



NSSE 2020

Engagement Indicators

University of Illinois at Chicago

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with BOT	compared with USU	compared with AAU
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	--

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with BOT	compared with USU	compared with AAU
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▽	--
	Learning Strategies	▽	▽	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▽	▽	--
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	--	▽	--

Academic Challenge: First-year students

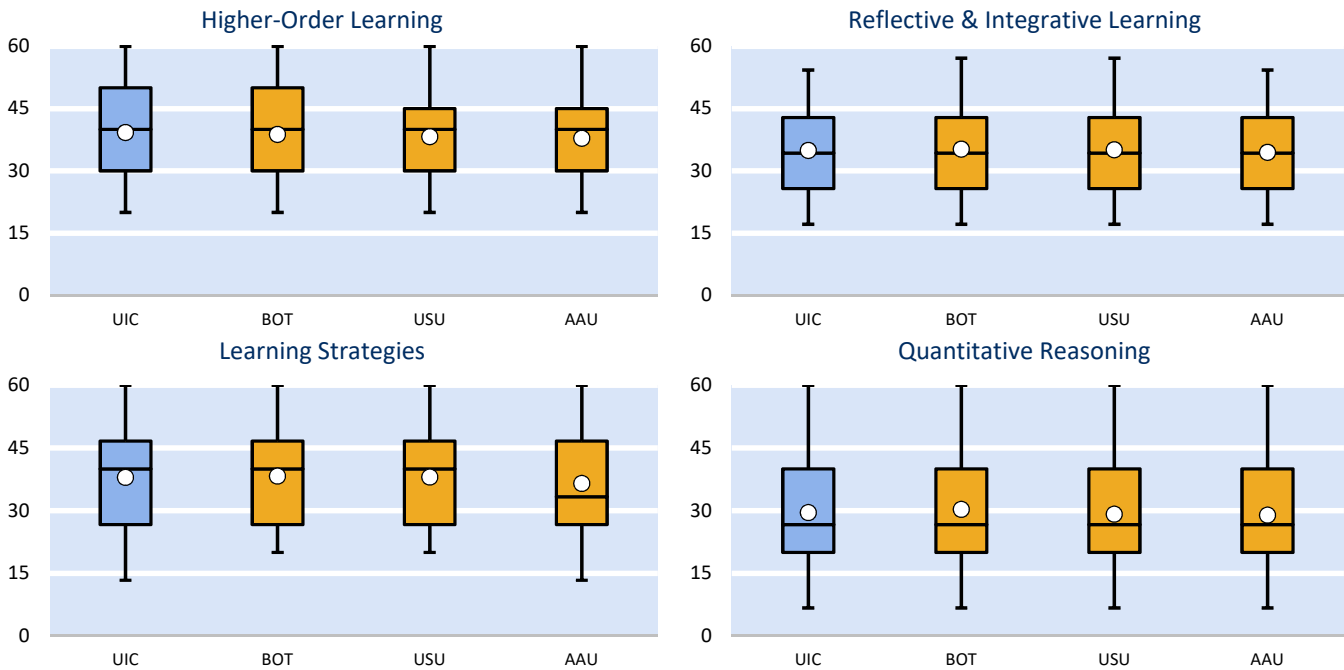
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.8	.03	38.2 *	.08	37.8 **	.11
Reflective & Integrative Learning	34.9	35.3	-.03	35.1	-.01	34.5	.04
Learning Strategies	38.0	38.3	-.02	38.1	-.01	36.5 **	.11
Quantitative Reasoning	29.6	30.3	-.05	29.2	.02	28.9	.04

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	UIC	BOT	USU	AAU
Higher-Order Learning				
<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	71	-3	-0	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+0	+3	+2
4d. Evaluating a point of view, decision, or information source	71	+2	+2	+8
4e. Forming a new idea or understanding from various pieces of information	73	+2	+4	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48	-6	-3	-3
2b. Connected your learning to societal problems or issues	54	+2	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+3	+4	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-4	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-2	-3	+1
2f. Learned something that changed the way you understand an issue or concept	66	-1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+2	+2	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+4	+3	+5
9b. Reviewed your notes after class	63	-3	-2	+3
9c. Summarized what you learned in class or from course materials	63	-2	-1	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-0	+2	+4
6c. Evaluated what others have concluded from numerical information	45	-1	+2	+1

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

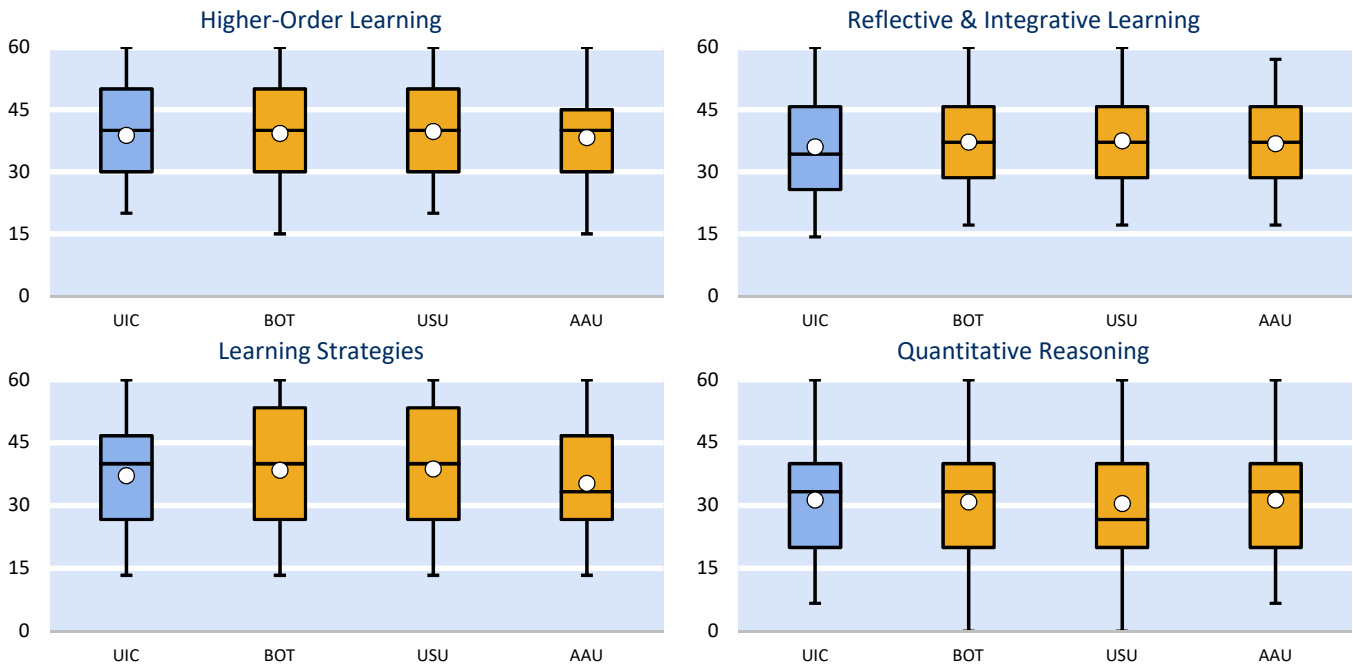
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Mean Comparisons

Engagement Indicator	UIC Mean	Your seniors compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	39.3	-.03	39.7	-.06	38.3	.04
Reflective & Integrative Learning	36.0	37.2 *	-.09	37.5 **	-.11	36.8	-.06
Learning Strategies	37.1	38.4 *	-.09	38.7 **	-.11	35.3 **	.13
Quantitative Reasoning	31.3	30.9	.03	30.5	.05	31.3	.00

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

Score Distributions






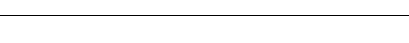






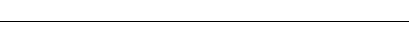




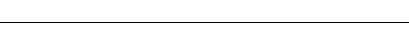



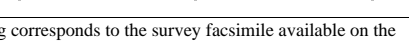
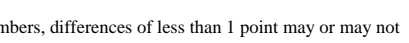






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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	UIC	BOT	USU	AAU	
Higher-Order Learning					
<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	74	 -3	 -2	 -3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	 -1	 -2	 -0	
4d. Evaluating a point of view, decision, or information source	67	 -0	 -2	 +5	
4e. Forming a new idea or understanding from various pieces of information	69	 -2	 -2	 +2	
Reflective & Integrative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	66	 -2	 -1	 -2	
2b. Connected your learning to societal problems or issues	52	 -5	 -6	 -4	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	 -5	 -7	 -4	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	 -5	 -5	 -3	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	 -4	 -5	 -2	
2f. Learned something that changed the way you understand an issue or concept	71	+0	-0	+0	
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-3	-3	-3	
Learning Strategies					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	73	-2	-3	+0	
9b. Reviewed your notes after class	60	-3	-4	+7	
9c. Summarized what you learned in class or from course materials	60	-5	-5	+4	
Quantitative Reasoning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+1	+2	-0	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+0	+0	+1	
6c. Evaluated what others have concluded from numerical information	49	+1	+2	-1	

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

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Learning with Peers: First-year students

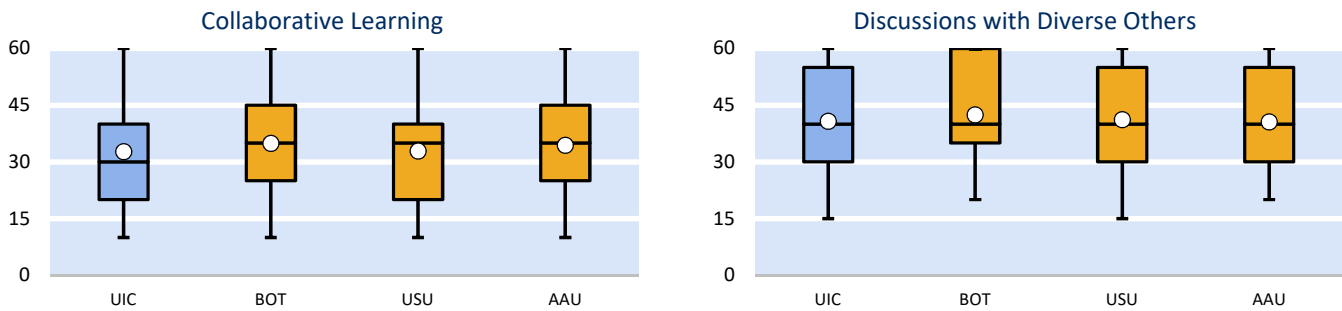
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	34.9 ***	-.16	32.9	-.01	34.4 ***	-.12
Discussions with Diverse Others	40.7	42.4 **	-.11	41.2	-.03	40.6	.01

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

Score Distributions



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	UIC	Percentage point difference ^a between your FY students and			
		BOT	USU	AAU	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1e. Asked another student to help you understand course material	54	-4	+1	-5	
1f. Explained course material to one or more students	60	-2	+2	-2	
1g. Prepared for exams by discussing or working through course material with other students	50	-6	-1	-4	
1h. Worked with other students on course projects or assignments	51	-12	-4	-5	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	79	+2	+3	+6	
8b. People from an economic background other than your own	75	-2	+1	+1	
8c. People with religious beliefs other than your own	73	-2	+2	+1	
8d. People with political views other than your own	55	-14	-10	-9	

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

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Learning with Peers: Seniors

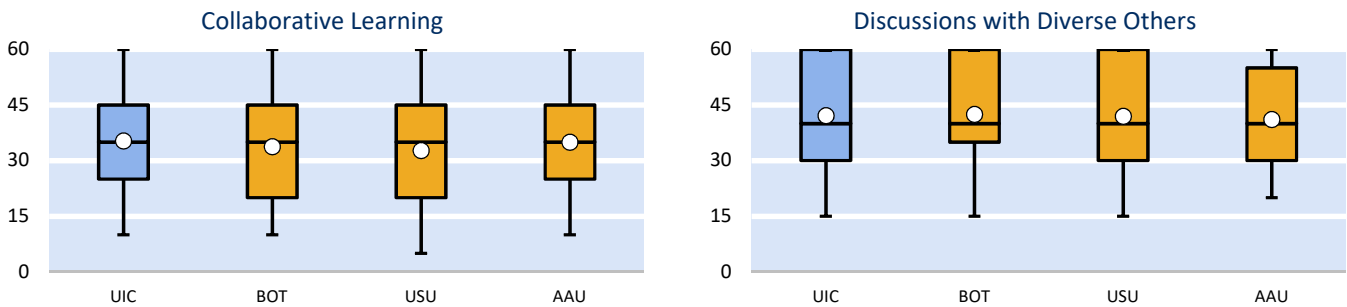
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Mean Comparisons

Engagement Indicator	UIC Mean	Your seniors compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	33.7 **	.10	32.7 ***	.17	35.0	.02
Discussions with Diverse Others	42.1	42.5	-.02	42.0	.01	41.2	.07

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Engagement Indicator	UIC %	Percentage point difference ^a between your seniors and			
		BOT	USU	AAU	
Collaborative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	52	+5	+7	+0	
1f. Explained course material to one or more students	64	+4	+6	+1	
1g. Prepared for exams by discussing or working through course material with other students	53	+2	+5	+2	
1h. Worked with other students on course projects or assignments	70	+2	+6	+0	
Discussions with Diverse Others					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People of a race or ethnicity other than your own	80	+3	+3	+7	
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8c. People with religious beliefs other than your own	76	+1	+3	+3	
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Experiences with Faculty: First-year students

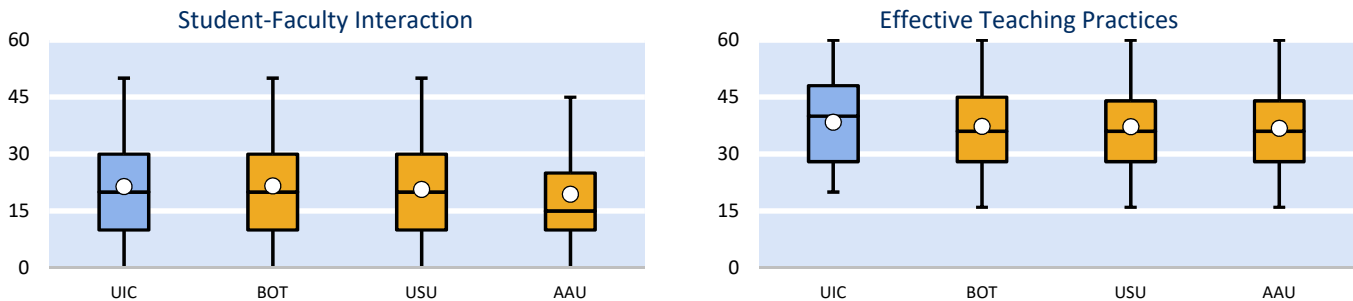
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

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Engagement Indicator	UIC Mean	Your first-year students compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	38.3	37.3 *	.08	37.2 *	.09	36.8 **	.13

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	UIC	Percentage point difference ^a between your FY students and		
		BOT	USU	AAU
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	38	-3	+0	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+0	+1	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	+2	+5
3d. Discussed your academic performance with a faculty member	29	-1	+1	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-2	-2	-4
5b. Taught course sessions in an organized way	69	-4	-2	-6
5c. Used examples or illustrations to explain difficult points	72	-3	-1	-4
5d. Provided feedback on a draft or work in progress	71	+13	+13	+19
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+5	+5	+8

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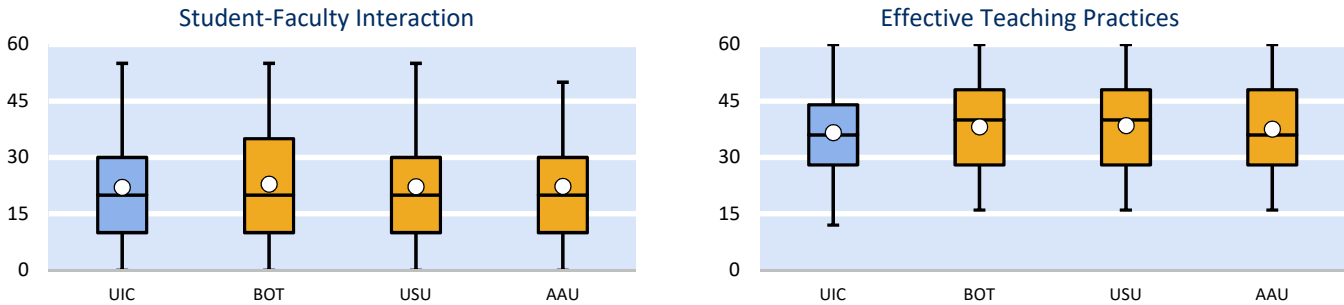
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Student-Faculty Interaction	UIC	Percentage point difference ^a between your seniors and			
		BOT	USU	AAU	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%				
3a. Talked about career plans with a faculty member	38	-2	-0	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-2	+1	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+0	+1	+1	
3d. Discussed your academic performance with a faculty member	28	-2	-2	+4	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	74	-4	-4	-5	
5b. Taught course sessions in an organized way	66	-8	-9	-12	
5c. Used examples or illustrations to explain difficult points	74	-2	-2	-5	
5d. Provided feedback on a draft or work in progress	55	-2	-2	+5	
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-4	+2	

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

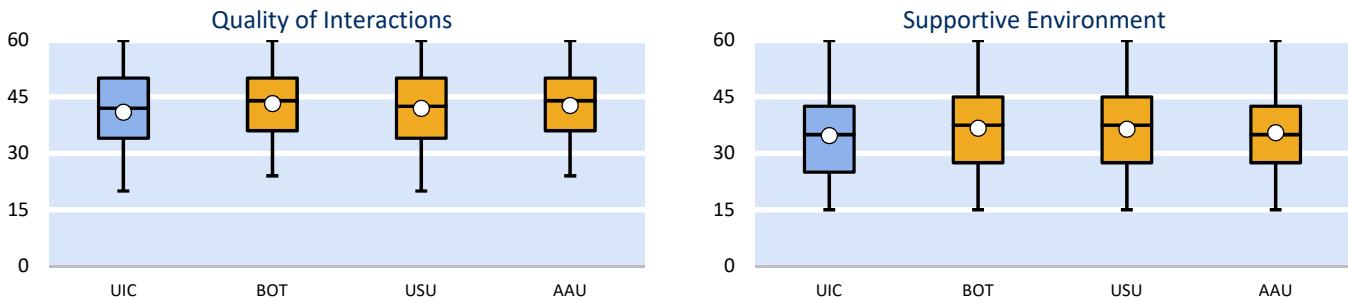
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	43.3 ***	-.21	41.9 *	-.08	42.7 ***	-.16
Supportive Environment	34.7	36.7 ***	-.15	36.4 ***	-.13	35.5	-.06

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UIC	Percentage point difference ^a between your FY students and			
		BOT	USU	AAU	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%				
13a. Students	47	-9	-5	-5	
13b. Academic advisors	53	-4	+2	+1	
13c. Faculty	45	-6	-2	-4	
13d. Student services staff (career services, student activities, housing, etc.)	37	-8	-6	-7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-7	-5	-7	
<i>Supportive Environment</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	71	-5	-3	-4	
14c. Using learning support services (tutoring services, writing center, etc.)	76	+0	+0	+1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+0	+2	+7	
14e. Providing opportunities to be involved socially	65	-8	-7	-8	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-12	-9	-8	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-5	-5	+3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-11	-11	-12	
14i. Attending events that address important social, economic, or political issues	44	-3	-4	-1	

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

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

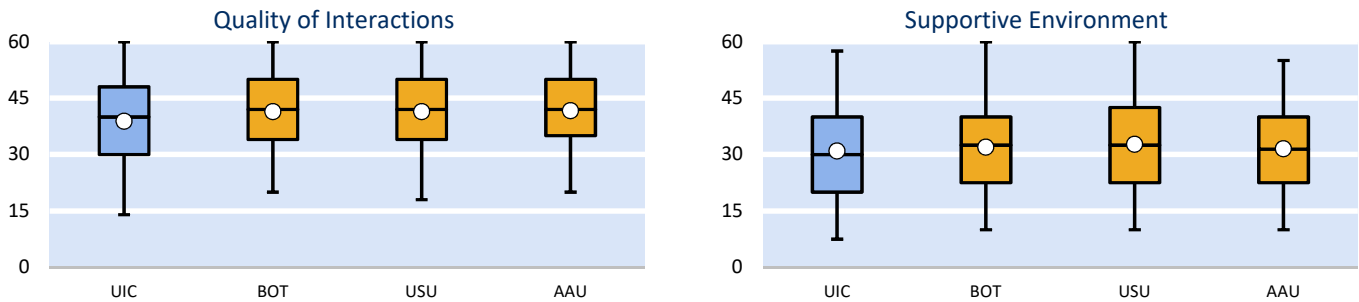
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UIC Mean	Your seniors compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.9	41.4 ***	-.21	41.4 ***	-.20	41.7 ***	-.25
Supportive Environment	31.0	32.0	-.07	32.8 **	-.12	31.5	-.04

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	UIC	Percentage point difference ^a between your seniors and			
		BOT	USU	AAU	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
	%				
13a. Students	52	-5	-4	-5	
13b. Academic advisors	40	-9	-7	-9	
13c. Faculty	46	-6	-5	-3	
13d. Student services staff (career services, student activities, housing, etc.)	38	-3	-3	-2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-6	-7	-6	
<i>Supportive Environment</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	65	-2	-3	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	62	+0	-1	+0	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+4	+2	+11	
14e. Providing opportunities to be involved socially	58	-6	-8	-8	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-5	-6	-4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+2	-2	+7	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-10	-11	-14	
14i. Attending events that address important social, economic, or political issues	38	-1	-4	+1	

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

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UIC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.2	39.3	-.01	✓	41.4 ***	-.17	
Academic	Reflective and Integrative Learning	34.9	36.7 ***	-.15		39.0 ***	-.35	
Challenge	Learning Strategies	38.0	39.9 ***	-.14		42.3 ***	-.31	
	Quantitative Reasoning	29.6	29.4	.01	✓	31.4 **	-.12	
Learning	Collaborative Learning	32.7	35.2 ***	-.18		37.4 ***	-.35	
with Peers	Discussions with Diverse Others	40.7	41.5	-.05	✓	43.6 ***	-.20	
Experiences	Student-Faculty Interaction	21.4	24.5 ***	-.21		28.1 ***	-.43	
with Faculty	Effective Teaching Practices	38.3	40.5 ***	-.17		42.3 ***	-.28	
Campus	Quality of Interactions	40.9	45.2 ***	-.38		47.2 ***	-.54	
Environment	Supportive Environment	34.7	37.9 ***	-.24		40.0 ***	-.41	

Seniors

Theme	Engagement Indicator	UIC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.8	41.7 ***	-.21		43.2 ***	-.33	
Academic	Reflective and Integrative Learning	36.0	39.8 ***	-.31		41.8 ***	-.48	
Challenge	Learning Strategies	37.1	40.7 ***	-.25		42.7 ***	-.39	
	Quantitative Reasoning	31.3	31.4	-.01	✓	33.4 ***	-.13	
Learning	Collaborative Learning	35.3	35.9	-.05	✓	38.4 ***	-.23	
with Peers	Discussions with Diverse Others	42.1	42.1	.00	✓	43.8 **	-.11	
Experiences	Student-Faculty Interaction	22.0	29.7 ***	-.48		33.2 ***	-.71	
with Faculty	Effective Teaching Practices	36.6	41.8 ***	-.38		43.7 ***	-.53	
Campus	Quality of Interactions	38.9	45.2 ***	-.54		47.4 ***	-.71	
Environment	Supportive Environment	31.0	34.6 ***	-.26		36.8 ***	-.41	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UIC (N = 816)	39.2	12.8	.45	20	30	40	50	60				
BOT	38.8	13.1	.17	20	30	40	50	60	6,500	.5	.353	.035
USU	38.2	13.3	.10	20	30	40	45	60	17,520	1.0	.036	.075
AAU	37.8	12.6	.13	20	30	40	45	60	9,951	1.4	.002	.111
Top 50%	39.3	13.1	.04	20	30	40	50	60	111,460	-.1	.860	-.006
Top 10%	41.4	12.8	.09	20	35	40	50	60	22,176	-2.1	.000	-.167
Reflective & Integrative Learning												
UIC (N = 887)	34.9	11.7	.39	17	26	34	43	54				
BOT	35.3	12.1	.15	17	26	34	43	57	7,055	-.3	.430	-.028
USU	35.1	12.0	.09	17	26	34	43	57	18,970	-.2	.690	-.014
AAU	34.5	11.7	.12	17	26	34	43	54	10,744	.4	.285	.037
Top 50%	36.7	11.8	.04	17	29	37	46	57	109,720	-1.8	.000	-.151
Top 10%	39.0	11.7	.09	20	31	40	49	60	17,976	-4.1	.000	-.346
Learning Strategies												
UIC (N = 756)	38.0	13.9	.51	13	27	40	47	60				
BOT	38.3	13.9	.19	20	27	40	47	60	6,107	-.3	.578	-.022
USU	38.1	13.9	.11	20	27	40	47	60	16,650	-.1	.888	-.005
AAU	36.5	13.7	.15	13	27	33	47	60	9,469	1.5	.004	.109
Top 50%	39.9	13.7	.04	20	33	40	53	60	95,225	-1.9	.000	-.140
Top 10%	42.3	14.1	.10	20	33	40	53	60	21,569	-4.3	.000	-.307
Quantitative Reasoning												
UIC (N = 779)	29.6	14.8	.53	7	20	27	40	60				
BOT	30.3	15.5	.21	7	20	27	40	60	6,215	-.7	.233	-.046
USU	29.2	15.4	.12	7	20	27	40	60	16,926	.4	.505	.024
AAU	28.9	14.8	.16	7	20	27	40	60	9,581	.6	.266	.042
Top 50%	29.4	15.2	.04	7	20	27	40	60	122,864	.1	.808	.009
Top 10%	31.4	15.3	.10	7	20	33	40	60	26,698	-1.8	.001	-.119
Learning with Peers												
Collaborative Learning												
UIC (N = 936)	32.7	14.0	.46	10	20	30	40	60				
BOT	34.9	14.1	.17	10	25	35	45	60	7,606	-2.2	.000	-.156
USU	32.9	14.2	.10	10	20	35	40	60	20,332	-.2	.677	-.014
AAU	34.4	14.2	.14	10	25	35	45	60	11,558	-1.7	.000	-.121
Top 50%	35.2	13.7	.04	15	25	35	45	60	142,615	-2.5	.000	-.183
Top 10%	37.4	13.5	.08	15	30	40	45	60	30,602	-4.7	.000	-.349
Discussions with Diverse Others												
UIC (N = 770)	40.7	15.5	.56	15	30	40	55	60				
BOT	42.4	14.9	.20	20	35	40	60	60	6,140	-1.7	.003	-.114
USU	41.2	15.5	.12	15	30	40	55	60	16,765	-.4	.464	-.027
AAU	40.6	14.5	.15	20	30	40	55	60	890	.2	.754	.013
Top 50%	41.5	15.0	.04	20	30	40	55	60	125,826	-.7	.184	-.048
Top 10%	43.6	14.5	.09	20	35	45	60	60	26,820	-2.9	.000	-.198

