

## NSSE High Impact Practices

### **IU Southeast compared to Peer Institutions:**

#### 2015 First Year (FY) Weaknesses

- IU Southeast students were significantly less likely ( $p < .001$ ) to have participated in a learning community or some other formal program where groups of students take two or more classes together, with a small effect size of  $-0.33$ .

#### 2015 Senior Year (SR) Strengths

- IU Southeast students had a significantly higher ( $p < .01$ ) average participation in an internship, co-op, field experience, student teaching, or clinical placement, with a small effect size of  $.14$
- IU Southeast students were significantly more likely ( $p < .05$ ) to have worked with a faculty member on a research project, with a small effect size of  $.12$
- IU Southeast students were significantly more likely ( $p < .001$ ) to have completed a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.), with a small effect size of  $.28$

#### 2015 SR Weaknesses

- IU Southeast students were significantly lower ( $p < .05$ ) on the average amount of hours spent in courses that included a community-based project (service-learning), with a small effect size of  $-0.11$
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#### 2012 SR Strengths

- IU Southeast students were significantly more likely ( $p < .001$ ) to have participated in a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.), with a small effect size of  $.32$

#### 2012 SR Weaknesses

- IU Southeast students were significantly less likely ( $p < .05$ ) to have studied abroad, with a small effect size of  $-0.11$

### **IU Southeast compared to Carnegie Peers:**

#### 2015 FY Weaknesses

- IU Southeast students were significantly less likely ( $p < .001$ ) to have participated in a learning community or some other formal program where groups of students take two or more classes together, with a small effect size of  $-0.25$
- IU Southeast students were significantly lower ( $p < .01$ ) on the average amount of hours spent in courses that included a community-based project (service-learning), with a small effect size of  $-0.14$

#### 2015 SR Weaknesses

- IU Southeast students were significantly lower ( $p < .001$ ) on the average amount of hours spent in courses that included a community-based project (service-learning), with a small effect size of -0.23
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#### 2012 FY Weaknesses

- IU Southeast students were significantly less likely ( $p < .05$ ) to have participated in a learning community or some other formal program where groups of students take two or more classes together, with a small effect size of -0.12

#### 2012 SR Weaknesses

- IU Southeast students were significantly less likely ( $p < .01$ ) to have participated in a community-based project (service-learning) as part of a regular course, with a small effect size of -0.15
- IU Southeast students were significantly less likely ( $p < .001$ ) to have studied abroad, with a small effect size of -0.19

### **IU Southeast compared to Carnegie Aspiration:**

#### 2015 FY Weaknesses

- IU Southeast students were significantly less likely ( $p < .01$ ) to have participated in a learning community or some other formal program where groups of students take two or more classes together, with a small effect size of -0.17
- IU Southeast students were significantly lower ( $p < .001$ ) on the average amount of hours spent in courses that included a community-based project (service-learning), with a small effect size of -0.19

#### 2015 SR Strengths

- IU Southeast students were significantly more likely ( $p < .001$ ) to have completed a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.), with a small effect size of 0.20

#### 2015 SR Weaknesses

- IU Southeast students were significantly lower ( $p < .001$ ) on the average amount of hours spent in courses that included a community-based project (service learning), with a small effect size of 0.20
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#### 2012 FY Weaknesses

- IU Southeast students were significantly less likely ( $p < .01$ ) to have participated in a community-based project (service-learning) as part of a regular course, with a small effect size of -0.16
- IU Southeast students were significantly less likely ( $p < .001$ ) to have participated in a learning community or some other formal program where groups of students take two or more classes together, with a small effect size of -0.18

## 2012 SR Weaknesses

- IU Southeast students were significantly less likely ( $p < .001$ ) to have participated in a community-based project (service-learning) as part of a regular course, with a small effect size of -0.18
- IU Southeast students had a significantly lower ( $p < .05$ ) average participation in a practicum, internship, field experience, co-op experience, or clinical assignment, with a small effect size of -0.13
- IU Southeast students were significantly less likely ( $p < .001$ ) to have studied abroad, with a small effect size of -0.22