Buffalo, NY)
 West Texas A&M University (Canyon, TX)
 Western Carolina University (Cullowhee, NC)
 Western Illinois University (Macomb, IL)