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UIC (N = 838)	21.4	14.4	.50	0	10	20	30	50				
BOT	21.6	14.7	.19	0	10	20	30	50	6,740	-.2	.735	-.013
USU	20.7	14.9	.11	0	10	20	30	50	18,185	.8	.143	.052
AAU	19.4	13.8	.14	0	10	15	25	45	980	2.0	.000	.145
Top 50%	24.5	14.7	.05	5	15	20	35	55	72,805	-3.0	.000	-.206
Top 10%	28.1	15.5	.16	5	15	25	40	60	1,015	-6.7	.000	-.434
Effective Teaching Practices												
UIC (N = 809)	38.3	13.1	.46	20	28	40	48	60				
BOT	37.3	12.9	.17	16	28	36	45	60	6,459	1.0	.034	.080
USU	37.2	13.1	.10	16	28	36	44	60	17,495	1.1	.018	.085
AAU	36.8	12.2	.13	16	28	36	44	60	938	1.6	.001	.126
Top 50%	40.5	13.2	.05	20	32	40	52	60	82,384	-2.2	.000	-.167
Top 10%	42.3	14.1	.09	16	32	44	56	60	877	-3.9	.000	-.280
Campus Environment												
Quality of Interactions												
UIC (N = 694)	40.9	12.1	.46	20	34	42	50	60				
BOT	43.3	11.2	.16	24	36	44	50	60	866	-2.3	.000	-.205
USU	41.9	12.0	.10	20	34	43	50	60	15,485	-1.0	.029	-.085
AAU	42.7	10.9	.12	24	36	44	50	60	790	-1.8	.000	-.161
Top 50%	45.2	11.2	.04	24	38	46	54	60	704	-4.2	.000	-.379
Top 10%	47.2	11.6	.09	25	40	50	58	60	19,041	-6.3	.000	-.538
Supportive Environment												
UIC (N = 732)	34.7	13.1	.48	15	25	35	43	60				
BOT	36.7	13.2	.18	15	28	38	45	60	5,935	-1.9	.000	-.145
USU	36.4	13.4	.11	15	28	38	45	60	16,212	-1.7	.001	-.126
AAU	35.5	12.6	.14	15	28	35	43	60	9,240	-.8	.102	-.063
Top 50%	37.9	13.1	.04	18	30	38	48	60	92,724	-3.1	.000	-.239
Top 10%	40.0	12.9	.10	18	33	40	50	60	16,958	-5.3	.000	-.409

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UIC (N = 740)	38.8	13.7	.50	20	30	40	50	60				
BOT	39.3	13.7	.16	15	30	40	50	60	7,746	-.5	.386	-.034
USU	39.7	13.8	.09	20	30	40	50	60	26,736	-.9	.090	-.063
AAU	38.3	13.1	.12	15	30	40	45	60	11,981	.6	.247	.044
Top 50%	41.7	13.4	.04	20	35	40	55	60	93,656	-2.9	.000	-.214
Top 10%	43.2	13.3	.09	20	35	40	55	60	23,333	-4.3	.000	-.325
Reflective & Integrative Learning												
UIC (N = 791)	36.0	13.1	.46	14	26	34	46	60				
BOT	37.2	12.7	.15	17	29	37	46	60	8,287	-1.2	.012	-.094
USU	37.5	12.7	.08	17	29	37	46	60	28,414	-1.5	.001	-.115
AAU	36.8	12.1	.11	17	29	37	46	57	883	-.8	.098	-.065
Top 50%	39.8	12.2	.04	20	31	40	49	60	802	-3.8	.000	-.312
Top 10%	41.8	12.0	.10	20	34	40	51	60	863	-5.7	.000	-.475
Learning Strategies												
UIC (N = 706)	37.1	15.0	.56	13	27	40	47	60				
BOT	38.4	14.8	.18	13	27	40	53	60	7,417	-1.3	.029	-.087
USU	38.7	14.7	.09	13	27	40	53	60	25,576	-1.6	.004	-.109
AAU	35.3	14.2	.14	13	27	33	47	60	791	1.8	.002	.126
Top 50%	40.7	14.5	.05	20	33	40	53	60	714	-3.6	.000	-.247
Top 10%	42.7	14.4	.08	20	33	40	60	60	33,841	-5.6	.000	-.385
Quantitative Reasoning												
UIC (N = 720)	31.3	15.8	.59	7	20	33	40	60				
BOT	30.9	16.2	.20	0	20	33	40	60	7,501	.4	.495	.027
USU	30.5	16.2	.10	0	20	27	40	60	25,884	.8	.178	.051
AAU	31.3	15.6	.15	7	20	33	40	60	11,569	.0	.965	-.002
Top 50%	31.4	16.1	.04	0	20	33	40	60	131,652	-.1	.834	-.008
Top 10%	33.4	15.9	.10	7	20	33	40	60	26,484	-2.1	.001	-.130
Learning with Peers												
Collaborative Learning												
UIC (N = 838)	35.3	14.9	.51	10	25	35	45	60				
BOT	33.7	15.0	.17	10	20	35	45	60	8,746	1.6	.004	.104
USU	32.7	15.1	.09	5	20	35	45	60	29,722	2.6	.000	.171
AAU	35.0	14.3	.13	10	25	35	45	60	13,418	.3	.503	.024
Top 50%	35.9	14.0	.04	15	25	35	45	60	847	-.6	.213	-.046
Top 10%	38.4	13.6	.09	15	30	40	50	60	892	-3.1	.000	-.227
Discussions with Diverse Others												
UIC (N = 710)	42.1	16.0	.60	15	30	40	60	60				
BOT	42.5	15.5	.19	15	35	40	60	60	7,451	-.3	.573	-.022
USU	42.0	16.0	.10	15	30	40	60	60	25,637	.1	.816	.009
AAU	41.2	14.3	.14	20	30	40	55	60	786	1.0	.113	.068
Top 50%	42.1	15.5	.04	15	30	40	60	60	130,870	.1	.898	.005
Top 10%	43.8	15.3	.08	20	35	45	60	60	33,561	-1.6	.005	-.107

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UIC (N = 760)	22.0	15.7	.57	0	10	20	30	55				
BOT	22.9	15.7	.18	0	10	20	35	55	7,986	-.9	.126	-.058
USU	22.2	15.8	.10	0	10	20	30	55	27,441	-.2	.768	-.011
AAU	22.3	15.1	.14	0	10	20	30	50	12,277	-.3	.605	-.019
Top 50%	29.7	15.9	.07	5	20	30	40	60	49,639	-7.7	.000	-.483
Top 10%	33.2	16.0	.17	10	20	35	45	60	908	-11.3	.000	-.706
Effective Teaching Practices												
UIC (N = 745)	36.6	13.9	.51	12	28	36	44	60				
BOT	38.1	13.9	.17	16	28	40	48	60	7,744	-1.5	.004	-.110
USU	38.5	14.0	.09	16	28	40	48	60	26,724	-1.9	.000	-.136
AAU	37.5	12.6	.12	16	28	36	48	60	827	-.9	.070	-.075
Top 50%	41.8	13.7	.05	20	32	40	52	60	80,031	-5.2	.000	-.381
Top 10%	43.7	13.4	.10	20	36	44	56	60	18,147	-7.1	.000	-.532
Campus Environment												
Quality of Interactions												
UIC (N = 646)	38.9	12.9	.51	14	30	40	48	60				
BOT	41.4	12.1	.15	20	34	42	50	60	770	-2.6	.000	-.210
USU	41.4	12.6	.08	18	34	42	50	60	23,430	-2.5	.000	-.202
AAU	41.7	11.3	.11	20	35	42	50	60	710	-2.9	.000	-.250
Top 50%	45.2	11.7	.04	24	38	48	54	60	653	-6.4	.000	-.545
Top 10%	47.4	12.0	.07	24	40	50	58	60	673	-8.5	.000	-.707
Supportive Environment												
UIC (N = 691)	31.0	14.1	.54	8	20	30	40	58				
BOT	32.0	14.0	.17	10	23	33	40	60	7,222	-1.0	.066	-.074
USU	32.8	14.3	.09	10	23	33	43	60	24,897	-1.8	.001	-.124
AAU	31.5	13.0	.13	10	23	31	40	55	768	-.5	.326	-.042
Top 50%	34.6	14.0	.05	13	25	35	45	60	87,877	-3.6	.000	-.259
Top 10%	36.8	14.1	.11	13	28	38	48	60	16,299	-5.8	.000	-.413

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

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

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

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

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

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

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



NSSE 2020

Frequencies and Statistical Comparisons

University of Illinois at Chicago

NSSE 2020 Frequencies and Statistical Comparisons

About This Report

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

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

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

- Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.

NSSE Frequencies and Statistical Comparisons

NSSEville State University

Seniors ← 1

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43	
		2	Sometimes	197	20	4,397	27	845	29	75,222	33								
		3	Often	112	33	5,947	37	1,086	38	81,724	35								
		4	Very often	280	46	5,440	34	889	31	66,983	29								
			Total	630	100	16,028	100	2,874	100	230,881	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05	
		2	Sometimes	267	42	5,959	37	978	34	79,495	34								
		3	Often	164	26	4,548	29	88	3	67,348	29								
		4	Very often	113	19	2,722	20	52	2	47,208	21								
			Total	626	100	15,118	100	2,858	100	229,541	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06	
		2	Sometimes	56	9	1,666	11	262	10	28,134	13								
		3	Often	384	63	9,147	57	1,586	57	128,802	56								
		4	Very often	150	24	4,267	27	851	29	58,873	26								
			Total	615	100	15,858	100	2,833	100	228,352	100								

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

8. **Key to symbols:**

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	UIC				BOT				USU				AAU			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	40	4	337	5	1,063	5	464	5	2.7	2.7	.05	2.7 *	.08	2.7 *	.08	
		2	Sometimes	383	39	3,075	41	8,780	42	3,932	42								
		3	Often	333	35	2,564	34	6,867	33	2,866	33								
		4	Very often	208	22	1,562	21	4,016	20	1,622	20								
		Total		964	100	7,538	100	20,726	100	8,884	100								
b. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	47	5	448	6	1,135	6	541	7	3.0	3.0	.06	3.0	.05	2.9 ***	.15	
		2	Often	107	11	1,004	14	2,756	14	1,372	16								
		3	Sometimes	554	57	4,177	55	11,476	55	5,015	56								
		4	Never	253	26	1,899	25	5,287	25	1,920	21								
		Total		961	100	7,528	100	20,654	100	8,848	100								
c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	512	53	3,627	49	10,032	49	3,935	42	1.7	1.7 **	-0.10	1.8 ***	-0.11	1.8 ***	-0.19	
		2	Sometimes	324	34	2,592	34	7,032	34	3,337	40								
		3	Often	86	9	820	11	2,266	11	1,063	12								
		4	Very often	40	4	463	6	1,261	6	498	6								
		Total		962	100	7,502	100	20,591	100	8,833	100								
d. Asked another student to help you understand course material	CLaskhelp	1	Never	57	6	509	7	1,735	9	540	6	2.7	2.7	-0.03	2.6	.06	2.7 *	-0.08	
		2	Sometimes	377	40	2,557	35	7,813	38	3,096	35								
		3	Often	327	34	2,906	38	7,300	35	3,369	37								
		4	Very often	196	20	1,530	20	3,701	18	1,820	22								
		Total		957	100	7,502	100	20,549	100	8,825	100								
e. Explained course material to one or more students	CLexplain	1	Never	37	4	286	4	987	5	305	3	2.8	2.8	-0.03	2.7	.05	2.8	-0.04	
		2	Sometimes	346	36	2,497	33	7,573	36	3,130	34								
		3	Often	377	40	3,171	42	8,150	40	3,693	42								
		4	Very often	194	20	1,527	20	3,776	19	1,676	21								
		Total		954	100	7,481	100	20,486	100	8,804	100								
f. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	147	15	847	12	2,943	15	1,037	12	2.5	2.7 ***	-0.15	2.6	-0.04	2.6 ***	-0.13	
		2	Sometimes	337	35	2,366	32	7,079	35	2,980	34								
		3	Often	305	32	2,500	33	6,492	31	2,836	31								
		4	Very often	164	17	1,731	23	3,888	19	1,912	22								
		Total		953	100	7,444	100	20,402	100	8,765	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC	BOT		USU		AAU		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Worked with other students on course projects or assignments	CLproject	1	Never	100	11	354	5	1,544	8	561	7	2.6	2.8 ***	-.30	2.7 ***	-.12	2.7 ***	-.14	
		2	Sometimes	368	38	2,313	31	7,588	37	3,237	38								
		3	Often	324	35	2,922	39	7,357	36	3,238	36								
		4	Very often	157	16	1,810	24	3,792	19	1,697	20								
		Total		949	100	7,399	100	20,281	100	8,733	100								
h. Given a course presentation	present	1	Never	201	21	1,078	16	5,015	24	2,164	25	2.2	2.4 ***	-.18	2.2	.04	2.1 ***	.15	
		2	Sometimes	447	46	3,278	45	9,057	45	4,310	50								
		3	Often	215	23	2,012	26	4,293	21	1,631	18								
		4	Very often	82	9	1,011	13	1,886	9	622	7								
		Total		945	100	7,379	100	20,251	100	8,727	100								
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	83	9	511	7	1,799	9	627	7	2.5	2.6 **	-.10	2.6	-.03	2.6	-.04	
		2	Sometimes	399	43	2,790	38	7,947	40	3,610	42								
		3	Often	315	33	2,791	38	7,337	37	3,241	37								
		4	Very often	137	15	1,189	16	2,885	15	1,136	14								
		Total		934	100	7,281	100	19,968	100	8,614	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	90	10	651	10	2,087	11	841	10	2.6	2.6	.04	2.5 *	.07	2.5 *	.07	
		2	Sometimes	335	36	2,752	38	7,677	39	3,451	40								
		3	Often	349	37	2,651	36	7,011	35	3,044	35								
		4	Very often	152	16	1,155	16	3,044	15	1,205	14								
		Total		926	100	7,209	100	19,819	100	8,541	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	81	9	703	11	2,198	12	997	12	2.6	2.6	.06	2.6 *	.08	2.5 ***	.16	
		2	Sometimes	317	35	2,652	37	7,201	37	3,387	39								
		3	Often	352	37	2,539	35	6,788	34	2,857	34								
		4	Very often	165	18	1,251	17	3,458	17	1,242	14								
		Total		915	100	7,145	100	19,645	100	8,483	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	47	5	323	5	936	5	467	6	2.7	2.8 *	-.08	2.8 *	-.08	2.7	-.01	
		2	Sometimes	326	36	2,269	32	6,194	32	2,825	34								
		3	Often	387	42	3,170	44	8,634	44	3,741	44								
		4	Very often	147	17	1,299	19	3,665	19	1,375	17								
		Total		907	100	7,061	100	19,429	100	8,408	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	34	4	228	4	534	3	274	4	2.9	2.9	-.07	2.9 **	-.10	2.9	.00	
		2	Sometimes	249	28	1,753	26	4,956	26	2,361	29								
		3	Often	431	47	3,336	47	8,841	46	3,797	45								
		4	Very often	187	21	1,632	23	4,835	25	1,833	22								
		Total		901	100	6,949	100	19,166	100	8,265	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	23	3	208	3	522	3	219	3	2.8	2.8	-.01	2.9	-.02	2.8	.00	
		2	Sometimes	271	31	2,001	29	5,580	30	2,486	31								
		3	Often	396	45	3,166	46	8,642	45	3,814	46								
		4	Very often	189	21	1,459	21	4,150	22	1,643	21								
		Total		879	100	6,834	100	18,894	100	8,162	100								
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	15	2	93	2	266	2	117	2	3.0	3.0	.03	3.0	.03	3.0	.00	
		2	Sometimes	172	20	1,455	22	4,015	22	1,627	20								
		3	Often	441	51	3,424	50	9,375	50	4,224	51								
		4	Very often	240	27	1,783	27	5,027	27	2,106	27								
		Total		868	100	6,755	100	18,683	100	8,074	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	140	16	1,040	16	3,671	20	1,577	21	2.3	2.4	-.06	2.3	.03	2.2 ***	.13	
		2	Sometimes	402	46	2,901	43	7,932	43	3,675	46								
		3	Often	223	25	1,807	26	4,594	24	1,923	22								
		4	Very often	109	12	1,001	14	2,477	13	901	10								
		Total		874	100	6,749	100	18,674	100	8,076	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	405	46	3,109	47	9,068	49	3,770	49	1.8	1.8	.01	1.8	.03	1.8	.06	
		2	Sometimes	276	32	2,122	31	5,660	31	2,623	33								
		3	Often	138	17	1,022	15	2,594	14	1,170	13								
		4	Very often	49	6	449	7	1,230	7	463	6								
		Total		868	100	6,702	100	18,552	100	8,026	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	293	34	2,089	32	6,610	35	2,632	33	2.0	2.0	.01	2.0	.05	2.0	.07	
		2	Sometimes	333	39	2,805	42	7,249	40	3,476	45								
		3	Often	158	19	1,248	19	3,193	17	1,385	17								
		4	Very often	72	8	482	7	1,333	7	450	6								
		Total		856	100	6,624	100	18,385	100	7,943	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Discussed your academic performance with a faculty member	SFperform	1	Never	211	25	1,574	25	5,103	28	2,449	32	2.1	2.1	-0.02	2.1	.04	2.0 ***	.18	
		2	Sometimes	402	47	3,031	46	8,145	44	3,621	46								
		3	Often	174	21	1,428	21	3,665	20	1,403	17								
		4	Very often	67	8	598	9	1,477	8	468	6								
		Total		854	100	6,631	100	18,390	100	7,941	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	32	4	224	4	500	3	246	4	2.9	2.9	-0.02	3.0 *	-0.08	2.9	.02	
		2	Some	211	25	1,640	25	4,244	24	2,002	27								
		3	Quite a bit	390	46	2,955	45	8,388	46	3,665	45								
		4	Very much	218	25	1,756	26	5,136	28	1,988	24								
		Total		851	100	6,575	100	18,268	100	7,901	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	27	3	197	3	649	4	210	2	2.9	3.0	-0.06	2.9	.00	3.0 **	-.11	
		2	Some	216	26	1,517	23	4,633	25	1,841	22								
		3	Quite a bit	390	46	3,076	47	8,274	46	3,777	48								
		4	Very much	213	25	1,745	27	4,589	25	2,036	28								
		Total		846	100	6,535	100	18,145	100	7,864	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	25	3	201	3	647	4	256	4	3.0	3.0	.03	2.9	.06	2.9	.06	
		2	Some	204	24	1,583	24	4,689	26	2,086	26								
		3	Quite a bit	379	45	2,977	46	7,957	44	3,546	45								
		4	Very much	234	28	1,708	27	4,679	26	1,912	26								
		Total		842	100	6,469	100	17,972	100	7,800	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	21	3	263	4	771	5	432	6	3.0	2.9 *	.07	2.9 *	.08	2.8 ***	.23	
		2	Some	214	26	1,651	26	4,623	26	2,292	30								
		3	Quite a bit	377	44	2,915	45	8,052	45	3,488	43								
		4	Very much	225	27	1,602	25	4,438	25	1,562	20								
		Total		837	100	6,431	100	17,884	100	7,774	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	23	3	220	4	681	4	303	4	3.0	2.9	.05	2.9 *	.08	2.8 ***	.14	
		2	Some	202	24	1,622	26	4,711	27	2,168	28								
		3	Quite a bit	393	47	3,002	46	8,122	45	3,663	47								
		4	Very much	211	26	1,560	24	4,271	24	1,610	21								
		Total		829	100	6,404	100	17,785	100	7,744	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	UIC				BOT				USU				AAU			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	23	3	133	2	384	2	148	2	3.0	3.0	-02	3.0	-03	3.0	-06	
		2	Some	198	24	1,417	23	3,915	23	1,637	21								
		3	Quite a bit	354	43	2,982	46	8,188	46	3,696	48								
		4	Very much	241	30	1,801	29	5,198	29	2,176	29								
		Total		816	100	6,333	100	17,685	100	7,657	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	43	5	247	4	752	4	261	3	2.9	3.0	-06	2.9	-03	3.0 *	-08	
		2	Some	207	25	1,410	22	4,210	24	1,686	22								
		3	Quite a bit	347	42	2,979	47	7,981	45	3,754	49								
		4	Very much	220	27	1,674	27	4,685	27	1,942	26								
		Total		817	100	6,310	100	17,628	100	7,643	100								
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	36	5	162	3	589	4	197	3	3.0	3.0	-06	3.0	-03	3.0 *	-08	
		2	Some	195	24	1,400	23	4,157	24	1,713	21								
		3	Quite a bit	346	42	2,927	46	7,740	44	3,535	46								
		4	Very much	237	29	1,819	29	5,105	29	2,185	29								
		Total		814	100	6,308	100	17,591	100	7,630	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	40	5	565	9	1,594	9	857	12	3.0	2.7 ***	.32	2.7 ***	.29	2.6 ***	.46	
		2	Some	196	24	2,049	33	5,631	32	2,764	36								
		3	Quite a bit	320	39	2,344	37	6,408	36	2,706	35								
		4	Very much	258	32	1,336	21	3,933	22	1,280	17								
		Total		814	100	6,294	100	17,566	100	7,607	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	76	9	608	10	1,851	10	776	10	2.7	2.6 **	.11	2.6 **	.11	2.6 ***	.19	
		2	Some	252	31	2,214	35	6,080	35	2,872	38								
		3	Quite a bit	296	37	2,279	36	6,241	36	2,815	37								
		4	Very much	188	23	1,168	19	3,351	19	1,135	15								
		Total		812	100	6,269	100	17,523	100	7,598	100								

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University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		UIC	BOT	USU	AAU	Effect size ^e	Effect size ^e	Effect size ^e
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean	Mean	Mean	
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	79	9	497	8	1,685	9	702	9	2.6	2.7	-0.06	2.6	.00	2.6	.00
		2	Sometimes	282	34	2,179	35	6,269	36	2,767	37							
		3	Often	318	41	2,462	40	6,600	38	2,930	38							
		4	Very often	120	16	1,020	17	2,758	17	1,112	16							
		Total		799	100	6,158	100	17,312	100	7,511	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	134	17	1,021	17	3,275	19	1,492	20	2.4	2.4	-0.03	2.4	.03	2.3 *	.08
		2	Sometimes	310	39	2,375	39	6,705	39	2,984	40							
		3	Often	258	32	1,875	30	5,110	30	2,203	29							
		4	Very often	94	12	855	15	2,133	13	794	11							
		Total		796	100	6,126	100	17,223	100	7,473	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	120	15	860	14	2,909	16	1,177	15	2.4	2.4	-0.04	2.4	.03	2.4	.02
		2	Sometimes	322	41	2,494	41	7,043	41	3,134	42							
		3	Often	262	33	1,989	32	5,248	31	2,383	32							
		4	Very often	90	11	766	13	1,983	12	767	11							
		Total		794	100	6,109	100	17,183	100	7,461	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages	wrshortnum <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	18	2	397	7	1,404	8	704	8	7.0	6.3 **	.11	5.8 ***	.22	6.3 ***	.12
		1.5	1-2	130	16	1,318	22	3,842	22	1,785	23							
		4	3-5	277	35	1,941	32	5,862	34	2,226	30							
		8	6-10	222	28	1,316	21	3,481	20	1,458	21							
		13	11-15	83	11	609	10	1,475	9	682	10							
		18	16-20	24	3	233	4	509	3	308	5							
		23	More than 20	40	5	276	5	563	3	286	4							
		Total		794	100	6,090	100	17,136	100	7,449	100							
b. Between 6 and 10 pages	wrmednum <i>(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	144	18	2,272	38	6,881	40	3,324	42	3.1	2.3 ***	.21	2.3 ***	.23	2.2 ***	.27
		1.5	1-2	358	45	2,140	35	5,717	34	2,494	35							
		4	3-5	173	22	996	17	2,723	16	939	14							
		8	6-10	87	11	418	7	1,144	7	392	6							
		13	11-15	20	3	154	3	420	3	176	3							
		18	16-20	7	1	38	1	73	1	51	1							
		23	More than 20	6	1	43	1	127	1	54	1							
Total		795	100	6,061	100	17,085	100	7,430	100									

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. 11 pages or more	wrlongnum	0	None	515	64	4,421	72	13,079	76	5,823	76	1.5	1.2 *	.09	1.1 **	.12	1.0 ***	.13	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	180	23	1,048	18	2,424	14	1,001	15								
		4	3-5	40	5	264	5	694	4	250	4								
		8	6-10	27	3	150	3	404	3	156	2								
		13	11-15	19	3	121	2	338	2	127	2								
		18	16-20	8	1	27	0	61	0	39	1								
		23	More than 20	3	0	40	1	101	1	46	1								
	Total			792	100	6,071	100	17,101	100	7,442	100								
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									67.6	54.9 ***	.16	51.7 ***	.20	51.3 ***	.21	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	28	4	168	3	587	4	254	3	3.2	3.2	.05	3.2 *	.09	3.1 ***	.17	
		2	Sometimes	134	17	1,220	20	3,380	20	1,827	24								
		3	Often	233	30	1,960	32	5,504	32	2,529	33								
		4	Very often	391	49	2,712	45	7,608	44	2,818	39								
		Total		786	100	6,060	100	17,079	100	7,428	100								
b. People from an economic background other than your own	DDeconomic	1	Never	31	4	157	3	608	4	230	3	3.1	3.2	-.07	3.1	.00	3.1	.04	
		2	Sometimes	163	21	1,199	20	3,724	22	1,731	23								
		3	Often	282	36	2,240	37	6,005	35	2,870	38								
		4	Very often	307	39	2,444	41	6,696	39	2,577	36								
		Total		783	100	6,040	100	17,033	100	7,408	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	40	6	233	4	867	5	313	4	3.1	3.1	-.05	3.0	.04	3.1	.04	
		2	Sometimes	164	21	1,281	21	3,946	23	1,790	24								
		3	Often	253	32	2,046	33	5,601	33	2,625	35								
		4	Very often	329	41	2,484	42	6,617	39	2,696	37								
		Total		786	100	6,044	100	17,031	100	7,424	100								
d. People with political views other than your own	DDpolitical	1	Never	87	11	307	5	1,162	7	421	6	2.7	3.0 ***	-.31	2.9 ***	-.21	2.9 ***	-.20	
		2	Sometimes	267	34	1,549	26	4,867	28	2,067	30								
		3	Often	212	27	1,985	32	5,327	31	2,533	32								
		4	Very often	219	28	2,206	37	5,685	34	2,405	32								
		Total		785	100	6,047	100	17,041	100	7,426	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		Your first-year students compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	5	1	118	2	366	2	177	3	3.0	3.0	.06	3.0	.06	2.9 **	△	.09
		2	Sometimes	171	23	1,485	25	3,970	24	1,809	26								
		3	Often	390	50	2,772	46	8,031	47	3,565	46								
		4	Very often	209	26	1,636	27	4,576	26	1,833	26								
		Total		775	100	6,011	100	16,943	100	7,384	100								
b. Reviewed your notes after class	LSnotes	1	Never	43	6	241	4	694	4	385	6	2.9	2.9	-0.06	2.9	-0.05	2.8		.07
		2	Sometimes	237	31	1,705	30	4,962	31	2,399	34								
		3	Often	263	35	2,190	36	6,159	36	2,642	35								
		4	Very often	226	28	1,879	30	5,122	29	1,958	25								
		Total		769	100	6,015	100	16,937	100	7,384	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	49	7	309	5	935	6	473	7	2.8	2.8	-0.03	2.8	-0.01	2.7 **	△	.10
		2	Sometimes	234	30	1,743	30	5,014	31	2,453	34								
		3	Often	290	38	2,361	39	6,610	39	2,870	38								
		4	Very often	199	25	1,603	26	4,372	25	1,594	21								
		Total		772	100	6,016	100	16,931	100	7,390	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	6	1	52	1	156	1	62	1	5.3	5.4	-0.03	5.3	.01	5.4 *	▽	-0.09
		2		6	1	62	1	203	1	50	1								
		3		42	6	313	5	983	6	337	5								
		4		102	14	711	12	2,293	14	846	11								
		5		276	37	2,025	34	5,831	35	2,609	34								
		6		179	23	1,525	25	3,942	23	1,991	28								
		7	Very much	153	19	1,278	21	3,427	20	1,454	20								
		Total		764	100	5,966	100	16,835	100	7,349	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		90	12	580	10	1,893	12	694	10	7%	8%	-0.06	7%	-0.03	9% *	▽	-0.09
		(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	47	7	287	5	775	5	350	5								
		Plan to do	573	75	4,600	77	12,935	76	5,681	76									
		Done or in progress	53	7	482	8	1,197	7	603	9									
		Total	763	100	5,949	100	16,800	100	7,328	100									

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Item wording or description	Variable name ^c	Values ^d	Response options	UIC				BOT				USU				AAU			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
b. Hold a formal leadership role in a student organization or group	leader	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	190	25	1,470	25	4,374	26	1,690	23	8%	11%	-08	10%	-05	14% ***	-18	
			Do not plan to do	155	21	1,306	23	3,768	23	1,337	18								
			Plan to do	350	46	2,517	41	7,043	41	3,282	45								
			Done or in progress	66	8	639	11	1,562	10	1,011	14								
			Total	761	100	5,932	100	16,747	100	7,320	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	232	30	1,508	25	4,783	28	1,616	24	7%	21% ***	-42	16% ***	-30	23% ***	-47	
			Do not plan to do	185	25	1,615	28	4,394	27	2,281	33								
			Plan to do	288	38	1,558	26	4,925	28	1,591	20								
			Done or in progress	55	7	1,253	21	2,598	16	1,818	23								
			Total	760	100	5,934	100	16,700	100	7,306	100								
d. Participate in a study abroad program	abroad	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	192	25	1,512	26	4,607	28	1,815	26	3%	4%	-05	3%	.01	4%	-06	
			Do not plan to do	234	32	1,454	27	4,750	29	1,505	21								
			Plan to do	314	40	2,756	44	6,957	40	3,736	49								
			Done or in progress	19	3	200	4	392	3	247	4								
			Total	759	100	5,922	100	16,706	100	7,303	100								
e. Work with a faculty member on a research project	research	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	221	29	2,038	35	6,007	36	2,476	33	5%	5%	-01	4%	.06	8% *	-10	
			Do not plan to do	130	17	1,324	22	4,101	24	1,464	18								
			Plan to do	368	48	2,236	38	5,955	35	2,838	41								
			Done or in progress	37	5	324	5	639	4	530	8								
			Total	756	100	5,922	100	16,702	100	7,308	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	232	30	1,663	28	5,765	34	2,405	34	2%	3%	-01	3%	-01	2%	.04	
			Do not plan to do	86	12	602	10	2,129	13	747	10								
			Plan to do	424	55	3,511	59	8,405	50	4,013	54								
			Done or in progress	17	2	146	3	392	3	147	2								
			Total	759	100	5,922	100	16,691	100	7,312	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
	servcourse		1 None	402	53	2,726	46	8,347	49	3,987	58	1.6	1.6	-07	1.6	-02	1.5 **	.13	
			2 Some	270	36	2,666	45	6,914	42	2,738	36								
			3 Most	70	10	397	7	1,117	7	460	5								
			4 All	9	1	90	2	235	2	94	1								
			Total	751	100	5,879	100	16,613	100	7,279	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		<i>Your first-year students compared with</i>							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	21	3	66	1	260	2	77	1	5.2	5.5 ***	-0.23	5.4 ***	-0.15	5.4 ***	-0.17	
				20	2	83	2	317	2	133	2								
				50	7	218	4	773	5	295	4								
				89	12	621	11	2,111	13	827	11								
				216	28	1,558	27	4,551	27	2,158	30								
				201	26	1,802	30	4,537	27	2,161	30								
				153	20	1,509	25	3,958	24	1,600	22								
				4	1	32	1	128	1	31	0								
	Total	754	100	5,889	100	16,635	100	7,282	100										
b. Academic advisors	QIadvisor	1	Poor	16	2	118	2	498	3	155	2	5.4	5.5	-0.06	5.3 *	.08	5.3	.05	
				23	3	167	3	673	4	254	3								
				41	5	351	6	1,151	7	488	7								
				105	14	676	12	2,330	14	942	14								
				160	22	1,167	20	3,400	20	1,534	21								
				174	23	1,363	23	3,579	22	1,730	24								
				224	30	1,980	33	4,556	28	2,062	27								
				8	1	62	1	414	2	101	2								
	Total	751	100	5,884	100	16,601	100	7,266	100										
c. Faculty	QIfaculty	1	Poor	11	2	69	1	304	2	78	1	5.1	5.4 ***	-0.17	5.2	-0.06	5.3 **	-0.13	
				35	5	114	2	498	3	152	2								
				53	7	306	5	998	6	395	5								
				118	16	753	13	2,478	15	950	13								
				201	26	1,607	28	4,487	27	2,166	29								
				188	25	1,742	29	4,357	26	2,161	30								
				136	19	1,229	20	3,204	19	1,291	18								
				8	1	60	1	265	2	74	1								
	Total	750	100	5,880	100	16,591	100	7,267	100										

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Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	28	4	133	2	559	4	147	2	4.9	5.1 *** ▽	-0.18	5.1 ** ▽	-0.12	5.2 *** ▽	-0.19	
		2		32	4	189	3	617	4	228	3								
		3		61	8	366	6	1,144	7	455	6								
		4		121	16	846	15	2,385	14	1,077	15								
		5		166	22	1,302	22	3,755	22	1,755	25								
		6		119	15	1,338	22	3,381	20	1,687	23								
		7	Excellent	116	16	1,160	19	3,157	19	1,399	19								
		—	Not applicable	108	15	542	10	1,615	10	520	7								
	Total	751	100	5,876	100	16,613	100	7,268	100										
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	38	5	173	3	605	4	173	2	4.8	5.1 *** ▽	-0.19	5.0 ** ▽	-0.12	5.1 *** ▽	-0.21	
		2		36	4	199	3	719	4	227	3								
		3		65	8	401	7	1,274	8	443	6								
		4		131	17	834	14	2,603	15	1,063	15								
		5		166	22	1,347	23	3,709	22	1,713	23								
		6		138	18	1,213	20	3,244	20	1,591	21								
		7	Excellent	102	14	1,116	18	2,901	18	1,254	16								
		—	Not applicable	74	10	601	10	1,545	10	805	13								
	Total	750	100	5,884	100	16,600	100	7,269	100										
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	8	1	82	2	252	2	98	2	3.1	3.1	-0.02	3.1	.01	3.1	-0.07	
		2	Some	153	20	1,041	18	3,131	19	1,310	17								
		3	Quite a bit	349	47	2,820	48	8,047	48	3,513	46								
		4	Very much	238	32	1,912	32	5,124	31	2,323	35								
			Total	748	100	5,855	100	16,554	100	7,244	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	25	3	172	3	576	4	194	3	3.0	3.0	-0.06	3.0	-0.04	3.0	-0.04	
		2	Some	194	26	1,213	21	3,633	22	1,577	23								
		3	Quite a bit	300	40	2,635	45	7,216	44	3,287	45								
		4	Very much	228	30	1,824	30	5,074	30	2,172	29								
			Total	747	100	5,844	100	16,499	100	7,230	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	27	4	328	6	918	6	328	4	3.1	3.1	.06	3.1	.04	3.0 *	.08	
		2	Some	151	20	1,032	18	2,964	19	1,426	21								
		3	Quite a bit	282	38	2,322	40	6,416	39	3,018	41								
		4	Very much	286	38	2,162	36	6,202	37	2,459	33								
			Total	746	100	5,844	100	16,500	100	7,231	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		UIC	BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	59	8	450	8	1,354	9	700	10	2.9	2.9	.03	2.8	.07	2.7 ***	.18
		2	Some	190	26	1,484	26	4,318	27	2,130	30							
		3	Quite a bit	255	35	2,188	37	6,106	37	2,675	36							
		4	Very much	239	31	1,713	29	4,703	28	1,713	24							
		Total		743	100	5,835	100	16,481	100	7,218	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	56	8	227	4	803	5	295	4	2.8	3.0 ***	-.21	3.0 ***	-.19	3.0 ***	-.18
		2	Some	204	27	1,270	22	3,599	22	1,638	23							
		3	Quite a bit	287	39	2,415	41	6,739	41	3,092	42							
		4	Very much	198	26	1,918	32	5,310	32	2,191	30							
		Total		745	100	5,830	100	16,451	100	7,216	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	60	8	333	6	989	6	445	7	2.7	3.0 ***	-.26	2.9 ***	-.23	2.9 ***	-.19
		2	Some	229	31	1,248	21	3,746	23	1,686	24							
		3	Quite a bit	290	40	2,402	42	6,579	39	3,011	42							
		4	Very much	160	21	1,834	31	5,130	31	2,065	28							
		Total		739	100	5,817	100	16,444	100	7,207	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	172	23	1,152	21	3,257	20	1,575	23	2.3	2.4 **	-.10	2.4 **	-.10	2.2	.04
		2	Some	282	39	2,096	36	5,940	36	2,835	41							
		3	Quite a bit	196	27	1,684	28	4,761	28	1,982	25							
		4	Very much	90	12	889	15	2,479	15	809	11							
		Total		740	100	5,821	100	16,437	100	7,201	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	87	12	365	7	1,314	8	386	5	2.6	2.9 ***	-.25	2.9 ***	-.23	2.9 ***	-.27
		2	Some	239	33	1,486	26	4,103	25	1,899	27							
		3	Quite a bit	260	36	2,371	41	6,489	39	3,063	42							
		4	Very much	154	20	1,597	26	4,508	27	1,850	25							
		Total		740	100	5,819	100	16,414	100	7,198	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	133	18	861	15	2,625	16	1,022	15	2.4	2.5	-.08	2.5	-.07	2.4	-.01
		2	Some	276	37	2,134	37	5,781	36	2,780	40							
		3	Quite a bit	210	28	1,834	31	5,228	31	2,372	31							
		4	Very much	121	16	981	16	2,785	17	1,022	13							
		Total		740	100	5,810	100	16,419	100	7,196	100							

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		UIC	BOT	USU	AAU	Effect size ^e	Effect size ^e	Effect size ^e
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean	Mean	Mean	
15. To what extent do you agree or disagree with the following statements?																		
a. I feel comfortable being myself at this institution.	SBmyself <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	25	4	89	2	210	2	65	2	3.1	3.3 *** ▽	-0.24	3.2 *** ▽	-0.18	3.3 *** ▽	-0.22
		2	Disagree	67	9	399	7	933	8	336	8							
		3	Agree	433	58	3,020	52	6,875	55	2,282	52							
		4	Strongly agree	215	29	2,289	39	4,477	36	1,541	38							
		Total		740	100	5,797	100	12,495	100	4,224	100							
b. I feel valued by this institution.	SBvalued <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	30	4	221	4	463	4	149	4	2.8	2.9 *** ▽	-0.17	2.9 *** ▽	-0.16	2.9 *** ▽	-0.15
		2	Disagree	182	25	1,096	20	2,305	19	860	21							
		3	Agree	420	56	3,093	53	7,183	57	2,367	55							
		4	Strongly agree	108	15	1,389	23	2,533	20	845	21							
		Total		740	100	5,799	100	12,484	100	4,221	100							
c. I feel like part of the community at this institution.	SBcommunity <i>(Comparison data are limited to NSSE 2020.)</i>	1	Strongly disagree	42	6	186	4	471	4	143	4	2.8	3.0 *** ▽	-0.30	3.0 *** ▽	-0.22	3.0 *** ▽	-0.29
		2	Disagree	183	25	947	17	2,297	19	764	18							
		3	Agree	404	54	3,123	54	6,890	55	2,326	53							
		4	Strongly agree	113	15	1,549	25	2,836	22	995	25							
		Total		742	100	5,805	100	12,494	100	4,228	100							
16. About how many hours do you spend in a typical 7-day week doing the following?																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	5	1	26	1	80	1	28	0	15.9	15.2 * △	.08	14.4 *** △	.18	16.6 * ▽	-0.08
		3	1-5 hrs	67	9	569	10	2,014	13	665	8							
		8	6-10 hrs	147	19	1,251	22	3,920	24	1,497	19							
		13	11-15 hrs	155	22	1,344	23	3,768	22	1,637	22							
		18	16-20 hrs	161	22	1,131	19	3,077	19	1,438	21							
		23	21-25 hrs	102	13	720	12	1,794	11	916	14							
		28	26-30 hrs	55	7	381	6	818	5	465	8							
		33	More than 30 hrs	51	7	358	6	892	6	510	9							
Total		743	100	5,780	100	16,363	100	7,156	100									
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs <i>(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	310	41	1,747	32	5,727	35	1,620	22	4.9	5.3	-0.06	5.2	-0.04	6.1 *** ▽	-0.18
		3	1-5 hrs	218	29	1,997	34	5,358	32	2,739	39							
		8	6-10 hrs	101	14	953	16	2,498	16	1,372	20							
		13	11-15 hrs	48	7	543	9	1,411	9	708	10							
		18	16-20 hrs	36	5	283	5	712	4	381	5							
		23	21-25 hrs	16	2	122	2	344	2	191	3							
		28	26-30 hrs	8	1	45	1	102	1	54	1							
		33	More than 30 hrs	7	1	61	1	169	1	71	1							
Total		744	100	5,751	100	16,321	100	7,136	100									

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		<i>Your first-year students compared with</i>						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Working for pay on campus	tmworkonhrs	0	0 hrs	619	83	4,764	82	13,478	82	5,231	74	2.2	2.4	-.03	2.5	-.05	3.1 ***	-.15
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	21	3	125	2	317	2	273	4							
	8	6-10 hrs	33	4	271	4	656	4	578	8								
	13	11-15 hrs	28	4	279	5	879	6	606	8								
	18	16-20 hrs	25	4	203	4	648	4	315	4								
	23	21-25 hrs	9	1	67	1	251	2	106	2								
	28	26-30 hrs	4	1	26	0	49	0	16	0								
	33	More than 30 hrs	3	0	35	1	77	1	29	0								
	Total		742	100	5,770	100	16,355	100	7,154	100								
	d. Working for pay off campus	tmworkoffhrs	0	0 hrs	448	61	3,911	67	10,365	64	5,493							
(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)		3	1-5 hrs	24	3	258	4	739	4	299	4							
8		6-10 hrs	56	7	345	6	961	6	339	4								
13		11-15 hrs	69	9	425	8	1,201	7	367	4								
18		16-20 hrs	68	9	361	6	1,195	7	312	4								
23		21-25 hrs	40	5	242	4	906	5	203	3								
28		26-30 hrs	18	2	107	2	453	3	73	1								
33		More than 30 hrs	19	3	128	3	532	3	78	1								
Total			742	100	5,777	100	16,352	100	7,164	100								
Estimated number of hours working for pay		tmworkhrs		(Continuous variable created by NSSE)								8.5	7.5 *	.09	8.4	.01	5.9 ***	.26
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	446	61	3,133	55	9,447	58	4,256	60	2.7	2.6	.02	2.7	.02	2.3 *	.10
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	180	23	1,910	32	4,685	28	2,108	29							
	8	6-10 hrs	51	7	333	6	1,071	7	364	5								
	13	11-15 hrs	39	5	211	4	584	3	210	3								
	18	16-20 hrs	11	2	84	1	284	2	128	2								
	23	21-25 hrs	10	1	49	1	158	1	58	1								
	28	26-30 hrs	1	0	15	0	42	0	14	0								
	33	More than 30 hrs	4	1	31	1	82	1	17	0								
	Total		742	100	5,766	100	16,353	100	7,155	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	UIC				BOT				USU				AAU			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs <i>(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	23	3	95	2	258	2	81	1	11.6	12.8 *** ▽	-0.15	13.0 *** ▽	-0.16	13.3 *** ▽	-0.21	
		3	1-5 hrs	195	25	1,007	17	3,012	18	1,123	15								
		8	6-10 hrs	168	23	1,574	27	4,363	27	1,923	27								
		13	11-15 hrs	152	21	1,346	23	3,579	22	1,720	24								
		18	16-20 hrs	107	14	876	15	2,325	14	1,185	17								
		23	21-25 hrs	40	6	392	7	1,156	7	523	8								
		28	26-30 hrs	13	2	132	2	447	3	198	3								
		33	More than 30 hrs	39	6	357	7	1,214	8	406	6								
	Total	737	100	5,779	100	16,354	100	7,159	100										
g. Providing care for dependents (children, parents, etc.)	tmcarehrs <i>(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	477	65	4,704	81	12,362	76	6,211	88	3.5	1.9 *** △	.27	2.4 *** △	.18	1.2 *** △	.48	
		3	1-5 hrs	117	15	461	8	1,785	11	392	5								
		8	6-10 hrs	57	8	190	3	796	5	164	2								
		13	11-15 hrs	34	5	196	4	605	4	171	2								
		18	16-20 hrs	26	3	79	1	295	2	106	1								
		23	21-25 hrs	10	2	56	1	192	1	59	1								
		28	26-30 hrs	3	1	19	0	56	0	14	0								
		33	More than 30 hrs	14	2	58	1	225	1	32	0								
	Total	738	100	5,763	100	16,316	100	7,149	100										
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs <i>(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	161	22	2,294	38	5,857	36	2,595	37	7.5	4.4 *** ▲	.50	4.8 *** ▲	.40	3.9 *** ▲	.63	
		3	1-5 hrs	207	27	2,006	35	5,748	35	2,952	41								
		8	6-10 hrs	167	23	790	15	2,489	15	877	12								
		13	11-15 hrs	121	16	378	7	1,139	7	377	5								
		18	16-20 hrs	41	6	137	2	504	3	180	2								
		23	21-25 hrs	23	3	71	1	247	2	81	1								
		28	26-30 hrs	6	1	23	0	91	1	32	0								
		33	More than 30 hrs	17	2	72	1	286	2	59	1								
	Total	743	100	5,771	100	16,361	100	7,153	100										

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b									
				UIC		BOT		USU		AAU		Your first-year students compared with									
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																					
	reading	1	Very little	54	7	925	16	2,266	15	1,038	15	2.9	2.5 ***	.37	2.6 ***	.32	2.6 ***	.32			
		2	Some	219	30	2,259	39	6,096	38	2,814	40								▲	▲	▲
		3	About half	237	32	1,484	26	4,569	27	1,791	24								▲	▲	▲
		4	Most	172	23	794	14	2,514	15	1,116	15								▲	▲	▲
		5	Almost all	56	7	295	5	861	5	388	6								▲	▲	▲
			Total	738	100	5,757	100	16,306	100	7,147	100										
	tmreadinghrs	<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprehrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>										7.9	6.1 ***	.34	6.0 ***	.36	6.6 ***	.23			
	tmreadinghrscol	1	0 hrs	4	1	26	1	80	1	28	0										
	<i>(Collapsed version of tmreadinghrs created by NSSE.)</i>	2	More than zero, up to 5 hrs	300	42	3,151	55	8,982	56	3,729	50										
		3	More than 5, up to 10 hrs	227	30	1,633	28	4,566	28	2,144	31										
		4	More than 10, up to 15 hrs	96	13	481	8	1,341	8	611	9										
		5	More than 15, up to 20 hrs	58	8	240	4	668	4	331	5										
		6	More than 20, up to 25 hrs	43	5	132	2	438	3	199	3										
		7	More than 25 hrs	8	1	69	1	155	1	74	1										
			Total	736	100	5,732	100	16,230	100	7,116	100										
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																					
a. Writing clearly and effectively	pgwrite	1	Very little	42	6	527	10	1,377	9	836	13	2.9	2.7 ***	.21	2.7 ***	.15	2.5 ***	.37			
		2	Some	172	23	1,746	31	4,634	29	2,455	35								△	△	▲
		3	Quite a bit	353	48	2,305	39	6,762	41	2,719	37								△	△	▲
		4	Very much	171	23	1,177	20	3,491	21	1,111	15								▲	▲	▲
			Total	738	100	5,755	100	16,264	100	7,121	100										

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University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		UIC	BOT	USU	AAU	Effect size ^e		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean	Mean	Mean	Effect size ^e
b. Speaking clearly and effectively	pgspeak	1	Very little	93	13	648	12	1,933	12	1,153	19	2.6	2.6	-0.02	2.6	-0.02	2.4 ***	.22
		2	Some	231	32	1,780	32	5,013	31	2,592	36							
		3	Quite a bit	269	36	2,127	36	6,084	37	2,345	31							
		4	Very much	143	20	1,184	20	3,219	20	1,032	15							
		Total		736	100	5,739	100	16,249	100	7,122	100							
c. Thinking critically and analytically	pgthink	1	Very little	21	3	155	3	509	4	204	3	3.1	3.1	-0.05	3.1	-0.01	3.1	-0.02
		2	Some	156	21	1,034	18	3,058	19	1,413	20							
		3	Quite a bit	318	43	2,612	45	7,380	45	3,265	44							
		4	Very much	243	33	1,933	34	5,293	33	2,225	33							
		Total		738	100	5,734	100	16,240	100	7,107	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	80	10	555	10	1,617	10	687	9	2.7	2.8	-0.08	2.8	-0.03	2.8	-0.07
		2	Some	224	31	1,485	26	4,599	28	2,056	28							
		3	Quite a bit	255	35	2,277	40	6,267	38	2,679	36							
		4	Very much	177	24	1,418	25	3,757	23	1,699	26							
		Total		736	100	5,735	100	16,240	100	7,121	100							
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	144	19	693	13	2,120	13	875	14	2.5	2.6 ***	-0.21	2.6 ***	-0.18	2.6 ***	-0.13
		2	Some	242	33	1,800	31	5,125	31	2,319	34							
		3	Quite a bit	225	30	2,041	35	5,819	36	2,564	34							
		4	Very much	125	17	1,213	21	3,181	20	1,358	19							
		Total		736	100	5,747	100	16,245	100	7,116	100							
f. Working effectively with others	pgothers	1	Very little	56	8	322	6	1,060	7	477	8	2.8	2.9 **	-0.14	2.9	-0.07	2.8	.03
		2	Some	216	30	1,365	24	4,210	26	2,046	29							
		3	Quite a bit	281	37	2,448	43	6,864	42	2,959	40							
		4	Very much	185	25	1,609	27	4,101	25	1,644	22							
		Total		738	100	5,744	100	16,235	100	7,126	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	88	12	616	12	1,787	12	938	15	2.6	2.7 *	-0.08	2.7	-0.07	2.6 *	.08
		2	Some	231	32	1,573	28	4,520	28	2,256	32							
		3	Quite a bit	269	36	2,219	38	6,331	38	2,574	34							
		4	Very much	146	20	1,336	23	3,613	22	1,350	19							
		Total		734	100	5,744	100	16,251	100	7,118	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC	BOT		USU		AAU		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	52	8	434	8	1,119	7	662	10	2.9	2.9	.08	2.9	.06	2.7 ***	.23	
		2	Some	167	23	1,424	25	4,000	25	2,112	30								
		3	Quite a bit	283	38	2,240	38	6,436	39	2,704	37								
		4	Very much	232	32	1,653	28	4,690	28	1,645	23								
		Total		734	100	5,751	100	16,245	100	7,123	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	90	12	555	10	1,693	11	739	12	2.6	2.7 ***	-0.14	2.7 *	-0.08	2.6	-0.03	
		2	Some	253	35	1,680	30	5,069	31	2,365	33								
		3	Quite a bit	245	33	2,148	37	6,022	37	2,607	35								
		4	Very much	146	20	1,366	23	3,466	21	1,409	20								
		Total		734	100	5,749	100	16,250	100	7,120	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	99	14	706	13	1,789	12	890	14	2.6	2.6	-0.07	2.7 **	-0.12	2.6	.01	
		2	Some	249	34	1,736	31	4,870	30	2,408	34								
		3	Quite a bit	248	33	2,048	35	6,014	36	2,490	34								
		4	Very much	140	19	1,255	21	3,587	22	1,334	18								
		Total		736	100	5,745	100	16,260	100	7,122	100								
19. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	12	2	94	2	319	2	117	2	3.0	3.2 ***	-0.31	3.1 ***	-0.21	3.2 ***	-0.35	
		2	Fair	154	21	715	13	2,388	15	870	13								
		3	Good	428	57	2,934	51	8,662	52	3,644	49								
		4	Excellent	141	20	2,011	34	4,970	30	2,518	37								
		Total		735	100	5,754	100	16,339	100	7,149	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	32	4	160	3	566	4	176	3	3.0	3.2 ***	-0.35	3.2 ***	-0.25	3.3 ***	-0.36	
		2	Probably no	133	18	639	11	2,143	13	785	11								
		3	Probably yes	389	53	2,481	44	7,387	45	3,122	43								
		4	Definitely yes	184	25	2,520	42	6,315	38	3,103	43								
		Total		738	100	5,800	100	16,411	100	7,186	100								
21. Do you intend to return to this institution next year?^f																			
	returnexp	No		26	4	185	3	640	4	210	3	88%	91% *	-0.09	89%	-0.02	92% ***	-0.13	
		Yes		655	88	5,300	91	14,703	89	6,611	92								
		Not sure		58	8	322	6	1,121	7	371	5								
		Total		739	100	5,807	100	16,464	100	7,192	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	UIC				BOT				USU				AAU			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	56	6	370	4	1,174	4	496	4	2.7	2.9 ***	-0.20	2.9 ***	-0.22	2.8 **	-0.11	
		2	Sometimes	324	37	2,874	31	9,199	31	4,058	35								
		3	Often	278	32	2,904	32	9,578	32	3,805	32								
		4	Very often	210	25	2,948	32	10,170	33	3,222	28								
		Total		868	100	9,096	100	30,121	100	11,581	100								
b. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	75	9	667	7	2,223	8	1,019	10	2.8	2.9 **	-0.11	2.9 **	-0.11	2.8 **	.10	
		2	Often	154	18	1,411	16	4,573	16	2,265	21								
		3	Sometimes	465	52	4,765	52	15,441	52	6,206	53								
		4	Never	176	21	2,229	25	7,690	25	2,054	17								
		Total		870	100	9,072	100	29,927	100	11,544	100								
c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	460	53	4,698	53	15,516	51	5,038	40	1.6	1.7 *	-0.07	1.7 **	-0.10	1.8 ***	-0.24	
		2	Sometimes	298	34	2,963	32	9,669	33	4,575	41								
		3	Often	75	8	836	9	2,896	10	1,318	12								
		4	Very often	33	4	551	6	1,814	6	582	6								
		Total		866	100	9,048	100	29,895	100	11,513	100								
d. Asked another student to help you understand course material	CLaskhelp	1	Never	80	10	1,094	13	4,170	14	1,012	10	2.6	2.5 ***	.14	2.5 ***	.19	2.6	.04	
		2	Sometimes	325	38	3,613	40	12,414	42	4,465	39								
		3	Often	261	30	2,766	30	8,609	29	3,949	33								
		4	Very often	192	22	1,558	17	4,651	16	2,074	18								
		Total		858	100	9,031	100	29,844	100	11,500	100								
e. Explained course material to one or more students	CLexplain	1	Never	35	4	526	6	2,164	7	385	3	2.8	2.8 *	.08	2.7 ***	.13	2.8	.01	
		2	Sometimes	274	32	2,986	33	10,608	35	3,758	33								
		3	Often	346	41	3,508	38	10,816	36	4,832	41								
		4	Very often	206	24	2,000	22	6,221	22	2,507	23								
		Total		861	100	9,020	100	29,809	100	11,482	100								
f. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	121	15	1,464	17	5,422	18	1,512	14	2.6	2.5	.07	2.5 ***	.12	2.6	.04	
		2	Sometimes	279	33	2,909	32	10,197	34	3,908	35								
		3	Often	255	29	2,633	29	8,348	28	3,541	29								
		4	Very often	200	24	1,965	22	5,714	20	2,483	21								
		Total		855	100	8,971	100	29,681	100	11,444	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		UIC	BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
g. Worked with other students on course projects or assignments	CLproject	1	Never	42	6	504	6	2,437	8	444	4	3.0	2.9	.05	2.8 ***	.13	3.0	-.02
		2	Sometimes	206	25	2,397	27	8,514	28	2,850	26							
		3	Often	331	38	3,320	37	10,375	35	4,410	37							
		4	Very often	270	32	2,709	30	8,244	29	3,704	32							
		Total		849	100	8,930	100	29,570	100	11,408	100							
h. Given a course presentation	present	1	Never	86	11	1,116	13	4,208	14	1,046	10	2.7	2.6	.07	2.6	.07	2.6	.03
		2	Sometimes	303	36	3,080	35	9,841	34	4,101	37							
		3	Often	255	29	2,753	30	8,883	30	3,733	32							
		4	Very often	208	24	1,962	22	6,591	22	2,515	21							
		Total		852	100	8,911	100	29,523	100	11,395	100							
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	29	4	365	5	1,397	5	312	3	2.9	2.9	-.01	2.9	.01	2.9	.00
		2	Sometimes	256	31	2,412	28	8,279	29	3,235	30							
		3	Often	324	38	3,621	41	11,660	40	4,841	42							
		4	Very often	230	27	2,419	27	7,899	27	2,897	25							
		Total		839	100	8,817	100	29,235	100	11,285	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	93	12	719	9	2,374	9	847	8	2.6	2.7 *	-.09	2.7 ***	-.13	2.7 *	-.08
		2	Sometimes	297	36	2,917	34	9,438	33	3,986	36							
		3	Often	263	31	3,064	34	10,351	35	3,999	35							
		4	Very often	183	21	2,059	22	6,940	23	2,396	21							
		Total		836	100	8,759	100	29,103	100	11,228	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	168	22	1,232	16	4,064	15	1,520	14	2.4	2.5 **	-.13	2.6 ***	-.15	2.5 *	-.10
		2	Sometimes	277	34	2,987	35	9,698	34	4,198	38							
		3	Often	214	25	2,584	29	8,856	30	3,360	30							
		4	Very often	167	19	1,883	21	6,306	21	2,075	18							
		Total		826	100	8,686	100	28,924	100	11,153	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	59	8	424	5	1,444	5	541	5	2.7	2.8 *	-.09	2.8 **	-.11	2.8	-.05
		2	Sometimes	268	32	2,605	30	8,348	29	3,524	31							
		3	Often	314	38	3,696	42	12,252	43	4,907	43							
		4	Very often	174	22	1,905	22	6,688	23	2,114	20							
		Total		815	100	8,630	100	28,732	100	11,086	100							

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	47	7	283	4	844	3	315	3	2.9	3.0 **	-1.0	3.0 **	-1.2	2.9	-0.05	
		2	Sometimes	203	25	2,039	24	6,753	24	2,833	26								
		3	Often	336	41	3,754	44	12,534	44	5,010	45								
		4	Very often	222	27	2,445	28	8,289	29	2,809	25								
		Total		808	100	8,521	100	28,420	100	10,967	100								
f. Learned something that changed the way you understand an issue or concept	RNewview	1	Never	23	3	202	3	627	2	226	2	2.9	2.9	.00	3.0	-0.02	2.9	.01	
		2	Sometimes	202	26	2,185	26	7,177	26	2,883	26								
		3	Often	355	44	3,779	45	12,528	44	5,074	46								
		4	Very often	216	27	2,264	26	7,788	27	2,670	25								
		Total		796	100	8,430	100	28,120	100	10,853	100								
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	12	2	108	2	326	1	114	1	3.1	3.2 *	-0.08	3.2 *	-0.09	3.1	-0.07	
		2	Sometimes	156	20	1,407	17	4,649	17	1,759	17								
		3	Often	358	46	3,844	46	12,992	47	5,312	48								
		4	Very often	260	33	2,992	35	9,899	35	3,584	33								
		Total		786	100	8,351	100	27,866	100	10,769	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	170	22	1,425	19	5,570	20	1,886	20	2.3	2.4 *	-0.08	2.3	-0.03	2.3	-0.02	
		2	Sometimes	309	40	3,369	41	11,276	41	4,521	43								
		3	Often	186	23	2,067	24	6,400	23	2,578	22								
		4	Very often	120	15	1,463	17	4,600	16	1,772	15								
		Total		785	100	8,324	100	27,846	100	10,757	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	355	46	3,435	43	12,793	46	3,991	39	1.9	1.9	-0.06	1.9	.00	2.0 **	-0.10	
		2	Sometimes	223	29	2,609	30	8,107	29	3,610	33								
		3	Often	127	16	1,353	16	4,103	15	1,954	17								
		4	Very often	73	9	925	11	2,728	10	1,155	11								
		Total		778	100	8,322	100	27,731	100	10,710	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	235	31	2,233	28	8,675	31	2,676	26	2.1	2.1	-0.03	2.1	.01	2.1	-0.03	
		2	Sometimes	308	39	3,475	42	10,830	40	4,837	45								
		3	Often	158	21	1,702	20	5,287	19	2,176	20								
		4	Very often	73	10	845	10	2,741	10	977	9								
		Total		774	100	8,255	100	27,533	100	10,666	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Discussed your academic performance with a faculty member	SFperform	1	Never	215	28	2,014	26	7,203	27	2,943	30	2.1	2.1	-.04	2.1	-.03	2.0 **	.10	
		2	Sometimes	342	44	3,685	44	12,024	43	4,839	45								
		3	Often	144	19	1,744	21	5,634	20	2,036	17								
		4	Very often	74	9	802	9	2,678	10	839	7								
		Total		775	100	8,245	100	27,539	100	10,657	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	46	6	544	7	1,776	7	668	6	2.9	2.8 *	.09	2.8 *	.07	2.8 ***	.16	
		2	Some	189	25	2,333	29	7,687	28	3,304	33								
		3	Quite a bit	308	40	3,238	40	11,055	40	4,276	39								
		4	Very much	228	28	2,061	25	6,856	25	2,352	22								
		Total		771	100	8,176	100	27,374	100	10,600	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	30	4	251	3	849	3	265	3	3.0	3.1 *	-.08	3.0	-.06	3.1	-.07	
		2	Some	166	22	1,610	20	5,624	21	2,218	20								
		3	Quite a bit	339	44	3,626	44	12,086	44	4,884	46								
		4	Very much	231	30	2,669	33	8,688	32	3,200	31								
		Total		766	100	8,156	100	27,247	100	10,567	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	27	4	287	4	913	4	351	4	3.0	3.0	-.02	3.0	-.04	3.0	.03	
		2	Some	173	24	1,784	22	5,848	22	2,564	24								
		3	Quite a bit	324	42	3,491	43	11,735	43	4,684	45								
		4	Very much	234	30	2,503	31	8,542	31	2,894	28								
		Total		758	100	8,065	100	27,038	100	10,493	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	55	8	496	7	1,405	6	754	8	2.8	2.9	-.02	2.9 *	-.08	2.8 *	.09	
		2	Some	184	25	2,071	26	6,387	24	3,025	29								
		3	Quite a bit	322	42	3,371	42	11,415	42	4,297	40								
		4	Very much	193	25	2,094	26	7,720	28	2,371	23								
		Total		754	100	8,032	100	26,927	100	10,447	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	37	5	374	5	1,143	5	499	6	2.9	2.9	-.02	2.9	-.05	2.8	.06	
		2	Some	195	26	1,948	24	6,353	24	2,855	28								
		3	Quite a bit	324	42	3,533	44	11,736	43	4,612	43								
		4	Very much	200	26	2,145	27	7,612	28	2,445	24								
		Total		756	100	8,000	100	26,844	100	10,411	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b													
				UIC				BOT				USU				AAU				<i>Your seniors compared with</i>					
Item wording or description	Variable name ^c	Values ^d	Response options	Count		Count		Count		Count		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e							
				Count	%	Count	%	Count	%	Count	%														
5. During the current school year, to what extent have your instructors done the following?																									
a. Clearly explained course goals and requirements	ETgoals	1	Very little	25	4	193	3	618	2	174	2	3.0	3.1	-07	3.1 **	-10	3.1	-07							
		2	Some	166	22	1,474	19	4,980	19	1,988	19														
		3	Quite a bit	312	41	3,528	44	11,550	44	4,900	47														
		4	Very much	249	33	2,755	34	9,530	35	3,281	32														
		Total		752	100	7,950	100	26,678	100	10,343	100														
b. Taught course sessions in an organized way	ETorganize	1	Very little	41	6	354	5	1,198	5	287	3	2.9	3.0 ***	-14	3.0 ***	-17	3.0 ***	-22							
		2	Some	209	29	1,597	21	5,612	21	2,069	20														
		3	Quite a bit	298	39	3,575	45	11,411	43	5,076	49														
		4	Very much	199	26	2,405	29	8,392	31	2,897	29														
		Total		747	100	7,931	100	26,613	100	10,329	100														
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	29	4	238	3	958	4	185	2	3.0	3.1 *	-10	3.1 *	-09	3.1 ***	-15							
		2	Some	164	22	1,572	21	5,551	21	2,050	20														
		3	Quite a bit	333	45	3,355	42	10,852	41	4,683	44														
		4	Very much	221	29	2,755	34	9,204	35	3,405	34														
		Total		747	100	7,920	100	26,565	100	10,323	100														
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	82	12	869	12	3,022	12	1,283	14	2.6	2.7	-05	2.7	-06	2.5 **	.10							
		2	Some	250	34	2,421	31	8,020	31	3,609	36														
		3	Quite a bit	257	34	2,631	33	8,711	32	3,446	32														
		4	Very much	159	21	1,983	24	6,777	25	1,968	18														
		Total		748	100	7,904	100	26,530	100	10,306	100														
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	85	12	762	11	2,463	10	970	10	2.6	2.7 *	-08	2.7 ***	-12	2.6	.02							
		2	Some	245	33	2,482	32	8,033	31	3,665	36														
		3	Quite a bit	282	38	2,847	35	9,584	36	3,861	37														
		4	Very much	134	18	1,803	22	6,381	23	1,782	17														
		Total		746	100	7,894	100	26,461	100	10,278	100														

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	UIC				BOT				USU				AAU			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	58	7	744	9	2,784	10	900	9	2.7	2.7	.04	2.7	.07	2.7	.02	
		2	Sometimes	250	34	2,626	33	8,918	33	3,517	33								
		3	Often	272	37	2,834	37	9,446	37	3,747	37								
		4	Very often	156	22	1,615	21	5,017	20	2,002	22								
		Total		736	100	7,819	100	26,165	100	10,166	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	132	17	1,375	18	4,767	18	1,685	17	2.5	2.5	.00	2.4	.01	2.5	.00	
		2	Sometimes	260	36	2,771	35	9,349	35	3,853	37								
		3	Often	222	31	2,346	30	7,807	30	3,085	30								
		4	Very often	118	16	1,287	17	4,132	16	1,507	16								
		Total		732	100	7,779	100	26,055	100	10,130	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	103	14	1,157	15	4,209	16	1,270	13	2.5	2.5	.02	2.5	.04	2.5	-.03	
		2	Sometimes	271	37	2,888	37	9,871	38	3,976	38								
		3	Often	248	34	2,498	32	8,136	32	3,414	34								
		4	Very often	109	15	1,200	16	3,761	15	1,437	15								
		Total		731	100	7,743	100	25,977	100	10,097	100								
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages	wrshortnum <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	66	10	611	9	2,175	9	656	7	7.0	7.0	.00	6.9	.02	7.2	-.03	
		1.5	1-2	155	21	1,565	20	5,129	20	2,004	20								
		4	3-5	199	27	2,235	29	7,643	29	2,910	29								
		8	6-10	152	20	1,537	20	5,240	20	2,107	21								
		13	11-15	68	10	834	11	2,584	10	1,137	11								
		18	16-20	25	3	373	5	1,250	5	520	5								
		23	More than 20	65	9	582	8	1,865	7	722	7								
Total		730	100	7,737	100	25,886	100	10,056	100										
b. Between 6 and 10 pages	wrmednum <i>(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	196	27	2,239	30	7,500	29	2,755	27	4.3	3.3 ***	.22	3.3 ***	.23	3.1 ***	.30	
		1.5	1-2	188	25	2,556	32	8,204	32	3,650	36								
		4	3-5	171	23	1,578	20	5,479	21	2,168	22								
		8	6-10	88	12	777	10	2,782	11	885	9								
		13	11-15	43	6	302	4	1,031	4	341	4								
		18	16-20	12	2	111	1	361	1	107	1								
		23	More than 20	29	4	135	2	427	2	119	1								
Total		727	100	7,698	100	25,784	100	10,025	100										

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	UIC	BOT	USU	AAU	Effect size ^e	Effect size ^e	Effect size ^e	
												Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. 11 pages or more	wrlongnum	0	None	348	47	4,028	53	13,862	54	5,445	53	2.9	1.9 *** ▲	.26	1.9 *** ▲	.25	1.7 *** ▲	.33	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	203	27	2,316	29	7,268	28	3,084	31								
		4	3-5	74	10	739	9	2,387	9	846	9								
		8	6-10	46	7	278	4	1,097	4	337	4								
		13	11-15	26	4	202	3	664	3	196	2								
		18	16-20	11	1	57	1	230	1	62	1								
		23	More than 20	25	4	86	1	339	1	83	1								
Total				733	100	7,706	100	25,847	100	10,053	100								
Estimated number of assigned pages of student writing.	wrpages	(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)										99.7	75.2 *** ▲	.24	75.5 *** ▲	.24	71.5 *** ▲	.31	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	29	4	290	4	1,048	4	303	3	3.3	3.2 * ▲	.09	3.2 * ▲	.09	3.1 *** ▲	.19	
		2	Sometimes	112	16	1,432	18	4,454	18	2,416	24								
		3	Often	194	27	2,348	30	7,778	30	3,301	31								
		4	Very often	387	53	3,645	47	12,556	48	4,027	42								
		Total			722	100	7,715	100	25,836	100	10,047								100
b. People from an economic background other than your own	DDeconomic	1	Never	27	4	271	4	1,076	4	238	2	3.2	3.2	-.01	3.1	.02	3.1 * ▲	.08	
		2	Sometimes	154	22	1,496	20	5,005	20	2,345	24								
		3	Often	217	30	2,612	34	8,611	34	3,814	37								
		4	Very often	323	44	3,314	43	11,080	42	3,636	37								
		Total			721	100	7,693	100	25,772	100	10,033								100
c. People with religious beliefs other than your own	DDreligion	1	Never	42	6	330	5	1,378	5	316	3	3.2	3.1	.03	3.1	.07	3.1 * ▲	.09	
		2	Sometimes	131	19	1,592	20	5,358	21	2,438	24								
		3	Often	217	30	2,470	32	8,183	32	3,485	34								
		4	Very often	330	46	3,298	43	10,856	42	3,796	39								
		Total			720	100	7,690	100	25,775	100	10,035								100
d. People with political views other than your own	DDpolitical	1	Never	76	10	409	6	1,707	7	385	4	2.8	3.0 *** ▼	-.20	3.0 *** ▼	-.15	2.9 ** ▼	-.14	
		2	Sometimes	228	32	2,076	27	6,965	27	2,884	31								
		3	Often	174	24	2,309	30	7,772	30	3,320	31								
		4	Very often	244	34	2,905	38	9,339	36	3,450	33								
		Total			722	100	7,699	100	25,783	100	10,039								100

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	30	5	233	3	671	3	322	4	3.0	3.0 *	-0.08	3.1 **	-0.11	3.0	-0.02	
		2	Sometimes	160	22	1,623	22	5,180	21	2,377	24								
		3	Often	311	44	3,283	42	11,114	43	4,415	43								
		4	Very often	218	29	2,517	32	8,720	33	2,889	30								
		Total		719	100	7,656	100	25,685	100	10,003	100								
b. Reviewed your notes after class	LSnotes	1	Never	60	9	522	7	1,535	6	935	10	2.8	2.9	-0.06	2.9	-0.08	2.6 ***	.18	
		2	Sometimes	219	31	2,239	30	7,353	30	3,646	38								
		3	Often	220	30	2,487	32	8,761	34	3,166	31								
		4	Very often	216	30	2,410	31	8,008	30	2,245	22								
		Total		715	100	7,658	100	25,657	100	9,992	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	53	8	507	7	1,589	7	885	10	2.8	2.9 *	-0.09	2.9 **	-0.10	2.7 **	.12	
		2	Sometimes	232	33	2,168	29	7,160	29	3,477	35								
		3	Often	250	35	2,791	36	9,552	37	3,534	35								
		4	Very often	182	25	2,196	28	7,350	28	2,091	21								
		Total		717	100	7,662	100	25,651	100	9,987	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	10	1	95	1	330	1	106	1	5.4	5.4	.01	5.4	.01	5.3 **	.12	
		2		12	2	123	2	405	2	145	2								
		3		41	6	381	5	1,406	6	554	6								
		4		70	10	828	11	2,950	12	1,233	13								
		5		209	29	2,302	30	7,402	29	3,416	34								
		6		175	24	1,899	25	5,847	23	2,585	25								
		7	Very much	200	27	1,971	25	7,152	27	1,910	19								
		Total		717	100	7,599	100	25,492	100	9,949	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		62	8	637	9	2,832	11	520	6	43%	51% ***	-0.16	45%	-0.04	61% ***	-0.36	
		Do not plan to do		101	15	1,076	14	3,933	16	1,218	13								
		Plan to do		236	34	1,915	26	7,361	28	2,062	20								
		Done or in progress		317	43	3,956	51	11,318	45	6,141	61								
		Total		716	100	7,584	100	25,444	100	9,941	100								

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

			Frequency Distributions ^a								Statistical Comparisons ^b							
			UIC		BOT		USU		AAU		Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	UIC	BOT	USU	AAU	Effect size ^e		
												Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Hold a formal leadership role in a student organization or group	leader	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	90	12	847	12	3,653	14	677	7	30%	35% *	-0.10	30%	.01	50% ***	-0.42
			Do not plan to do	296	42	3,271	44	11,698	45	3,454	35							
			Plan to do	109	16	704	10	2,804	11	753	8							
			Done or in progress	220	30	2,758	35	7,241	30	5,047	50							
			Total	715	100	7,580	100	25,396	100	9,931	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	113	16	925	13	4,053	15	789	8	20%	27% ***	-0.17	21%	-0.04	28% ***	-0.20
			Do not plan to do	345	49	3,838	51	12,779	50	5,252	56							
			Plan to do	105	16	732	10	3,227	13	769	7							
			Done or in progress	147	20	2,052	27	5,238	21	3,098	28							
			Total	710	100	7,547	100	25,297	100	9,908	100							
d. Participate in a study abroad program	abroad	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	98	13	832	12	3,606	14	691	7	8%	16% ***	-0.24	11% **	-0.11	24% ***	-0.45
			Do not plan to do	487	69	4,785	64	16,560	65	6,034	62							
			Plan to do	68	10	671	9	2,376	9	709	7							
			Done or in progress	57	8	1,256	16	2,759	11	2,463	24							
			Total	710	100	7,544	100	25,301	100	9,897	100							
e. Work with a faculty member on a research project	research	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	114	16	1,120	16	4,729	18	1,014	11	24%	24%	-0.01	18% ***	.14	33% ***	-0.21
			Do not plan to do	291	41	3,355	45	12,280	48	4,668	45							
			Plan to do	123	19	1,136	15	3,900	16	1,065	11							
			Done or in progress	178	24	1,938	24	4,415	18	3,164	33							
			Total	706	100	7,549	100	25,324	100	9,911	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	87	12	536	7	3,023	12	585	7	34%	48% ***	-0.27	36%	-0.04	44% ***	-0.20
			Do not plan to do	202	29	1,144	14	5,462	22	2,193	25							
			Plan to do	172	25	2,211	31	7,475	30	2,303	24							
			Done or in progress	248	34	3,658	48	9,327	36	4,829	44							
			Total	709	100	7,549	100	25,287	100	9,910	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse		1 None	334	48	2,947	40	10,485	43	4,452	49	1.7	1.7	-0.07	1.7	-0.06	1.6 *	.11
			2 Some	288	40	3,844	50	11,750	46	4,633	44							
			3 Most	61	9	594	8	2,375	9	657	5							
			4 All	21	3	131	2	582	2	150	1							
			Total	704	100	7,516	100	25,192	100	9,892	100							

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				UIC		BOT		USU		AAU		Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	UIC	BOT	USU	AAU	Effect size ^e	Effect size ^e	Effect size ^e	
												Mean	Mean	Mean	Mean	Mean	Mean		
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	11	2	98	1	381	2	84	1	5.5	5.5	-0.06	5.5	-0.05	5.6	-0.08	
		2		9	1	115	2	477	2	117	1								
		3		39	5	293	4	1,076	4	355	4								
		4		92	13	774	10	2,685	11	921	10								
		5		184	26	1,890	25	6,257	25	2,599	27								
		6		163	24	2,249	29	6,702	27	3,268	33								
		7	Excellent	203	28	2,011	27	7,165	28	2,507	25								
		—	Not applicable	3	0	74	1	456	2	42	0								
Total				704	100	7,504	100	25,199	100	9,893	100								
b. Academic advisors	QIadvisor	1	Poor	38	6	389	6	1,366	6	390	5	4.8	5.1 ***	-0.18	5.1 ***	-0.15	5.1 ***	-0.20	
		2		50	7	365	5	1,396	6	483	5								
		3		72	10	581	8	2,016	8	752	8								
		4		107	15	949	13	3,470	14	1,263	13								
		5		146	21	1,416	19	4,829	19	1,929	20								
		6		132	19	1,493	20	4,573	18	2,074	21								
		7	Excellent	152	21	2,225	29	7,171	29	2,934	28								
		—	Not applicable	4	1	71	1	362	1	61	1								
Total				701	100	7,489	100	25,183	100	9,886	100								
c. Faculty	QIfaculty	1	Poor	16	2	140	2	545	2	109	1	5.1	5.3 ***	-0.17	5.3 ***	-0.16	5.3 ***	-0.17	
		2		25	3	151	2	660	3	175	2								
		3		63	9	407	6	1,404	6	478	5								
		4		117	16	913	13	3,333	13	1,368	14								
		5		158	23	1,913	26	6,225	25	2,870	29								
		6		183	26	2,157	28	6,587	26	2,959	30								
		7	Excellent	135	19	1,743	23	6,142	24	1,883	19								
		—	Not applicable	5	1	64	1	282	1	42	0								
Total				702	100	7,488	100	25,178	100	9,884	100								

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University of Illinois at Chicago

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Frequency Distributions^a

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Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	48	7	313	5	1,117	5	316	4	4.7	4.9 **	-0.13	4.9 **	-0.13	4.9 ***	-0.16	
		2		37	5	328	5	1,154	5	363	4								
		3		53	7	503	7	1,760	7	734	8								
		4		100	14	1,052	14	3,371	13	1,489	15								
		5		115	16	1,425	18	4,501	18	2,232	22								
		6		119	17	1,361	18	4,021	16	2,045	20								
		7	Excellent	94	14	1,244	16	4,300	17	1,581	16								
		—	Not applicable	137	19	1,264	18	4,934	19	1,121	12								
	Total	703	100	7,490	100	25,158	100	9,881	100										
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	67	10	394	6	1,434	6	364	4	4.4	4.8 ***	-0.21	4.8 ***	-0.23	4.8 ***	-0.26	
		2		40	6	404	5	1,407	5	426	4								
		3		80	11	617	8	2,186	9	748	8								
		4		116	16	1,165	16	3,908	16	1,613	17								
		5		138	19	1,591	21	5,060	20	2,242	22								
		6		117	17	1,411	19	4,406	18	2,036	19								
		7	Excellent	81	12	1,177	16	4,583	18	1,521	15								
		—	Not applicable	65	9	741	10	2,191	9	926	11								
	Total	704	100	7,500	100	25,175	100	9,876	100										
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	8	1	138	2	463	2	157	1	3.2	3.1 *	.08	3.1 **	.10	3.2	.02	
		2	Some	125	18	1,375	18	4,714	19	1,771	17								
		3	Quite a bit	285	41	3,379	45	11,295	45	4,571	45								
		4	Very much	283	40	2,583	35	8,619	34	3,363	37								
			Total	701	100	7,475	100	25,091	100	9,862	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	39	6	420	6	1,407	6	448	5	2.8	2.8	-0.04	2.9	-0.06	2.8	-0.01	
		2	Some	201	30	1,979	27	6,589	27	2,641	28								
		3	Quite a bit	297	42	3,185	42	10,532	42	4,520	45								
		4	Very much	162	23	1,879	25	6,506	25	2,223	22								
			Total	699	100	7,463	100	25,034	100	9,832	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	69	10	714	10	2,585	10	764	8	2.8	2.8	.00	2.8	-0.03	2.8	.01	
		2	Some	183	27	2,005	27	6,312	26	2,787	30								
		3	Quite a bit	270	38	2,783	37	9,193	37	4,033	41								
		4	Very much	176	25	1,950	25	6,917	27	2,253	21								
			Total	698	100	7,452	100	25,007	100	9,837	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	UIC	BOT	USU	AAU	Effect size ^e		
												Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	83	12	966	14	3,014	13	1,403	15	2.8	2.7 *	.10	2.7	.05	2.5 ***	.24
		2	Some	188	27	2,224	30	6,959	28	3,393	35							
		3	Quite a bit	230	33	2,455	32	8,407	33	3,226	32							
		4	Very much	194	28	1,803	24	6,589	26	1,797	18							
		Total		695	100	7,448	100	24,969	100	9,819	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	83	12	561	8	2,017	8	550	6	2.7	2.8 ***	-.15	2.9 ***	-.19	2.8 ***	-.20
		2	Some	210	30	2,032	28	6,416	26	2,571	27							
		3	Quite a bit	255	37	2,876	38	9,510	38	4,157	41							
		4	Very much	147	21	1,978	26	7,005	28	2,537	25							
		Total		695	100	7,447	100	24,948	100	9,815	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	106	15	783	11	2,750	11	979	11	2.6	2.7 ***	-.16	2.8 ***	-.18	2.7 **	-.12
		2	Some	213	30	2,092	28	6,708	27	2,898	30							
		3	Quite a bit	253	37	2,678	35	8,975	36	3,709	36							
		4	Very much	126	18	1,889	25	6,479	26	2,223	22							
		Total		698	100	7,442	100	24,912	100	9,809	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	248	35	2,602	36	7,957	32	3,458	37	2.1	2.0	.02	2.1	-.07	2.0 **	.12
		2	Some	235	34	2,572	34	8,442	34	3,781	38							
		3	Quite a bit	152	22	1,500	20	5,458	22	1,828	18							
		4	Very much	61	9	777	10	3,043	12	743	7							
		Total		696	100	7,451	100	24,900	100	9,810	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	140	19	924	13	3,683	15	891	9	2.4	2.6 ***	-.23	2.6 ***	-.24	2.7 ***	-.34
		2	Some	250	35	2,309	31	7,300	29	3,133	32							
		3	Quite a bit	208	30	2,666	35	8,491	34	3,781	38							
		4	Very much	98	15	1,525	20	5,393	22	1,991	21							
		Total		696	100	7,424	100	24,867	100	9,796	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	172	25	1,551	22	5,312	21	1,821	19	2.3	2.3	-.03	2.4 *	-.08	2.3	-.01
		2	Some	258	37	2,909	39	9,011	37	4,208	43							
		3	Quite a bit	171	25	1,988	26	6,932	28	2,753	27							
		4	Very much	93	14	977	13	3,637	14	1,020	10							
		Total		694	100	7,425	100	24,892	100	9,802	100							

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC				BOT				USU				AAU			
				UIC				BOT				USU				AAU			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	SBmyself	1	Strongly disagree	30	4	200	3	416	2	105	2	3.2	3.3 **	-11	3.3 ***	-18	3.3 ***	-17	
		2	Disagree	56	8	572	8	1,312	7	383	8								
		3	Agree	366	52	3,623	48	9,451	48	2,480	48								
		4	Strongly agree	244	35	3,031	41	8,118	42	2,087	42								
		Total		696	100	7,426	100	19,297	100	5,055	100								
b. I feel valued by this institution.	SBvalued	1	Strongly disagree	76	11	643	10	1,407	8	356	8	2.7	2.8	-08	2.9 ***	-18	2.8 *	-10	
		2	Disagree	163	23	1,664	23	3,888	20	1,216	25								
		3	Agree	334	47	3,546	47	9,584	49	2,460	47								
		4	Strongly agree	121	18	1,562	21	4,394	23	1,020	20								
		Total		694	100	7,415	100	19,273	100	5,052	100								
c. I feel like part of the community at this institution.	SBcommunity	1	Strongly disagree	74	11	465	7	1,216	7	275	6	2.7	2.9 ***	-17	2.9 ***	-21	3.0 ***	-27	
		2	Disagree	159	23	1,533	21	3,893	20	912	18								
		3	Agree	339	48	3,660	49	9,550	49	2,592	50								
		4	Strongly agree	123	18	1,768	23	4,626	24	1,273	26								
		Total		695	100	7,426	100	19,285	100	5,052	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	2	0	40	1	139	1	40	0	15.8	15.5	.03	14.6 ***	.14	16.0	-03	
		3	1-5 hrs	81	12	914	12	3,512	14	1,269	11								
		8	6-10 hrs	155	23	1,626	22	5,888	24	2,230	20								
		13	11-15 hrs	132	19	1,507	20	5,203	21	1,999	20								
		18	16-20 hrs	113	17	1,334	18	4,355	18	1,738	18								
		23	21-25 hrs	92	13	824	11	2,451	10	1,093	12								
		28	26-30 hrs	51	7	484	7	1,432	6	630	7								
33	More than 30 hrs	66	9	675	9	1,836	7	784	10										
Total		692	100	7,404	100	24,816	100	9,783	100										
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	299	42	2,963	42	11,483	45	2,465	26	5.5	5.0	.07	4.7 *	.11	6.4 ***	-13	
		3	1-5 hrs	180	26	2,078	28	6,541	26	3,425	33								
		8	6-10 hrs	85	12	1,023	13	2,869	12	1,887	19								
		13	11-15 hrs	53	8	646	8	1,822	8	968	10								
		18	16-20 hrs	37	6	358	5	1,001	4	536	6								
		23	21-25 hrs	17	3	166	2	547	2	279	3								
		28	26-30 hrs	7	1	64	1	174	1	104	1								
33	More than 30 hrs	14	2	85	1	331	1	110	1										
Total		692	100	7,383	100	24,768	100	9,774	100										

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	UIC	BOT	USU	AAU	Effect size ^e	Effect size ^e	Effect size ^e	
												Mean	Mean	Mean	Mean	Mean	Effect size ^e	Effect size ^e	
c. Working for pay on campus	tmworkonhrs	0	0 hrs	474	69	5,430	75	19,334	77	5,837	58	4.5	3.7 *	.11	3.5 ***	.15	5.5 **	-.12	
	(Recorded version of tmworkon created by NSSE.)	3	1-5 hrs	21	3	225	3	597	2	562	6								
		8	6-10 hrs	56	8	489	6	1,111	5	1,100	12								
		13	11-15 hrs	56	8	439	5	1,329	6	1,000	11								
	(Values are estimated number of hours per week.)	18	16-20 hrs	41	6	395	5	1,392	6	795	8								
		23	21-25 hrs	17	2	188	3	554	2	254	3								
		28	26-30 hrs	10	2	67	1	157	1	101	1								
		33	More than 30 hrs	12	2	156	2	297	1	129	2								
		Total			687	100	7,389	100	24,771	100	9,778								100
	d. Working for pay off campus	tmworkoffhrs	0	0 hrs	285	40	2,955	39	8,288	35	5,254								60
(Recorded version of tmworkoff created by NSSE.)		3	1-5 hrs	32	5	337	4	984	4	564	5								
		8	6-10 hrs	51	7	521	7	1,559	6	734	6								
		13	11-15 hrs	76	11	634	8	1,967	8	829	7								
(Values are estimated number of hours per week.)		18	16-20 hrs	87	13	809	11	2,716	11	928	8								
		23	21-25 hrs	52	8	664	9	2,255	9	616	5								
		28	26-30 hrs	44	6	429	6	1,731	7	342	3								
		33	More than 30 hrs	64	10	1,047	16	5,297	21	519	5								
		Total			691	100	7,396	100	24,797	100	9,786	100							
Estimated number of hours working for pay		tmworkhrs		(Continuous variable created by NSSE)								15.7	16.3	-.04	17.8 ***	-.16	12.3 ***	.29	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	363	53	3,585	50	12,659	51	5,053	54	3.7	3.3	.08	3.4	.04	2.7 ***	.21	
	(Recorded version of tmservice created by NSSE.)	3	1-5 hrs	187	26	2,500	33	7,446	30	3,357	33								
		8	6-10 hrs	64	9	648	9	2,150	8	703	7								
		13	11-15 hrs	34	5	307	4	1,096	4	303	3								
	(Values are estimated number of hours per week.)	18	16-20 hrs	27	4	172	2	640	3	174	2								
		23	21-25 hrs	9	2	75	1	338	1	101	1								
		28	26-30 hrs	3	1	31	0	140	1	31	0								
		33	More than 30 hrs	5	1	72	1	309	1	43	0								
		Total			692	100	7,390	100	24,778	100	9,765								100

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs <i>(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	21	3	183	3	842	3	114	10.4	11.4 ** ▽	-.12	11.2 * ▽	-.09	12.8 *** ▽	-.29		
		3	1-5 hrs	202	29	1,782	24	6,553	26	1,786								18	
		8	6-10 hrs	211	30	2,138	29	6,929	28	2,794								27	
		13	11-15 hrs	119	17	1,445	19	4,547	18	2,186								22	
		18	16-20 hrs	68	10	890	12	2,761	12	1,450								15	
		23	21-25 hrs	23	4	408	6	1,250	5	613								7	
		28	26-30 hrs	14	2	175	2	585	2	291								3	
		33	More than 30 hrs	32	5	365	5	1,306	6	529								6	
		Total		690	100	7,386	100	24,773	100	9,763								100	
g. Providing care for dependents (children, parents, etc.)	tmcarehrs <i>(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	400	58	5,282	70	15,366	63	8,096	4.4	4.2	.02	5.6 *** ▽	-.11	2.0 *** ▲	.39		
		3	1-5 hrs	125	18	746	10	3,002	12	698								7	
		8	6-10 hrs	54	7	339	5	1,538	6	259								2	
		13	11-15 hrs	40	6	249	3	1,041	4	206								2	
		18	16-20 hrs	28	4	162	2	733	3	148								1	
		23	21-25 hrs	7	1	95	1	435	2	92								1	
		28	26-30 hrs	3	0	57	1	264	1	32								0	
		33	More than 30 hrs	30	4	453	6	2,364	9	219								2	
		Total		687	100	7,383	100	24,743	100	9,750								100	
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs <i>(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	55	7	1,000	14	3,905	15	1,213	9.1	5.8 *** ▲	.52	6.4 *** ▲	.40	4.8 *** ▲	.80		
		3	1-5 hrs	207	29	3,953	53	11,304	46	6,000								59	
		8	6-10 hrs	204	30	1,464	20	5,304	22	1,653								18	
		13	11-15 hrs	130	19	479	7	2,112	8	465								5	
		18	16-20 hrs	47	7	214	3	837	3	188								2	
		23	21-25 hrs	18	3	98	1	430	2	106								1	
		28	26-30 hrs	7	1	47	1	200	1	38								0	
		33	More than 30 hrs	24	4	145	2	706	3	104								1	
		Total		692	100	7,400	100	24,798	100	9,767								100	

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NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b								
				UIC		BOT		USU		AAU		Your seniors compared with								
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																				
	reading	1	Very little	106	16	1,439	20	3,770	16	2,057	22	2.7	2.6 **	.10	2.7	-.01	2.5 ***	.19		
		2	Some	223	33	2,393	32	7,396	31	3,278	35								△	△
		3	About half	161	23	1,728	23	6,614	26	2,187	21									
		4	Most	134	19	1,262	17	4,806	19	1,601	16									
		5	Almost all	67	9	552	7	2,160	8	636	6									
			Total	691	100	7,374	100	24,746	100	9,759	100									
	tmreadinghrs											7.0	6.5 *	.09	6.6	.07	6.1 ***	.17		
	<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprehrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>																		△	△
	tmreadinghrscol	1	0 hrs	2	0	40	1	138	1	40	0									
	<i>(Collapsed version of tmreadinghrs created by NSSE.)</i>	2	More than zero, up to 5 hrs	331	49	3,926	53	12,669	52	5,436	54									
		3	More than 5, up to 10 hrs	190	27	1,999	27	6,828	28	2,707	29									
		4	More than 10, up to 15 hrs	86	12	629	8	2,340	9	778	8									
		5	More than 15, up to 20 hrs	38	5	371	5	1,283	5	421	4									
		6	More than 20, up to 25 hrs	30	4	265	4	881	3	257	3									
		7	More than 25 hrs	12	1	118	2	501	2	88	1									
			Total	689	100	7,348	100	24,640	100	9,727	100									
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																				
a. Writing clearly and effectively	pgwrite	1	Very little	62	10	506	8	1,560	7	649	8	2.8	2.9 *	-.09	3.0 ***	-.17	2.9	-.07		
		2	Some	173	26	1,814	25	5,600	23	2,519	26								▽	▽
		3	Quite a bit	281	40	2,888	38	9,484	38	3,929	40									
		4	Very much	172	25	2,175	29	8,070	32	2,654	27									
			Total	688	100	7,383	100	24,714	100	9,751	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UIC		BOT		USU		AAU		<i>Your seniors compared with</i>							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e		Mean	Effect size ^e		
														Mean	Mean		Effect size ^e	Mean	Effect size ^e
b. Speaking clearly and effectively	pgspeak	1	Very little	70	10	587	9	2,008	8	787	9	2.7	2.8 *	-0.09	2.9 ***	-0.15	2.8	-0.06	
		2	Some	197	29	1,964	27	5,953	25	2,663	28								▽
		3	Quite a bit	248	35	2,699	36	8,973	36	3,653	37								▽
		4	Very much	175	25	2,118	28	7,762	31	2,637	26								
		Total		690	100	7,368	100	24,696	100	9,740	100								
c. Thinking critically and analytically	pgthink	1	Very little	18	3	179	3	655	3	180	2	3.2	3.3 **	-0.11	3.3 **	-0.11	3.3 ***	-0.21	
		2	Some	113	17	976	14	3,375	14	1,164	12								▽
		3	Quite a bit	280	40	2,836	38	9,355	38	3,670	36								▽
		4	Very much	276	40	3,383	45	11,309	46	4,728	50								▽
		Total		687	100	7,374	100	24,694	100	9,742	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	46	6	604	8	2,209	8	662	6	3.0	3.0	.04	2.9	.05	3.0	-0.05	
		2	Some	156	23	1,695	23	5,893	23	2,315	22								
		3	Quite a bit	255	37	2,553	34	8,390	34	3,302	33								
		4	Very much	232	35	2,523	35	8,199	34	3,472	39								
		Total		689	100	7,375	100	24,691	100	9,751	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	89	13	711	10	2,397	10	739	9	2.7	2.9 ***	-0.15	2.9 ***	-0.17	2.9 ***	-0.19	
		2	Some	185	27	1,834	25	5,846	24	2,360	25								▽
		3	Quite a bit	234	34	2,455	33	8,297	33	3,435	34								▽
		4	Very much	178	26	2,371	32	8,149	33	3,212	33								▽
		Total		686	100	7,371	100	24,689	100	9,746	100								
f. Working effectively with others	pgothers	1	Very little	36	6	355	5	1,294	5	347	4	3.0	3.0	-0.06	3.0	-0.07	3.0 *	-0.09	
		2	Some	149	23	1,540	22	5,175	22	1,962	22								
		3	Quite a bit	283	40	2,882	39	9,249	37	3,949	39								
		4	Very much	218	31	2,593	34	8,989	36	3,489	35								▽
		Total		686	100	7,370	100	24,707	100	9,747	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	93	14	884	13	2,741	12	1,188	14	2.7	2.8	-0.04	2.8 **	-0.10	2.7	.03	
		2	Some	172	26	1,927	26	5,824	24	2,778	29								
		3	Quite a bit	244	35	2,464	33	8,442	34	3,293	32								
		4	Very much	176	25	2,089	28	7,668	30	2,479	25								▽
		Total		685	100	7,364	100	24,675	100	9,738	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UIC		BOT		USU		AAU		UIC	BOT	USU	AAU	Effect size ^e		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Mean	Mean	Mean	Effect size ^e	Effect size ^e
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	57	9	650	10	1,967	9	844	10	2.9	2.9	.07	2.9	-.01	2.8 ***	.14
		2	Some	146	22	1,863	26	5,381	23	2,684	28							
		3	Quite a bit	244	34	2,476	33	8,586	34	3,486	35							
		4	Very much	242	34	2,381	32	8,758	34	2,727	27							
		Total		689	100	7,370	100	24,692	100	9,741	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	80	11	680	10	2,270	10	704	8	2.8	2.8	-.07	2.8 *	-.09	2.9 **	-.12
		2	Some	177	26	1,952	27	6,341	26	2,601	26							
		3	Quite a bit	254	37	2,578	34	8,674	35	3,638	36							
		4	Very much	177	25	2,161	29	7,414	30	2,798	30							
		Total		688	100	7,371	100	24,699	100	9,741	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	101	15	1,024	15	3,101	13	1,328	15	2.6	2.6	-.01	2.7 *	-.08	2.6	.03
		2	Some	207	31	2,203	30	6,895	29	3,124	33							
		3	Quite a bit	215	30	2,318	30	7,964	32	3,078	30							
		4	Very much	165	24	1,834	24	6,765	27	2,223	23							
		Total		688	100	7,379	100	24,725	100	9,753	100							
19. How would you evaluate your entire educational experience at this institution?																		
	evalexp	1	Poor	37	6	242	4	736	3	223	3	2.9	3.1 ***	-.26	3.2 ***	-.30	3.2 ***	-.42
		2	Fair	131	19	997	14	3,477	14	1,085	12							
		3	Good	360	51	3,460	46	11,406	46	4,461	44							
		4	Excellent	163	24	2,710	36	9,211	37	4,005	42							
		Total		691	100	7,409	100	24,830	100	9,774	100							
20. If you could start over again, would you go to the same institution you are now attending?																		
	sameinst	1	Definitely no	47	7	354	5	1,150	5	330	4	3.0	3.2 ***	-.28	3.2 ***	-.29	3.3 ***	-.40
		2	Probably no	126	18	890	12	3,140	13	1,074	11							
		3	Probably yes	321	46	3,063	41	10,117	41	3,951	40							
		4	Definitely yes	195	28	3,131	41	10,508	42	4,447	45							
		Total		689	100	7,438	100	24,915	100	9,802	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Illinois at Chicago

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UIC		BOT	USU	AAU	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU
														Comparisons with:			Comparisons with:			Comparisons with:		
1 a. askquest	963	2.74	2.70	2.67	2.68	.027	.010	.006	.008	.84	.85	.84	.84	7,814	21,009	11,888	.146	.011	.025	.05	.08	.08
b. unpreparedr	961	3.04	2.99	3.00	2.92	.025	.010	.006	.008	.76	.79	.79	.80	7,799	20,915	1,152	.085	.121	.000	.06	.05	.15
c. attendart	962	1.65	1.74	1.75	1.81	.026	.011	.006	.008	.82	.88	.89	.86	1,296	1,073	11,785	.002	.000	.000	-.10	-.11	-.19
d. CLaskhelp	957	2.67	2.70	2.62	2.74	.028	.011	.006	.008	.86	.87	.88	.87	7,769	20,800	11,767	.460	.081	.016	-.03	.06	-.08
e. CLexplain	953	2.77	2.79	2.73	2.80	.026	.010	.006	.008	.82	.81	.82	.80	7,740	20,730	11,724	.452	.165	.183	-.03	.05	-.04
f. CLstudy	951	2.52	2.66	2.55	2.64	.031	.012	.007	.009	.95	.96	.96	.96	7,708	20,650	11,669	.000	.278	.000	-.15	-.04	-.13
g. CLproject	948	2.57	2.82	2.67	2.69	.029	.010	.006	.008	.89	.86	.87	.87	1,210	20,507	11,631	.000	.001	.000	-.30	-.12	-.14
h. present	944	2.19	2.36	2.16	2.07	.028	.011	.006	.008	.87	.90	.90	.84	1,245	20,465	1,104	.000	.262	.000	-.18	.04	.15
2 a. RIntegrate	932	2.54	2.63	2.57	2.57	.028	.010	.006	.008	.85	.84	.85	.82	7,525	20,153	1,090	.003	.385	.260	-.10	-.03	-.04
b. RSocietal	924	2.60	2.56	2.54	2.53	.029	.011	.006	.008	.88	.87	.88	.86	7,451	19,990	11,330	.271	.046	.031	.04	.07	.07
c. RIdiverse	912	2.64	2.59	2.57	2.50	.029	.011	.007	.009	.88	.90	.91	.89	7,373	1,007	11,237	.109	.013	.000	.06	.08	.16
d. RLowview	906	2.71	2.77	2.77	2.71	.027	.010	.006	.008	.80	.80	.81	.81	7,287	19,553	11,123	.027	.017	.811	-.08	-.08	-.01
e. RPerspect	899	2.85	2.91	2.93	2.85	.026	.010	.006	.008	.79	.79	.79	.80	7,181	19,259	10,910	.064	.003	.969	-.07	-.10	.00
f. RInewview	877	2.84	2.85	2.86	2.84	.026	.010	.006	.008	.78	.79	.79	.78	7,042	18,953	10,732	.840	.532	.992	-.01	-.02	.00
g. RIconnect	865	3.04	3.02	3.02	3.04	.025	.009	.006	.007	.74	.74	.74	.73	6,950	18,721	10,588	.338	.449	.974	.03	.03	.00
3 a. SFcareer	869	2.34	2.39	2.30	2.22	.030	.012	.007	.009	.89	.92	.93	.89	1,150	18,718	10,591	.120	.321	.000	-.06	.03	.13
b. SFotherwork	863	1.82	1.81	1.79	1.76	.031	.012	.007	.009	.90	.92	.92	.89	6,897	18,584	10,499	.850	.394	.079	.01	.03	.06
c. SFdiscuss	851	2.02	2.00	1.97	1.96	.032	.012	.007	.009	.93	.89	.91	.85	1,085	18,398	982	.727	.138	.076	.01	.05	.07
d. SFperform	849	2.12	2.14	2.09	1.96	.030	.012	.007	.009	.87	.89	.89	.85	6,816	18,401	996	.509	.317	.000	-.02	.04	.18
4 a. memorize	847	2.92	2.94	2.98	2.90	.028	.011	.006	.008	.81	.81	.79	.80	6,758	926	10,291	.502	.024	.510	-.02	-.08	.02
b. HOapply	841	2.93	2.98	2.93	3.01	.027	.010	.006	.008	.80	.79	.80	.77	6,710	18,139	987	.093	.932	.003	-.06	.00	-.11
c. HOanalyze	838	2.98	2.96	2.93	2.93	.028	.010	.006	.008	.80	.80	.81	.81	6,649	17,937	10,145	.446	.072	.084	.03	.06	.06
d. HOevaluate	832	2.96	2.90	2.89	2.77	.028	.011	.006	.009	.80	.82	.82	.84	6,607	919	1,002	.049	.018	.000	.07	.08	.23
e. HOform	824	2.95	2.91	2.89	2.84	.027	.011	.006	.008	.78	.80	.81	.80	6,571	910	982	.142	.014	.000	.05	.08	.14
5 a. ETgoals	810	2.99	3.01	3.02	3.04	.029	.010	.006	.008	.81	.78	.78	.76	1,030	17,607	938	.543	.378	.133	-.02	-.03	-.06
b. ETorganize	811	2.91	2.96	2.94	2.98	.030	.011	.006	.008	.85	.81	.83	.78	1,029	885	934	.126	.354	.037	-.06	-.03	-.08
c. ETexample	808	2.96	3.01	2.98	3.03	.030	.011	.006	.008	.85	.79	.82	.78	1,019	17,500	935	.142	.452	.038	-.06	-.03	-.08
d. ETdraftfb	809	2.98	2.70	2.72	2.57	.031	.012	.007	.010	.87	.91	.91	.91	1,074	896	971	.000	.000	.000	.32	.29	.46
e. ETfeedback	805	2.74	2.64	2.64	2.58	.032	.012	.007	.009	.91	.89	.91	.86	6,427	17,415	9,843	.003	.002	.000	.11	.11	.19
6 a. QRconclude	792	2.62	2.67	2.62	2.63	.030	.012	.007	.009	.86	.85	.87	.86	6,311	17,192	9,715	.140	.922	.895	-.06	.00	.00
b. QRproblem	790	2.40	2.42	2.37	2.32	.032	.013	.007	.010	.90	.94	.93	.91	6,282	17,088	9,666	.468	.402	.025	-.03	.03	.08
c. QRevaluate	787	2.41	2.45	2.39	2.40	.031	.012	.007	.009	.87	.89	.90	.87	6,266	17,056	9,643	.345	.399	.593	-.04	.03	.02

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Illinois at Chicago

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	UIC	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU
7 a. wrshortnum	787	6.97	6.33	5.80	6.28	.195	.077	.042	.061	5.47	5.69	5.31	5.77	1,047	17,014	948	.002	.000	.001	.11	.22	.12
b. wrmednum	789	3.11	2.35	2.29	2.16	.132	.048	.028	.038	3.72	3.57	3.57	3.54	1,010	860	919	.000	.000	.000	.21	.23	.27
c. wrlongnum	785	1.46	1.19	1.08	1.04	.122	.044	.025	.033	3.41	3.23	3.14	3.12	6,219	849	904	.025	.002	.001	.09	.12	.13
— wrpages	783	67.59	54.88	51.68	51.35	2.974	1.086	.618	.821	83.20	79.83	78.39	77.04	1,001	851	905	.000	.000	.000	.16	.20	.21
8 a. DDrace	780	3.24	3.20	3.17	3.09	.031	.012	.007	.009	.87	.86	.87	.87	6,211	16,951	9,594	.161	.016	.000	.05	.09	.17
b. DDeconomic	776	3.10	3.15	3.09	3.06	.031	.011	.007	.009	.87	.83	.86	.84	6,186	16,899	9,564	.078	.904	.269	-.07	.00	.04
c. DDreligion	779	3.09	3.13	3.05	3.05	.033	.012	.007	.009	.92	.88	.91	.88	6,194	16,894	908	.226	.235	.286	-.05	.04	.04
d. DDpolitical	778	2.72	3.00	2.92	2.90	.036	.012	.007	.010	.99	.92	.94	.92	978	846	898	.000	.000	.000	-.31	-.21	-.20
9 a. LSreading	767	3.02	2.98	2.98	2.95	.026	.011	.006	.008	.72	.78	.77	.78	1,041	854	934	.116	.086	.007	.06	.06	.09
b. LSnotes	761	2.86	2.91	2.90	2.79	.033	.012	.007	.009	.90	.88	.87	.89	6,149	16,785	9,512	.112	.218	.056	-.06	-.05	.07
c. LSsummary	764	2.82	2.85	2.83	2.73	.032	.012	.007	.009	.89	.87	.87	.87	6,150	16,771	9,519	.405	.705	.005	-.03	-.01	.10
10. challenge	756	5.31	5.35	5.31	5.42	.044	.017	.010	.013	1.22	1.25	1.27	1.20	6,100	16,671	9,455	.420	.875	.024	-.03	.01	-.09
11 a. intern ^l	754	.067	.084	.074	.092	.0091	.0038	.0021	.0031	--	--	--	--	--	--	--	.112	.489	.019	-.06	-.03	-.09
b. leader ^l	753	.084	.107	.097	.141	.0101	.0042	.0024	.0037	--	--	--	--	--	--	--	.055	.239	.000	-.08	-.05	-.18
c. learncom ^l	752	.069	.212	.163	.229	.0093	.0056	.0029	.0045	--	--	--	--	--	--	--	.000	.000	.000	-.42	-.30	-.47
d. abroad ^l	750	.027	.036	.025	.037	.0059	.0026	.0012	.0020	--	--	--	--	--	--	--	.187	.810	.132	-.05	.01	-.06
e. research ^l	748	.052	.054	.040	.078	.0081	.0031	.0016	.0029	--	--	--	--	--	--	--	.881	.092	.011	-.01	.06	-.10
f. capstone ^l	752	.024	.025	.025	.019	.0056	.0022	.0012	.0015	--	--	--	--	--	--	--	.787	.796	.321	-.01	-.01	.04
12. servcourse	744	1.59	1.64	1.61	1.50	.026	.009	.005	.007	.72	.68	.68	.66	943	808	855	.075	.649	.001	-.07	-.02	.13
13 a. QIstudent	742	5.22	5.52	5.41	5.44	.054	.018	.011	.014	1.47	1.28	1.34	1.28	908	16,311	841	.000	.000	.000	-.23	-.15	-.17
b. QIadvisor	735	5.40	5.49	5.27	5.33	.056	.021	.013	.017	1.52	1.51	1.61	1.52	5,938	816	9,195	.143	.020	.189	-.06	.08	.05
c. QIfaculty	735	5.14	5.36	5.23	5.31	.053	.018	.011	.014	1.45	1.31	1.40	1.29	911	16,120	837	.000	.085	.002	-.17	-.06	-.13
d. QIstaff	631	4.87	5.14	5.06	5.15	.065	.022	.013	.016	1.62	1.51	1.59	1.48	783	14,712	714	.000	.003	.000	-.18	-.12	-.19
e. QIadmin	669	4.77	5.06	4.97	5.09	.063	.023	.013	.017	1.64	1.55	1.60	1.48	845	14,822	768	.000	.002	.000	-.19	-.12	-.21
14 a. empstudy	740	3.09	3.10	3.08	3.15	.027	.010	.006	.008	.74	.74	.75	.75	5,978	16,355	9,323	.647	.755	.052	-.02	.01	-.07
b. SEacademic	740	2.97	3.02	3.00	3.01	.031	.011	.007	.009	.84	.80	.82	.80	942	16,306	859	.140	.332	.302	-.06	-.04	-.04
c. SElearnsup	739	3.10	3.05	3.07	3.04	.031	.012	.007	.009	.85	.89	.88	.85	5,966	16,306	9,302	.137	.320	.037	.06	.04	.08
d. SEdiverse	736	2.90	2.88	2.84	2.74	.034	.013	.007	.010	.93	.93	.93	.93	5,957	16,284	9,286	.440	.075	.000	.03	.07	.18
e. SESocial	738	2.83	3.01	2.99	2.98	.033	.012	.007	.009	.90	.84	.86	.84	928	803	852	.000	.000	.000	-.21	-.19	-.18
f. SEwellness	732	2.74	2.98	2.95	2.91	.033	.012	.007	.010	.88	.87	.89	.88	942	802	859	.000	.000	.000	-.26	-.23	-.19

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Illinois at Chicago

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ⁱ			Significance ^k			Effect size ^e		
	UIC		BOT	USU	AAU	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU
														Comparisons with:			Comparisons with:			Comparisons with:		
g. SEnonacad	734	2.28	2.38	2.38	2.24	.035	.013	.008	.010	.94	.97	.97	.93	965	807	9,245	.008	.005	.282	-.10	-.10	.04
h. SEactivities	734	2.64	2.86	2.85	2.88	.034	.012	.007	.009	.93	.88	.92	.85	929	801	841	.000	.000	.000	-.25	-.23	-.27
i. SEevents	734	2.42	2.49	2.49	2.43	.036	.013	.008	.010	.96	.94	.96	.91	5,930	16,217	848	.057	.054	.753	-.08	-.07	-.01
15 a. SBmyself	733	3.12	3.28	3.24	3.27	.027	.009	.006	.010	.72	.67	.67	.68	921	818	969	.000	.000	.000	-.24	-.18	-.22
b. SBvalued	733	2.81	2.94	2.93	2.93	.027	.011	.007	.012	.73	.77	.74	.75	5,919	835	4,923	.000	.000	.000	-.17	-.16	-.15
c. SBcommunity	735	2.79	3.01	2.95	3.00	.028	.010	.007	.012	.77	.75	.76	.76	943	830	997	.000	.000	.000	-.30	-.22	-.29
16 a. tmprehrs	736	15.90	15.22	14.39	16.60	.306	.115	.066	.092	8.29	8.24	8.22	8.47	5,907	16,153	9,199	.037	.000	.031	.08	.18	-.08
b. tmcocurrhrs	737	4.93	5.35	5.18	6.15	.252	.091	.053	.072	6.85	6.55	6.60	6.60	5,879	16,119	9,177	.106	.320	.000	-.06	-.04	-.18
c. tmworkonhrs	735	2.17	2.38	2.48	3.11	.209	.083	.048	.067	5.67	5.98	6.00	6.12	5,898	814	890	.376	.147	.000	-.03	-.05	-.15
d. tmworkoffhrs	735	6.35	5.16	5.92	2.78	.345	.123	.077	.073	9.35	8.83	9.52	6.68	929	16,145	800	.001	.235	.000	.13	.04	.52
— tmworkhrs	732	8.47	7.50	8.37	5.86	.420	.155	.092	.107	11.37	11.09	11.43	9.82	5,881	16,090	828	.027	.812	.000	.09	.01	.26
e. tmservicehrs	735	2.74	2.65	2.66	2.27	.193	.068	.040	.049	5.24	4.88	5.00	4.48	924	16,144	830	.633	.648	.018	.02	.02	.10
f. tmrelaxhrs	729	11.62	12.83	13.05	13.33	.311	.116	.070	.089	8.40	8.31	8.69	8.15	5,897	16,137	850	.000	.000	.000	-.15	-.16	-.21
g. tmcarehrs	731	3.45	1.92	2.38	1.24	.255	.076	.048	.047	6.88	5.46	5.99	4.35	865	783	781	.000	.000	.000	.27	.18	.48
h. tmcommutehrs	736	7.48	4.38	4.81	3.90	.274	.084	.053	.060	7.43	6.06	6.59	5.50	880	791	807	.000	.000	.000	.50	.40	.63
17. reading	731	2.91	2.52	2.58	2.56	.039	.015	.009	.012	1.05	1.07	1.07	1.10	957	802	872	.000	.000	.000	.37	.32	.32
— tmreadinghrs	728	7.94	6.07	5.96	6.64	.231	.076	.044	.062	6.23	5.44	5.44	5.66	892	781	835	.000	.000	.000	.34	.36	.23
18 a. pgwrite	731	2.88	2.69	2.75	2.54	.031	.013	.007	.010	.83	.90	.89	.91	991	812	890	.000	.000	.000	.21	.15	.37
b. pgspeak	729	2.62	2.63	2.64	2.41	.035	.013	.008	.010	.94	.94	.93	.95	5,858	16,038	9,133	.621	.565	.000	-.02	-.02	.22
c. pgthink	731	3.05	3.10	3.07	3.07	.030	.011	.007	.009	.81	.79	.81	.80	5,855	16,021	9,116	.184	.703	.627	-.05	-.01	-.02
d. pganalyze	728	2.73	2.80	2.75	2.80	.035	.013	.007	.010	.94	.92	.92	.93	937	16,025	9,131	.050	.482	.062	-.08	-.03	-.07
e. pgwork	728	2.45	2.65	2.62	2.58	.037	.013	.008	.010	.99	.95	.94	.94	926	791	845	.000	.000	.001	-.21	-.18	-.13
f. pgothers	731	2.79	2.91	2.86	2.76	.034	.012	.007	.010	.91	.86	.87	.89	926	794	9,140	.001	.078	.385	-.14	-.07	.03
g. pgvalues	726	2.64	2.71	2.70	2.56	.035	.013	.008	.011	.94	.94	.94	.96	5,863	16,037	9,132	.047	.074	.032	-.08	-.07	.08
h. pgdiverse	726	2.93	2.87	2.88	2.72	.034	.013	.007	.010	.92	.92	.91	.93	5,868	16,029	857	.057	.131	.000	.08	.06	.23
i. pgprobsolve	726	2.60	2.73	2.68	2.63	.035	.013	.007	.010	.94	.93	.93	.94	5,865	16,035	9,127	.001	.026	.424	-.14	-.08	-.03
j. pgcitizen	728	2.57	2.64	2.68	2.57	.035	.013	.008	.010	.95	.96	.94	.94	5,864	16,042	9,139	.079	.002	.875	-.07	-.12	.01
19. evalexp	727	2.95	3.17	3.11	3.20	.026	.010	.006	.008	.69	.72	.73	.73	960	804	871	.000	.000	.000	-.31	-.21	-.35
20. sameinst	731	2.98	3.25	3.17	3.26	.029	.011	.006	.008	.78	.77	.79	.77	943	803	857	.000	.000	.000	-.35	-.25	-.36
21. returnexp ¹	732	.880	.909	.886	.920	.0120	.0040	.0025	.0029	--	--	--	--	--	--	--	.013	.620	.000	-.09	-.02	-.13

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Illinois at Chicago

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UIC	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	Comparisons with:			Comparisons with:			Comparisons with:		
														BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU
1 a. askquest	867	2.74	2.92	2.94	2.84	.031	.010	.005	.008	.90	.90	.89	.89	8,974	916	13,770	.000	.000	.002	-.20	-.22	-.11
b. unpreparedr	869	2.85	2.95	2.94	2.77	.029	.009	.005	.007	.85	.84	.84	.84	1,059	919	13,705	.002	.002	.007	-.11	-.11	.10
c. attendart	864	1.63	1.69	1.71	1.84	.027	.010	.005	.008	.80	.87	.88	.86	1,099	926	13,665	.040	.002	.000	-.07	-.10	-.24
d. CLaskhelp	857	2.64	2.51	2.47	2.60	.032	.010	.005	.008	.93	.92	.91	.89	8,908	30,246	964	.000	.000	.247	.14	.19	.04
e. CLexplain	860	2.84	2.77	2.73	2.83	.028	.010	.005	.007	.83	.86	.87	.81	1,070	916	13,626	.014	.000	.723	.08	.13	.01
f. CLstudy	854	2.62	2.55	2.50	2.58	.034	.011	.006	.009	1.00	1.01	1.00	.98	8,841	30,085	13,561	.068	.001	.251	.07	.12	.04
g. CLproject	848	2.96	2.92	2.85	2.98	.030	.010	.005	.008	.89	.90	.92	.87	8,796	901	13,511	.163	.000	.612	.05	.13	-.02
h. present	850	2.67	2.60	2.60	2.64	.033	.011	.006	.008	.95	.97	.98	.92	8,780	29,924	957	.054	.061	.444	.07	.07	.03
2 a. RIintegrate	837	2.89	2.90	2.88	2.89	.029	.010	.005	.007	.85	.85	.86	.82	8,675	29,601	943	.797	.756	.952	-.01	.01	.00
b. RISocietal	835	2.61	2.70	2.72	2.68	.033	.010	.005	.008	.95	.92	.91	.90	1,009	879	937	.012	.001	.026	-.09	-.13	-.08
c. RIDiverse	823	2.42	2.54	2.56	2.51	.036	.011	.006	.009	1.03	.99	.98	.95	989	866	917	.001	.000	.011	-.13	-.15	-.10
d. Rlownview	812	2.74	2.81	2.83	2.78	.031	.010	.005	.007	.88	.84	.84	.83	972	854	908	.020	.004	.204	-.09	-.11	-.05
e. RIPerspect	804	2.88	2.97	2.98	2.92	.031	.009	.005	.007	.88	.82	.81	.80	957	843	894	.010	.002	.202	-.10	-.12	-.05
f. RInewview	790	2.95	2.95	2.96	2.94	.029	.009	.005	.007	.81	.80	.79	.78	8,266	28,394	12,709	.993	.556	.810	.00	-.02	.01
g. RIconnect	781	3.09	3.15	3.15	3.14	.027	.009	.004	.007	.77	.75	.74	.73	8,178	28,113	12,587	.031	.019	.075	-.08	-.09	-.07
3 a. SFcareer	780	2.31	2.39	2.35	2.33	.035	.011	.006	.009	.98	.97	.98	.96	8,150	28,088	12,571	.037	.349	.601	-.08	-.03	-.02
b. SFotherwork	772	1.89	1.95	1.89	1.99	.036	.012	.006	.009	.99	1.01	.99	1.00	8,144	27,950	12,474	.136	.935	.006	-.06	.00	-.10
c. SFdiscuss	768	2.09	2.12	2.08	2.13	.034	.011	.006	.008	.94	.93	.95	.90	8,079	27,749	861	.470	.738	.376	-.03	.01	-.03
d. SFperform	769	2.10	2.13	2.12	2.01	.033	.011	.006	.008	.91	.91	.92	.88	8,067	27,762	864	.332	.450	.009	-.04	-.03	.10
4 a. memorize	766	2.90	2.82	2.83	2.76	.032	.010	.005	.008	.88	.88	.87	.86	8,001	27,574	12,314	.024	.043	.000	.09	.07	.16
b. HOapply	761	3.00	3.06	3.05	3.06	.030	.010	.005	.007	.83	.81	.81	.79	7,977	27,442	12,268	.046	.117	.061	-.08	-.06	-.07
c. HOanalyze	754	2.99	3.01	3.03	2.97	.030	.010	.005	.008	.83	.83	.82	.81	7,886	27,221	12,173	.592	.315	.500	-.02	-.04	.03
d. HOevaluate	749	2.85	2.86	2.92	2.77	.032	.010	.005	.008	.89	.88	.86	.89	7,854	27,097	12,114	.619	.027	.019	-.02	-.08	.09
e. HOform	750	2.90	2.92	2.94	2.85	.031	.010	.005	.008	.85	.84	.84	.85	7,818	27,019	12,079	.536	.179	.124	-.02	-.05	.06
5 a. ETgoals	747	3.03	3.09	3.11	3.08	.030	.010	.005	.007	.83	.80	.79	.76	7,768	26,836	831	.075	.008	.086	-.07	-.10	-.07
b. ETorganize	742	2.86	2.98	3.01	3.04	.032	.010	.005	.007	.87	.84	.84	.77	893	781	820	.000	.000	.000	-.14	-.17	-.22
c. ETexample	742	2.99	3.07	3.06	3.10	.030	.010	.005	.007	.82	.82	.83	.78	7,740	786	11,949	.011	.011	.000	-.10	-.09	-.15
d. ETdraftfb	742	2.64	2.69	2.70	2.54	.035	.012	.006	.009	.94	.97	.97	.95	7,725	26,688	11,924	.167	.122	.008	-.05	-.06	.10
e. ETfeedback	741	2.62	2.69	2.73	2.61	.033	.011	.006	.008	.91	.93	.92	.88	7,711	26,608	11,877	.047	.001	.685	-.08	-.12	.02
6 a. QRconclude	729	2.73	2.70	2.67	2.72	.033	.011	.006	.009	.88	.91	.91	.90	7,627	26,289	11,711	.359	.067	.691	.04	.07	.02
b. QRproblem	725	2.45	2.45	2.44	2.45	.036	.012	.006	.009	.96	.97	.97	.95	7,584	26,165	11,676	.944	.786	.950	.00	.01	.00
c. QRevaluate	724	2.50	2.48	2.46	2.53	.034	.011	.006	.009	.91	.93	.92	.90	7,549	26,093	11,629	.643	.233	.397	.02	.04	-.03

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Illinois at Chicago

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	UIC	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU
7 a. wrshortnum	724	6.99	7.01	6.85	7.18	.249	.079	.040	.062	6.69	6.49	6.37	6.43	7,540	25,988	11,549	.929	.571	.438	.00	.02	-.03
b. wrmednum	721	4.33	3.29	3.31	3.07	.207	.055	.028	.039	5.57	4.56	4.45	4.08	826	747	773	.000	.000	.000	.22	.23	.30
c. wrlongnum	727	2.93	1.89	1.93	1.72	.196	.046	.025	.034	5.29	3.82	3.93	3.51	809	749	769	.000	.000	.000	.26	.25	.33
— wrpages	720	99.68	75.24	75.53	71.53	4.839	1.189	.625	.852	129.85	97.65	98.87	88.30	808	743	764	.000	.000	.000	.24	.24	.31
8 a. DDrace	716	3.29	3.21	3.21	3.12	.033	.011	.006	.008	.88	.88	.89	.87	7,516	25,919	11,530	.022	.023	.000	.09	.09	.19
b. DDeconomic	715	3.15	3.16	3.13	3.08	.033	.011	.006	.008	.89	.87	.88	.84	7,493	25,857	801	.898	.602	.048	-.01	.02	.08
c. DDreligion	713	3.16	3.13	3.09	3.08	.034	.011	.006	.008	.92	.90	.91	.87	7,491	25,853	799	.391	.066	.032	.03	.07	.09
d. DDpolitical	716	2.81	3.00	2.96	2.94	.038	.011	.006	.009	1.02	.93	.95	.90	847	751	791	.000	.000	.001	-.20	-.15	-.14
9 a. LSreading	713	2.97	3.04	3.06	2.99	.031	.010	.005	.008	.84	.82	.80	.82	7,460	25,762	11,462	.040	.003	.640	-.08	-.11	-.02
b. LSnotes	710	2.81	2.86	2.88	2.64	.036	.011	.006	.009	.96	.94	.92	.93	856	746	11,441	.147	.060	.000	-.06	-.08	.18
c. LSsummary	712	2.77	2.85	2.86	2.66	.034	.011	.006	.009	.91	.91	.90	.91	7,463	25,735	11,440	.020	.007	.003	-.09	-.10	.12
10. challenge	713	5.44	5.43	5.43	5.29	.051	.016	.009	.012	1.37	1.35	1.36	1.28	7,407	25,560	797	.732	.863	.004	.01	.01	.12
11 a. intern ^l	711	.430	.508	.451	.608	.0186	.0061	.0032	.0047	--	--	--	--	--	--	--	.000	.267	.000	-.16	-.04	-.36
b. leader ^l	710	.298	.346	.296	.504	.0172	.0058	.0029	.0048	--	--	--	--	--	--	--	.011	.880	.000	-.10	.01	-.42
c. learncom ^l	704	.196	.269	.214	.280	.0150	.0054	.0026	.0044	--	--	--	--	--	--	--	.000	.254	.000	-.17	-.04	-.20
d. abroad ^l	704	.080	.156	.113	.240	.0102	.0045	.0020	.0041	--	--	--	--	--	--	--	.000	.006	.000	-.24	-.11	-.45
e. research ^l	701	.239	.243	.181	.334	.0161	.0053	.0024	.0046	--	--	--	--	--	--	--	.830	.000	.000	-.01	.14	-.21
f. capstone ^l	704	.344	.477	.364	.444	.0179	.0061	.0031	.0048	--	--	--	--	--	--	--	.000	.270	.000	-.27	-.04	-.20
12. servcourse	698	1.66	1.71	1.70	1.59	.029	.008	.005	.006	.76	.68	.72	.65	820	733	767	.131	.173	.015	-.07	-.06	.11
13 a. QIstudent	695	5.46	5.54	5.53	5.57	.052	.016	.009	.012	1.37	1.33	1.36	1.23	7,227	24,847	770	.157	.204	.051	-.06	-.05	-.08
b. QIadvisor	692	4.81	5.13	5.08	5.15	.068	.022	.012	.017	1.78	1.79	1.79	1.72	7,211	24,909	11,215	.000	.000	.000	-.18	-.15	-.20
c. QIfaculty	691	5.10	5.34	5.34	5.32	.057	.018	.009	.013	1.50	1.41	1.44	1.30	826	24,966	760	.000	.000	.000	-.17	-.16	-.17
d. QIstaff	563	4.66	4.89	4.89	4.92	.077	.023	.012	.016	1.82	1.70	1.72	1.59	669	592	616	.004	.003	.001	-.13	-.13	-.16
e. QIadmin	636	4.41	4.76	4.80	4.83	.072	.022	.012	.017	1.82	1.72	1.75	1.61	761	668	703	.000	.000	.000	-.21	-.23	-.26
14 a. empstudy	696	3.19	3.13	3.11	3.17	.029	.010	.005	.007	.77	.77	.77	.75	7,273	736	11,271	.046	.009	.607	.08	.10	.02
b. SEacademic	694	2.82	2.85	2.87	2.83	.032	.011	.005	.008	.85	.86	.86	.83	7,256	25,070	11,236	.370	.140	.717	-.04	-.06	-.01
c. SElearnsup	694	2.77	2.77	2.80	2.75	.036	.012	.006	.009	.94	.94	.95	.88	7,246	25,049	775	.959	.396	.762	.00	-.03	.01
d. SEdiverse	691	2.77	2.67	2.72	2.53	.038	.012	.006	.009	.99	.99	.98	.96	7,240	25,005	11,215	.014	.188	.000	.10	.05	.24
e. SEsocial	692	2.68	2.81	2.85	2.85	.036	.011	.006	.008	.94	.91	.92	.87	835	729	770	.000	.000	.000	-.15	-.19	-.20
f. SEwellness	695	2.59	2.74	2.75	2.70	.036	.012	.006	.009	.95	.96	.96	.94	7,236	24,950	11,202	.000	.000	.003	-.16	-.18	-.12

NSSE 2020 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Illinois at Chicago

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UIC	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU	Comparisons with:			Comparisons with:			Comparisons with:		
														BOT	USU	AAU	BOT	USU	AAU	BOT	USU	AAU
g. SEnonacad	693	2.06	2.04	2.13	1.95	.037	.012	.006	.009	.97	.98	1.00	.91	7,244	24,939	774	.696	.079	.005	.02	-.07	.12
h. SEactivities	693	2.40	2.62	2.63	2.71	.037	.012	.006	.009	.96	.95	.98	.90	7,225	24,900	774	.000	.000	.000	-.23	-.24	-.34
i. SEevents	690	2.27	2.31	2.35	2.28	.037	.012	.006	.009	.98	.95	.97	.89	7,221	24,924	766	.401	.035	.781	-.03	-.08	-.01
15 a. SBmyself	692	3.18	3.26	3.31	3.30	.029	.009	.005	.010	.76	.73	.70	.70	7,222	18,011	5,318	.005	.000	.000	-.11	-.18	-.17
b. SBvalued	690	2.72	2.78	2.87	2.80	.034	.011	.006	.013	.89	.88	.85	.85	7,212	740	888	.053	.000	.024	-.08	-.18	-.10
c. SBcommunity	691	2.73	2.88	2.91	2.96	.034	.010	.006	.012	.88	.84	.84	.82	829	740	879	.000	.000	.000	-.17	-.21	-.27
16 a. tmprephrs	688	15.79	15.51	14.57	16.02	.343	.111	.056	.088	9.00	8.98	8.71	9.04	7,196	724	11,176	.441	.000	.518	.03	.14	-.03
b. tmcocurrhrs	687	5.46	4.98	4.72	6.42	.291	.085	.044	.069	7.64	6.87	6.91	7.11	808	718	11,158	.121	.012	.001	.07	.11	-.13
c. tmworkonhrs	683	4.55	3.71	3.48	5.52	.310	.095	.047	.079	8.10	7.68	7.34	8.04	816	714	11,163	.011	.001	.002	.11	.15	-.12
d. tmworkoffhrs	687	11.15	12.56	14.33	6.80	.444	.157	.085	.099	11.63	12.63	13.15	10.16	866	737	756	.003	.000	.000	-.11	-.24	.42
— tmworkhrs	680	15.68	16.25	17.79	12.30	.520	.164	.087	.113	13.55	13.20	13.50	11.53	7,154	24,717	744	.282	.000	.000	-.04	-.16	.29
e. tmservicehrs	688	3.69	3.26	3.45	2.66	.235	.069	.039	.046	6.16	5.57	6.01	4.75	811	725	742	.078	.309	.000	.08	.04	.21
f. tmrelaxhrs	686	10.42	11.41	11.18	12.79	.310	.103	.054	.081	8.12	8.28	8.42	8.26	7,177	24,811	11,151	.003	.021	.000	-.12	-.09	-.29
g. tmcarehrs	683	4.43	4.22	5.59	1.98	.309	.113	.066	.061	8.07	9.12	10.29	6.21	7,176	746	735	.570	.000	.000	.02	-.11	.39
h. tmcommutehrs	688	9.14	5.76	6.36	4.82	.288	.079	.045	.051	7.54	6.34	6.93	5.21	793	720	730	.000	.000	.000	.52	.40	.80
17. reading	686	2.71	2.59	2.72	2.49	.046	.015	.008	.011	1.20	1.19	1.18	1.18	7,172	24,789	11,158	.010	.875	.000	.10	-.01	.19
— tmreadinghrs	685	7.04	6.46	6.58	6.10	.239	.075	.039	.053	6.25	6.05	6.11	5.45	7,145	24,689	754	.018	.056	.000	.09	.07	.17
18 a. pgwrite	683	2.80	2.88	2.95	2.86	.035	.011	.006	.009	.92	.91	.90	.90	7,172	720	11,129	.024	.000	.095	-.09	-.17	-.07
b. pgspeak	686	2.75	2.83	2.89	2.80	.036	.012	.006	.009	.95	.94	.94	.93	7,160	723	11,126	.033	.000	.143	-.09	-.15	-.06
c. pgthink	682	3.17	3.26	3.26	3.33	.031	.010	.005	.008	.81	.80	.80	.77	7,162	24,721	11,130	.005	.003	.000	-.11	-.11	-.21
d. pganalyze	684	2.99	2.96	2.94	3.04	.035	.012	.006	.009	.91	.95	.95	.93	850	727	780	.319	.146	.232	.04	.05	-.05
e. pgwork	681	2.73	2.87	2.89	2.91	.038	.012	.006	.009	.99	.98	.98	.95	7,159	24,715	765	.000	.000	.000	-.15	-.17	-.19
f. pgothers	681	2.97	3.02	3.03	3.05	.034	.011	.006	.008	.87	.88	.89	.86	7,157	24,730	11,127	.139	.066	.021	-.06	-.07	-.09
g. pgvalues	680	2.71	2.75	2.82	2.68	.038	.012	.006	.010	1.00	1.00	.99	1.00	7,151	24,699	11,121	.369	.007	.396	-.04	-.10	.03
h. pgdiverse	685	2.94	2.87	2.94	2.80	.037	.012	.006	.009	.97	.97	.95	.95	7,160	24,715	11,128	.072	.897	.000	.07	-.01	.14
i. pgprobsolve	683	2.76	2.82	2.85	2.87	.037	.012	.006	.009	.96	.96	.96	.93	7,161	24,721	768	.104	.019	.003	-.07	-.09	-.12
j. pgcitizen	683	2.63	2.64	2.71	2.60	.039	.013	.006	.010	1.01	1.01	1.00	1.00	7,166	24,747	11,144	.886	.030	.491	-.01	-.08	.03
19. evalexp	686	2.93	3.14	3.16	3.25	.031	.010	.005	.007	.82	.80	.78	.76	7,201	24,855	765	.000	.000	.000	-.26	-.30	-.42
20. sameinst	684	2.95	3.19	3.20	3.27	.033	.010	.005	.008	.87	.84	.83	.80	824	719	11,192	.000	.000	.000	-.28	-.29	-.40

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h . See page 2 for more details.
- f. Statistical comparison uses z -test to compare the percentage who responded "Done or in progress" or "Yes."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress" or "Yes."



NSSE 2020

High-Impact Practices

University of Illinois at Chicago

About Your *High-Impact Practices* Report

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

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)

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

Overall HIP Participation

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

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)

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

Interpreting Comparisons

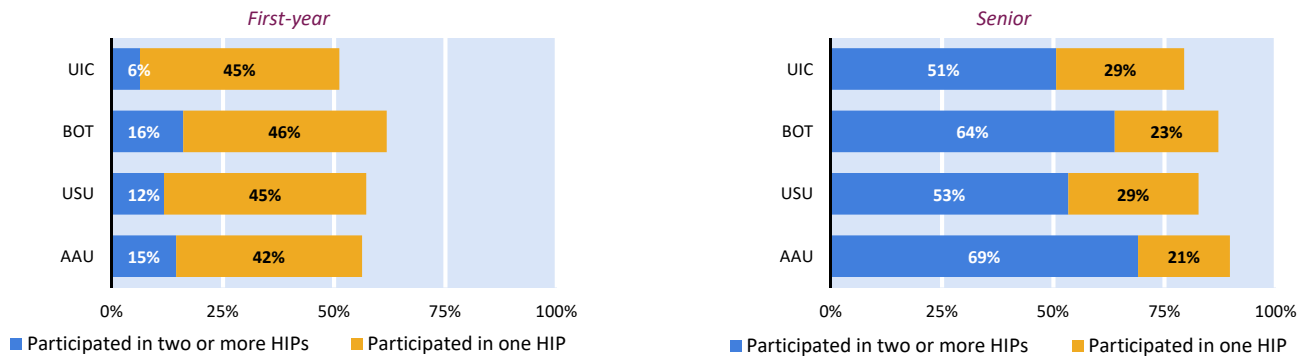
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

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



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	UIC	BOT		USU		AAU	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	47	-7	*** -0.14	-4	-0.07	+5	* 0.09
Learning Community	7	-14	*** -0.42	-9	*** -0.30	-16	*** -0.47
Research with Faculty	5	-0	-0.01	+1	0.06	-3	* -0.10
Participated in at least one	51	-11	*** -0.21	-6	** -0.12	-5	** -0.10
Participated in two or more	6	-10	*** -0.32	-5	*** -0.19	-8	*** -0.27
<i>Senior</i>							
Service-Learning	52	-8	*** -0.16	-5	** -0.11	+1	0.01
Learning Community	20	-7	*** -0.17	-2	-0.04	-8	*** -0.20
Research with Faculty	24	-0	-0.01	+6	*** 0.14	-10	*** -0.21
Internship or Field Exp.	43	-8	*** -0.16	-2	-0.04	-18	*** -0.36
Study Abroad	8	-8	*** -0.24	-3	** -0.11	-16	*** -0.45
Culminating Senior Exp.	34	-13	*** -0.27	-2	-0.04	-10	*** -0.20
Participated in at least one	79	-8	*** -0.21	-3	* -0.08	-10	*** -0.29
Participated in two or more	51	-13	*** -0.27	-3	-0.05	-18	*** -0.38

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

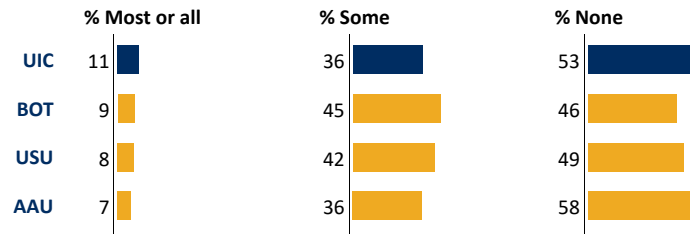
p* < .05, *p* < .01, ****p* < .001 (z- test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-Year Students

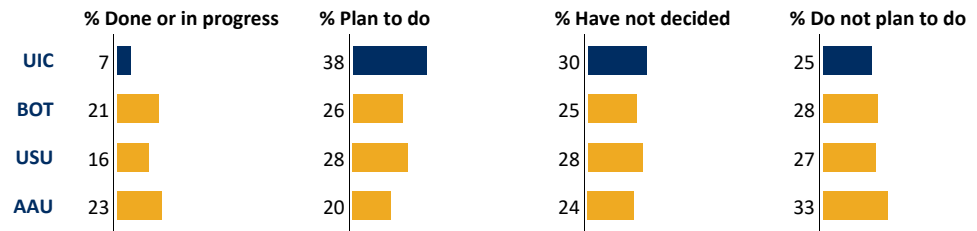
Service-Learning

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



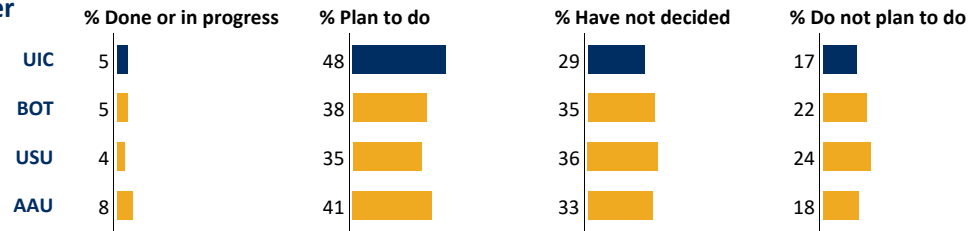
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



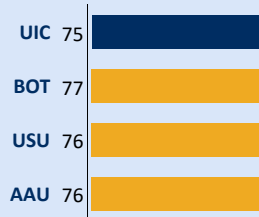
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

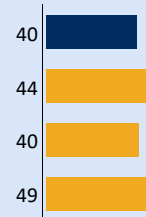
Internship or Field Experience

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



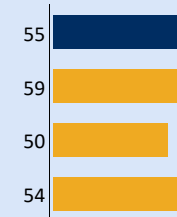
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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

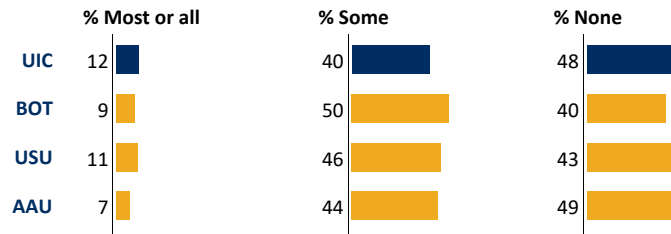


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Seniors

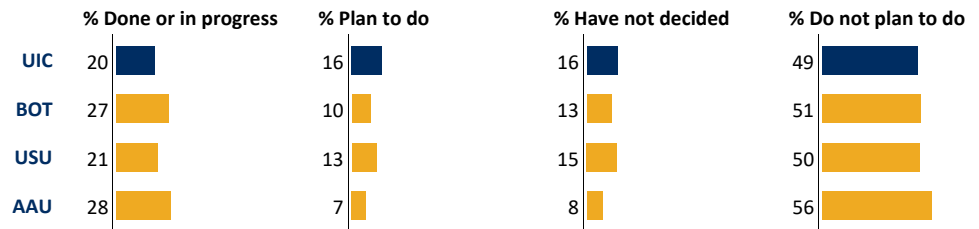
Service-Learning

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



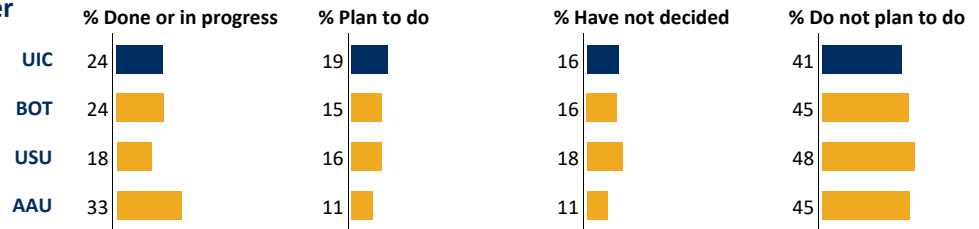
Learning Community

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



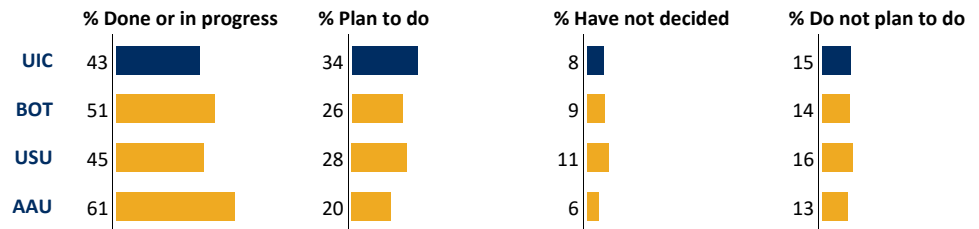
Research with a Faculty Member

Work with a faculty member on a research project.



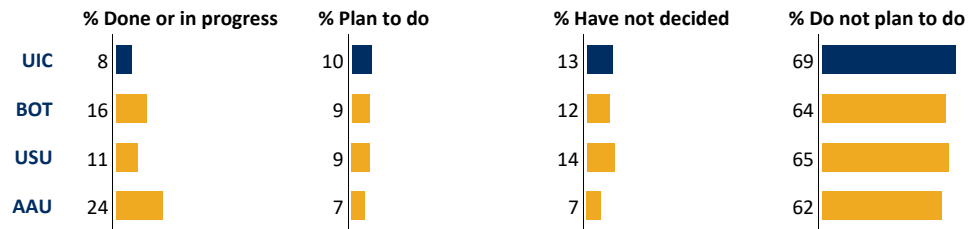
Internship or Field Experience

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



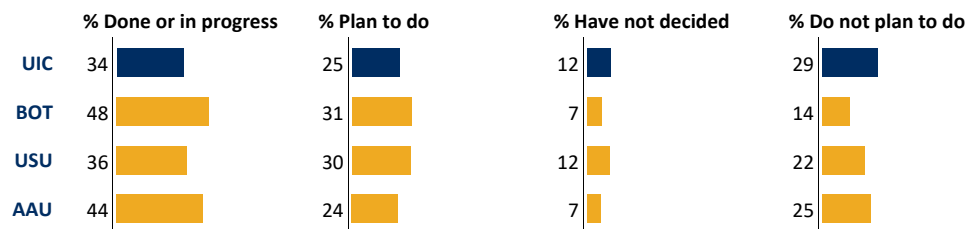
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

Participation in High-Impact Practices by Student Characteristics

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

	<i>First-year</i>			<i>Senior</i>					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	45	8	4	55	24	29	48	8	37
Male	50	5	7	48	15	19	38	8	32
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	41	6	6	59	19	28	42	7	36
Black or African American	54	16	2	62	26	37	56	10	41
Hispanic or Latino	46	4	5	52	24	25	45	8	35
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	42	9	3	45	18	25	45	8	38
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	69	12	8	76	24	14	41	14	21
Two or more races/ethnicities	35	11	6	50	29	18	43	7	21
Age									
Traditional (FY < 21, Seniors < 25)	46	7	5	55	24	27	48	10	37
Nontraditional (FY 21+, Seniors 25+)	69	8	0	42	12	17	33	4	30
First-generation^b									
Not first-generation	46	10	6	50	19	28	46	8	38
First-generation	48	4	4	54	22	22	43	9	32
Enrollment status^a									
Not full-time	80	10	10	29	9	17	32	7	29
Full-time	46	7	5	57	23	27	46	8	36
Residence									
Not on campus	48	5	4	53	20	23	44	8	34
On campus	46	12	6	51	33	39	50	11	42
Major category^c									
Arts & humanities	41	9	9	57	16	21	30	12	42
Biological sciences, agriculture, natural res.	37	10	8	47	27	47	39	10	33
Physical sciences, math, computer science	49	4	6	32	16	24	39	3	15
Social sciences	57	2	3	52	13	27	51	13	31
Business	58	12	4	62	21	9	36	10	47
Communications, media, public relations	55	0	0	—	—	—	—	—	—
Education	59	8	5	72	31	7	79	0	28
Engineering	45	9	5	40	22	28	51	6	47
Health professions	45	8	2	76	26	24	46	8	33
Social service professions	44	4	4	60	13	13	33	13	7
Undecided/undeclared	45	4	5	—	—	—	—	—	—
Overall	47	7	5	52	20	24	43	8	34

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

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

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



NSSE 2020
Multi-Year Report
University of Illinois at Chicago

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014										
2015	19%	+/- 3.8%	551	396	155	27%	+/- 2.5%	1,156	917	239
2016										
2017	19%	+/- 3.6%	605	489	116	22%	+/- 2.8%	972	778	194
2018										
2019										
2020	23%	+/- 2.8%	974	717	257	18%	+/- 3.0%	878	664	214

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	No
2016							
2017	Email	Census	Yes	Academic Advising	No	No	No
2018							
2019							
2020	Email	Census	Yes	Academic Advising	No	No	No

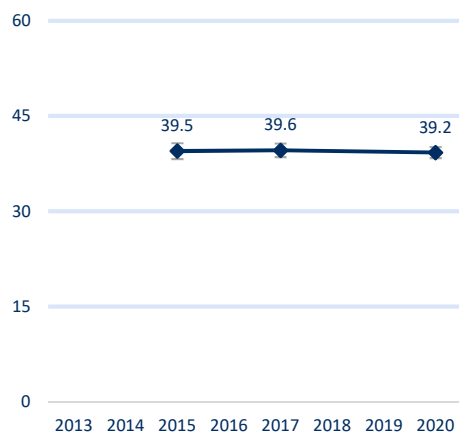
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

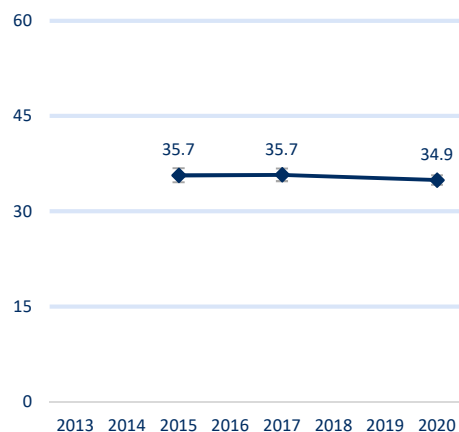
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

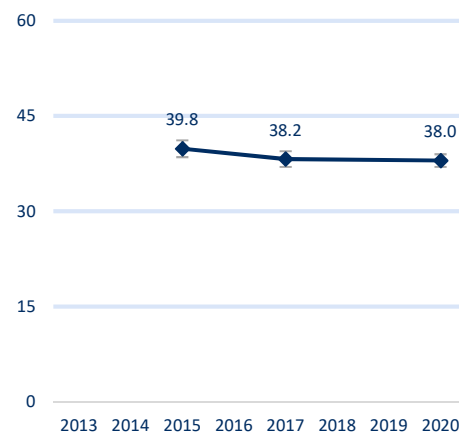
Higher-Order Learning



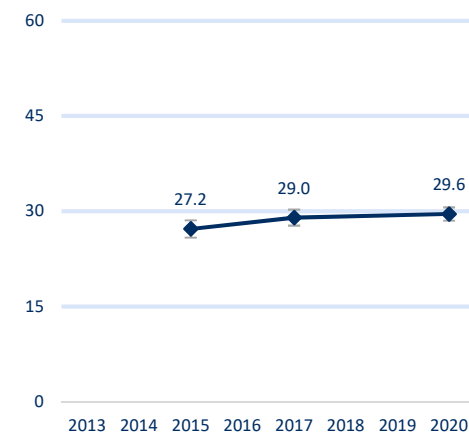
Reflective & Integrative Learning



Learning Strategies

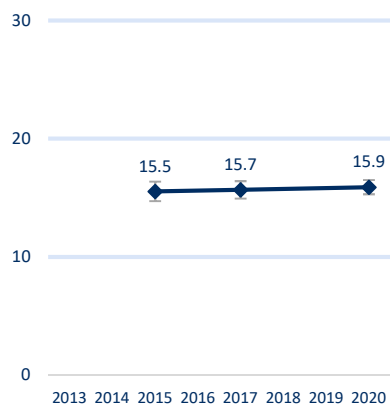


Quantitative Reasoning

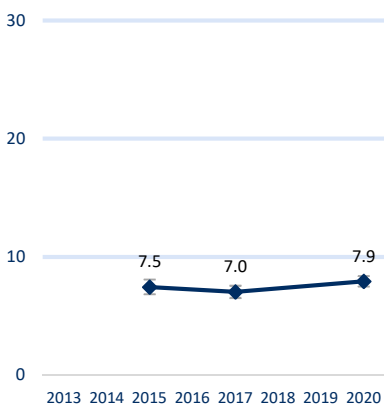


Academic Challenge (additional items): First-year students

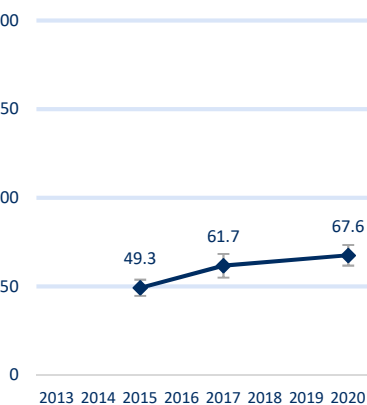
Preparing for Class (hrs/wk)



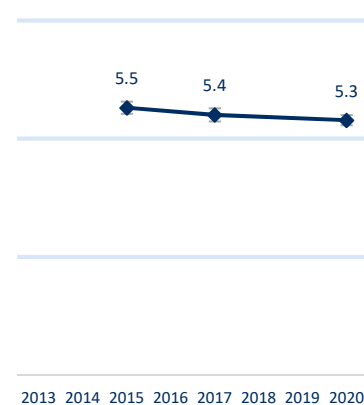
Course Reading (hrs/wk)^a



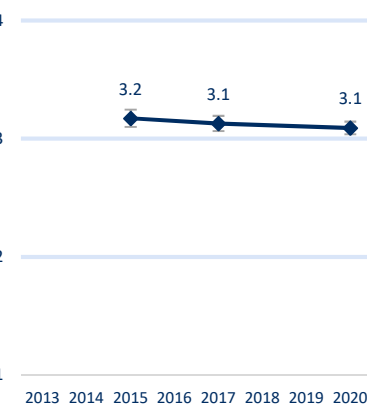
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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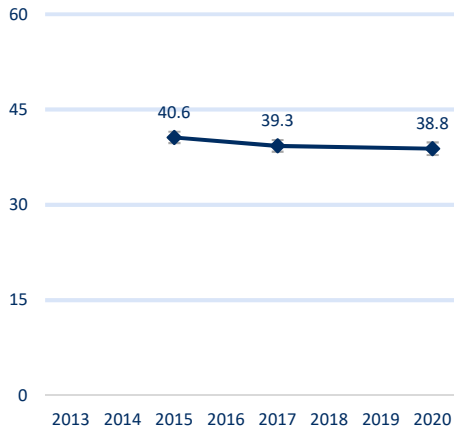
Engagement Results by Theme

University of Illinois at Chicago

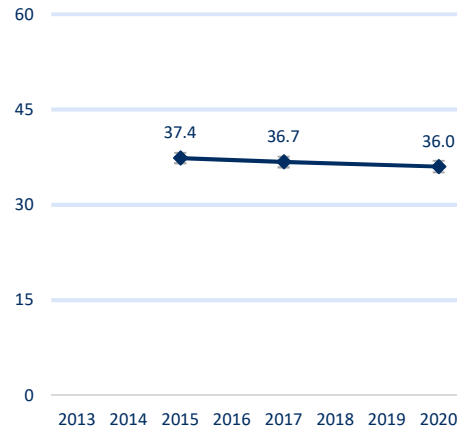
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

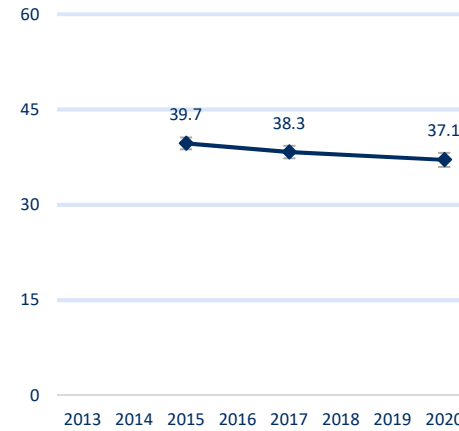
Higher-Order Learning



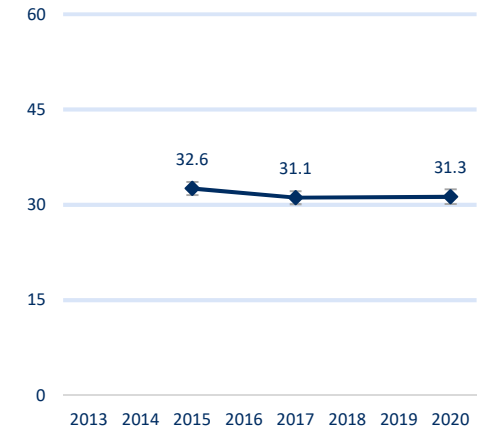
Reflective & Integrative Learning



Learning Strategies

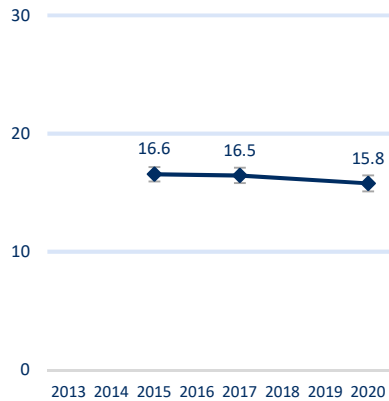


Quantitative Reasoning

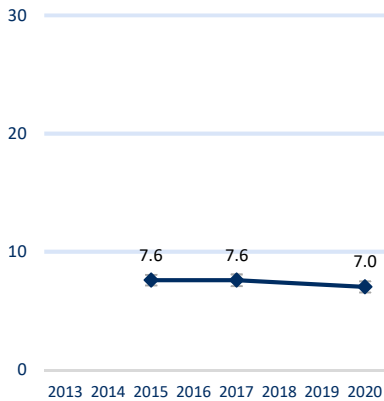


Academic Challenge (additional items): Seniors

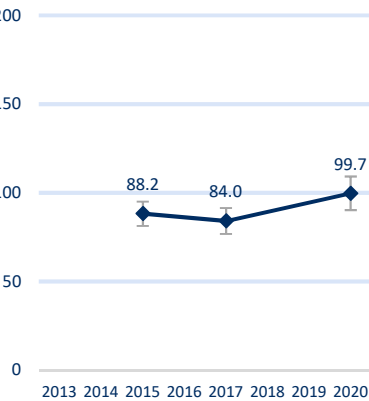
Preparing for Class (hrs/wk)



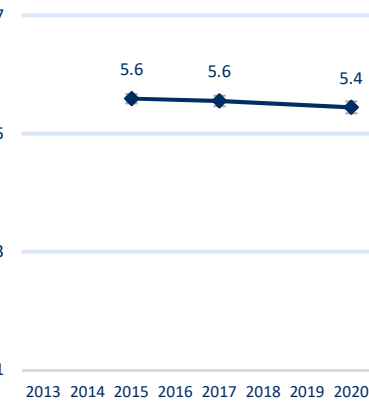
Course Reading (hrs/wk)^a



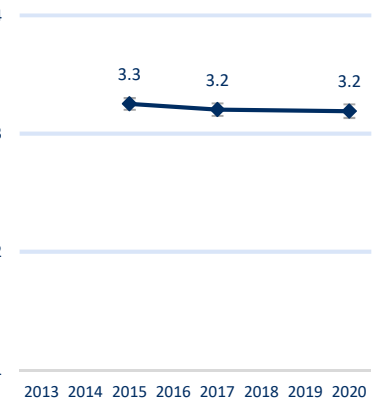
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

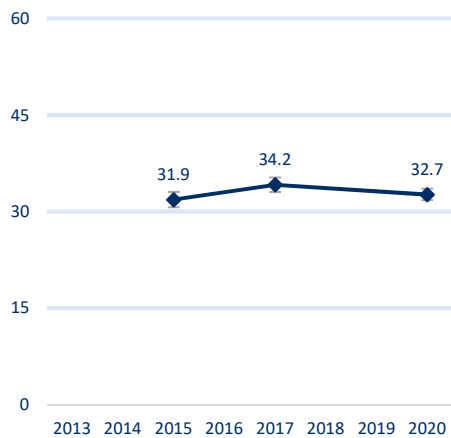
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

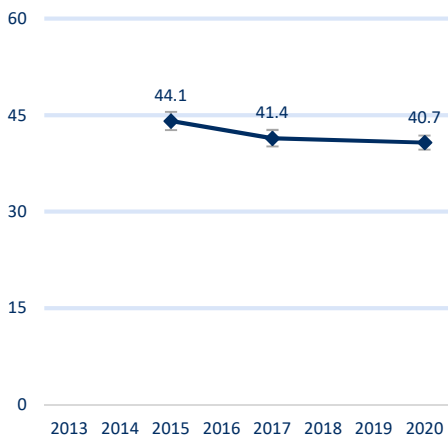
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

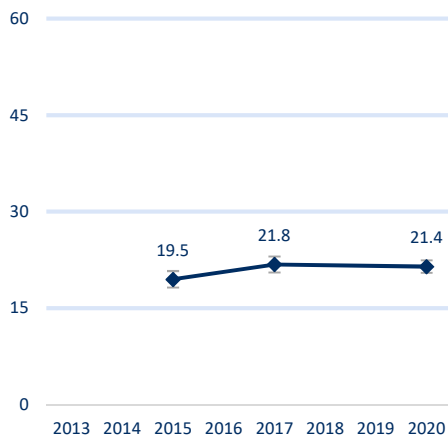


Discussions with Diverse Others

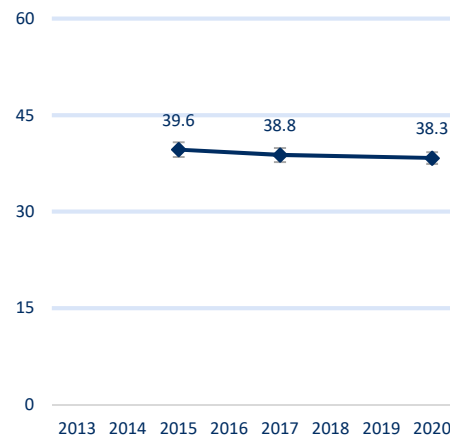


Experiences with Faculty: First-year students

Student-Faculty Interaction

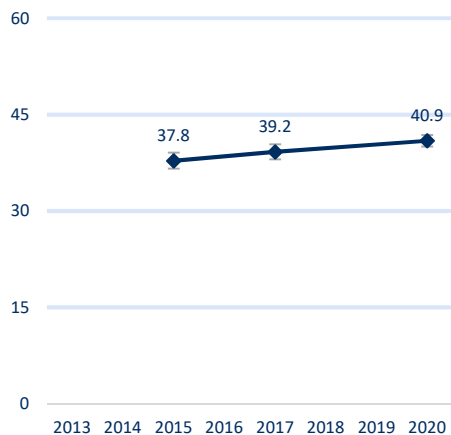


Effective Teaching Practices

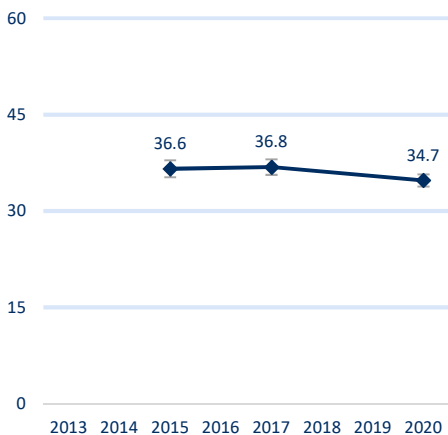


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2020 Multi-Year Report

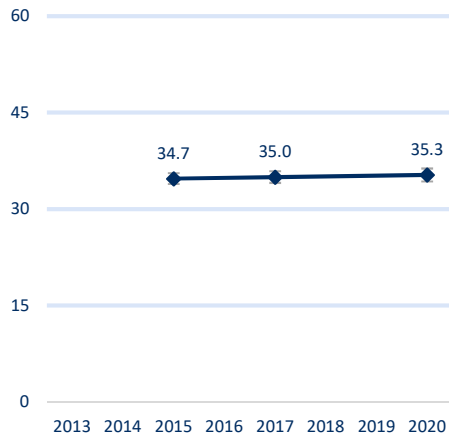
Engagement Results by Theme

University of Illinois at Chicago

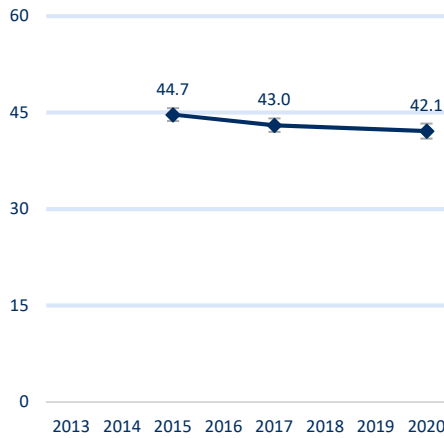
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

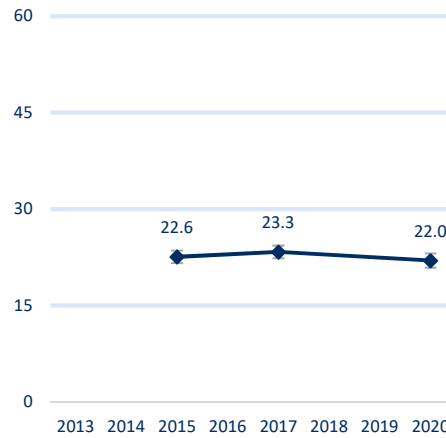


Discussions with Diverse Others

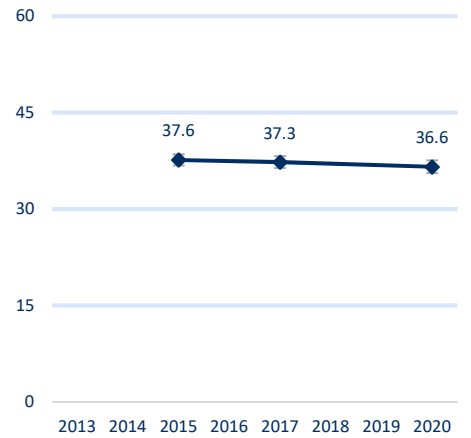


Experiences with Faculty: Seniors

Student-Faculty Interaction

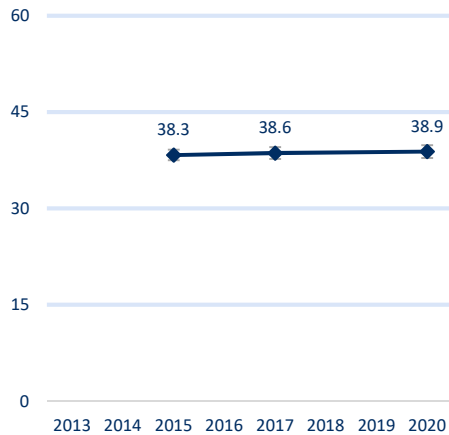


Effective Teaching Practices

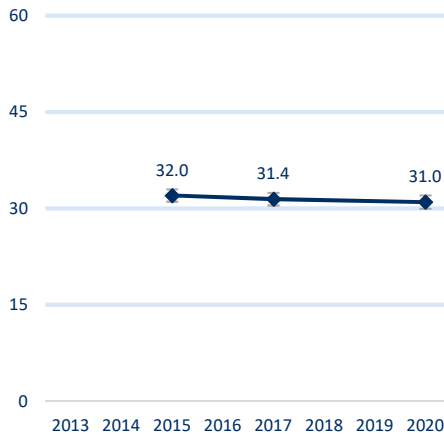


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

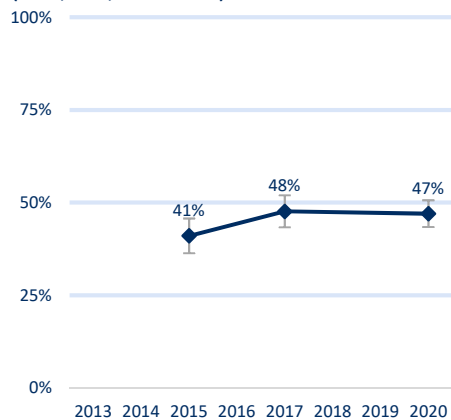


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

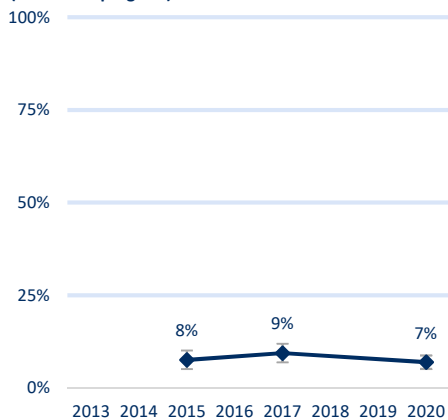
Service-Learning

(Some, most, or all courses)



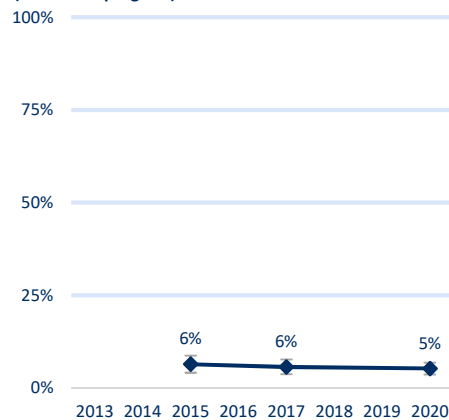
Learning Community

(Done or in progress)



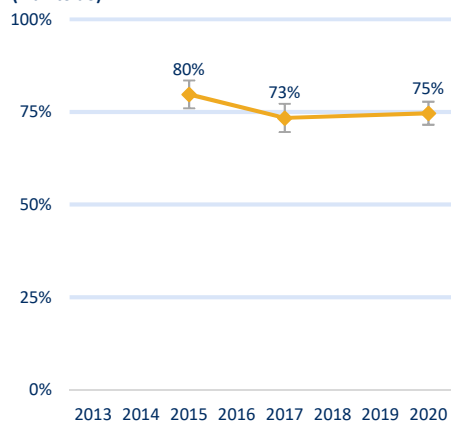
Research with Faculty

(Done or in progress)



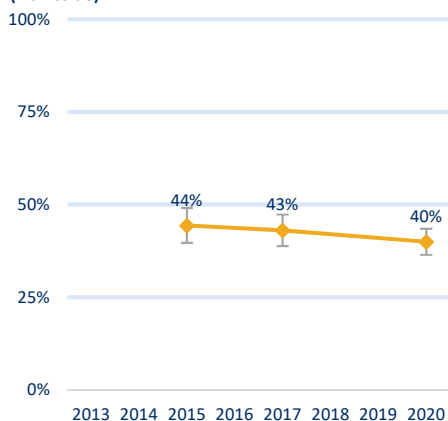
Internship/Field Experience

(Plan to do)



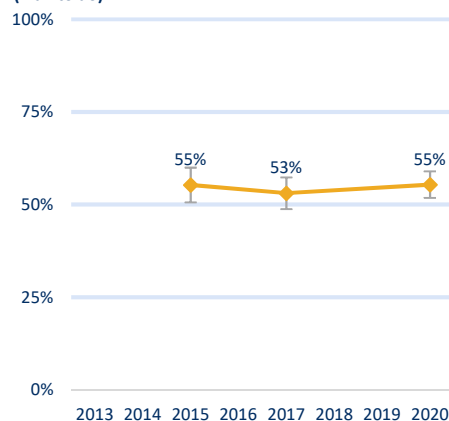
Study Abroad

(Plan to do)



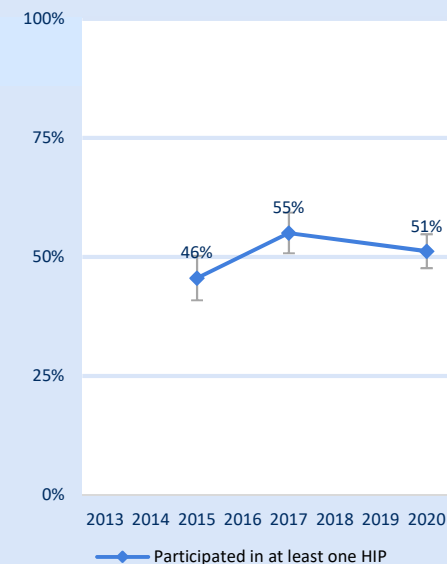
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



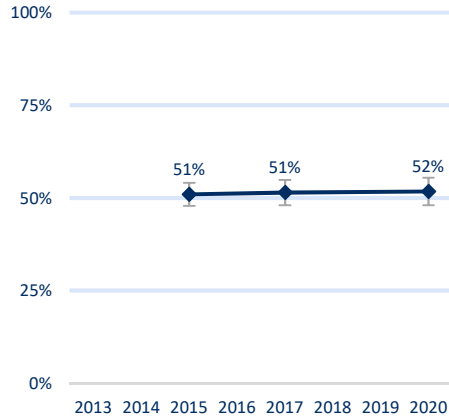
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

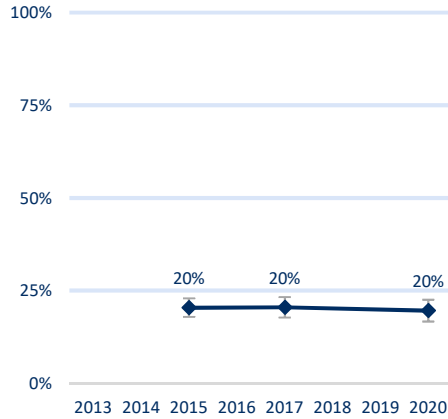
Service-Learning

(Some, most, or all courses)



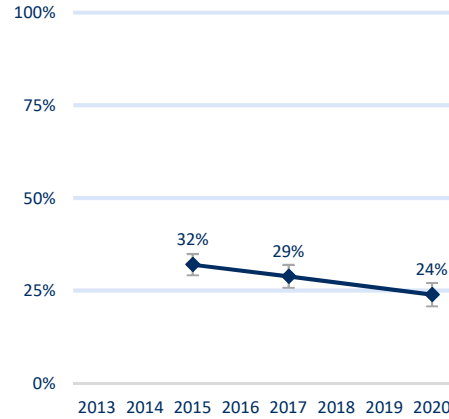
Learning Community

(Done or in progress)



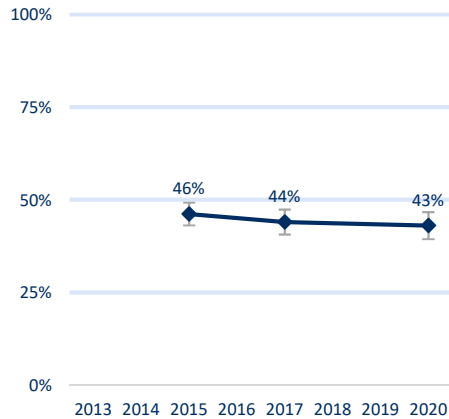
Research with Faculty

(Done or in progress)



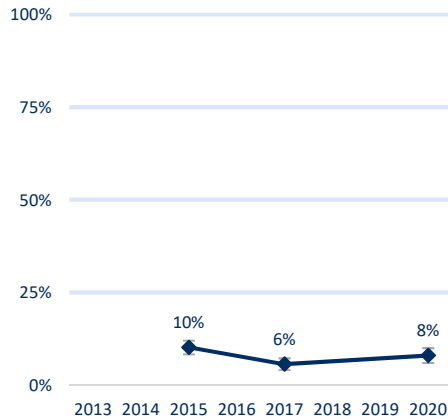
Internship/Field Experience

(Done or in progress)



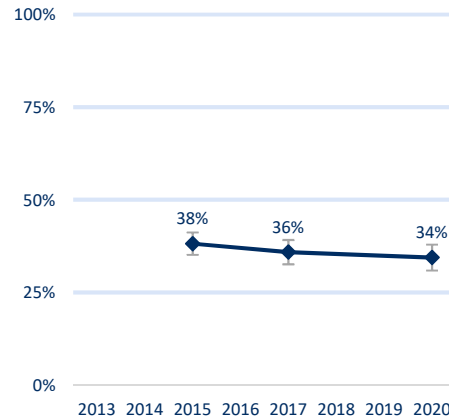
Study Abroad

(Done or in progress)



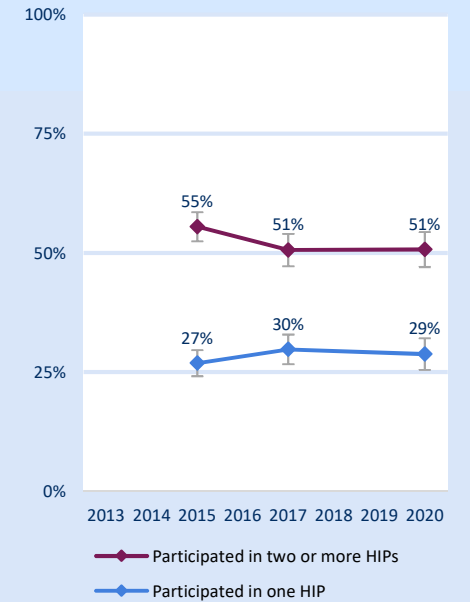
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Illinois at Chicago

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>			39.5		39.6			39.2			40.6		39.3			38.8
	<i>n</i>			455		560			816			1,033		911			740
	<i>SD</i>			13.5		13.0			12.8			14.6		14.3			13.7
	<i>SE</i>			.63		.55			.45			.45		.47			.50
	<i>CI upper bound</i>			40.7		40.7			40.1			41.5		40.2			39.8
	<i>CI lower bound</i>			38.2		38.5			38.4			39.7		38.4			37.9
Reflective & Integrative Learning	<i>Mean</i>			35.7		35.7			34.9			37.4		36.7			36.0
	<i>n</i>			482		572			887			1,080		938			791
	<i>SD</i>			12.4		12.1			11.7			13.7		13.1			13.1
	<i>SE</i>			.56		.50			.39			.42		.43			.46
	<i>CI upper bound</i>			36.8		36.7			35.7			38.2		37.6			36.9
	<i>CI lower bound</i>			34.6		34.7			34.1			36.6		35.9			35.1
Learning Strategies	<i>Mean</i>			39.8		38.2			38.0			39.7		38.3			37.1
	<i>n</i>			422		524			756			989		825			706
	<i>SD</i>			13.9		14.3			13.9			14.9		14.5			15.0
	<i>SE</i>			.67		.62			.51			.47		.50			.56
	<i>CI upper bound</i>			41.2		39.4			39.0			40.6		39.3			38.2
	<i>CI lower bound</i>			38.5		37.0			37.0			38.7		37.3			36.0
Quantitative Reasoning	<i>Mean</i>			27.2		29.0			29.6			32.6		31.1			31.3
	<i>n</i>			464		555			779			1,053		906			720
	<i>SD</i>			15.0		15.2			14.8			17.2		15.8			15.8
	<i>SE</i>			.70		.64			.53			.53		.52			.59
	<i>CI upper bound</i>			28.6		30.3			30.6			33.6		32.2			32.4
	<i>CI lower bound</i>			25.8		27.7			28.5			31.5		30.1			30.1
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>			15.5		15.7			15.9			16.6		16.5			15.8
	<i>n</i>			409		504			736			924		789			688
	<i>SD</i>			8.6		8.4			8.3			9.6		9.3			9.0
	<i>SE</i>			.42		.37			.31			.31		.33			.34
	<i>CI upper bound</i>			16.4		16.4			16.5			17.2		17.1			16.5
	<i>CI lower bound</i>			14.7		14.9			15.3			15.9		15.8			15.1
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>			7.5		7.0			7.9			7.6		7.6			7.0
	<i>n</i>			399		498			728			903		782			685
	<i>SD</i>			6.4		5.9			6.2			6.9		7.1			6.2
	<i>SE</i>			.32		.26			.23			.23		.25			.24
	<i>CI upper bound</i>			8.1		7.6			8.4			8.1		8.1			7.5
	<i>CI lower bound</i>			6.8		6.5			7.5			7.2		7.1			6.6

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Illinois at Chicago

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	<i>Mean</i>			49.3		61.7			67.6			88.2		84.0			99.7
Estimated number of pages calculated from three survey questions.	<i>n</i>			413		523			783			924		832			720
	<i>SD</i>			46.8		78.2			83.2			106.3		107.8			129.9
	<i>SE</i>			2.30		3.42			2.97			3.50		3.74			4.84
	<i>CI upper bound</i>			53.8		68.4			73.4			95.0		91.4			109.2
	<i>CI lower bound</i>			44.8		55.0			61.8			81.3		76.7			90.2
Course Challenge	<i>Mean</i>			5.5		5.4			5.3			5.6		5.6			5.4
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>			436		526			756			1,010		825			713
	<i>SD</i>			1.1		1.3			1.2			1.3		1.3			1.4
	<i>SE</i>			.05		.06			.04			.04		.05			.05
	<i>CI upper bound</i>			5.6		5.5			5.4			5.7		5.6			5.5
	<i>CI lower bound</i>			5.4		5.3			5.2			5.5		5.5			5.3
Academic Emphasis	<i>Mean</i>			3.2		3.1			3.1			3.3		3.2			3.2
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>			417		508			740			942		798			696
	<i>SD</i>			0.8		0.7			0.7			0.8		0.8			0.8
	<i>SE</i>			.04		.03			.03			.03		.03			.03
	<i>CI upper bound</i>			3.2		3.2			3.1			3.3		3.3			3.2
	<i>CI lower bound</i>			3.1		3.1			3.0			3.2		3.2			3.1
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>			31.9		34.2			32.7			34.7		35.0			35.3
	<i>n</i>			504		581			936			1,096		946			838
	<i>SD</i>			13.5		13.8			14.0			14.3		14.2			14.9
	<i>SE</i>			.60		.57			.46			.43		.46			.51
	<i>CI upper bound</i>			33.0		35.3			33.6			35.6		35.9			36.3
	<i>CI lower bound</i>			30.7		33.0			31.8			33.9		34.1			34.3
Discussions with Diverse Others	<i>Mean</i>			44.1		41.4			40.7			44.7		43.0			42.1
	<i>n</i>			434		525			770			1,000		832			710
	<i>SD</i>			15.2		15.0			15.5			16.1		15.4			16.0
	<i>SE</i>			.73		.66			.56			.51		.53			.60
	<i>CI upper bound</i>			45.5		42.7			41.8			45.7		44.1			43.3
	<i>CI lower bound</i>			42.7		40.1			39.6			43.7		42.0			41.0

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Illinois at Chicago

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>			19.5		21.8			21.4			22.6		23.3			22.0
	<i>n</i>			471		561			838			1,059		917			760
	<i>SD</i>			14.1		15.1			14.4			16.2		15.2			15.7
	<i>SE</i>			.65		.64			.50			.50		.50			.57
	<i>CI upper bound</i>			20.8		23.0			22.4			23.6		24.3			23.1
	<i>CI lower bound</i>			18.2		20.5			20.5			21.6		22.3			20.9
Effective Teaching Practices	<i>Mean</i>			39.6		38.8			38.3			37.6		37.3			36.6
	<i>n</i>			468		563			809			1,066		916			745
	<i>SD</i>			12.6		13.2			13.1			14.4		14.3			13.9
	<i>SE</i>			.58		.56			.46			.44		.47			.51
	<i>CI upper bound</i>			40.8		39.9			39.2			38.5		38.2			37.6
	<i>CI lower bound</i>			38.5		37.7			37.4			36.8		36.4			35.6
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>			37.8		39.2			40.9			38.3		38.6			38.9
	<i>n</i>			403		480			694			931		759			646
	<i>SD</i>			12.8		13.1			12.1			12.9		13.0			12.9
	<i>SE</i>			.64		.60			.46			.42		.47			.51
	<i>CI upper bound</i>			39.1		40.4			41.8			39.1		39.6			39.9
	<i>CI lower bound</i>			36.6		38.0			40.0			37.5		37.7			37.9
Supportive Environment	<i>Mean</i>			36.6		36.8			34.7			32.0		31.4			31.0
	<i>n</i>			414		503			732			931		789			691
	<i>SD</i>			13.7		13.8			13.1			15.0		14.0			14.1
	<i>SE</i>			.67		.62			.48			.49		.50			.54
	<i>CI upper bound</i>			37.9		38.0			35.7			33.0		32.4			32.0
	<i>CI lower bound</i>			35.3		35.6			33.8			31.1		30.5			29.9

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%			41		48			47			51		51		52	
	<i>n</i>			426		517			744			992		819		698	
	<i>SE</i>			2.4		2.2			1.8			1.6		1.7		1.9	
	<i>CI upper bound (%)</i>			46		52			51			54		55		55	
	<i>CI lower bound (%)</i>			36		43			43			48		48		48	
Learning Community^a	%			8		9			7			20		20		20	
	<i>n</i>			432		522			752			1,008		828		704	
	<i>SE</i>			1.3		1.3			0.9			1.3		1.4		1.5	
	<i>CI upper bound (%)</i>			10		12			9			23		23		23	
	<i>CI lower bound (%)</i>			5		7			5			18		18		17	
Research with Faculty^a	%			6		6			5			32		29		24	
	<i>n</i>			430		521			748			1,004		826		701	
	<i>SE</i>			1.2		1.0			0.8			1.5		1.6		1.6	
	<i>CI upper bound (%)</i>			9		8			7			35		32		27	
	<i>CI lower bound (%)</i>			4		4			4			29		26		21	
Internship or Field Experience^b	%			80		73			75			46		44		43	
	<i>n</i>			435		522			754			1,009		833		711	
	<i>SE</i>			1.9		1.9			1.6			1.6		1.7		1.9	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>			84		77			78			49		47		47	
	<i>CI lower bound (%)</i>			76		70			72			43		41		39	
Study Abroad^b	%			44		43			40			10		6		8	
	<i>n</i>			430		523			750			1,008		828		704	
	<i>SE</i>			2.4		2.2			1.8			1.0		0.8		1.0	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>			49		47			43			12		7		10	
	<i>CI lower bound (%)</i>			40		39			36			8		4		6	
Culminating Senior Experience^b	%			55		53			55			38		36		34	
	<i>n</i>			435		523			752			1,001		825		704	
	<i>SE</i>			2.4		2.2			1.8			1.5		1.7		1.8	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>			60		57			59			41		39		38	
	<i>CI lower bound (%)</i>			51		49			52			35		33		31	
Overall HIP Participation^c																	
Participated in one HIP	%			39		48			45			27		30		29	
	<i>n</i>			437		524			755			1,012		834		715	
	<i>SE</i>			2.3		2.2			1.8			1.4		1.6		1.7	
	<i>CI upper bound (%)</i>			43		52			48			30		33		32	
	<i>CI lower bound (%)</i>			34		44			41			24		27		25	
Participated in two or more HIPs	%			7		7			6			55		51		51	
	<i>n</i>			437		524			755			1,012		834		715	
	<i>SE</i>			1.2		1.1			0.9			1.6		1.7		1.9	
	<i>CI upper bound (%)</i>			9		9			8			59		54		54	
	<i>CI lower bound (%)</i>			5		5			5			52		47		47	

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.



NSSE 2020

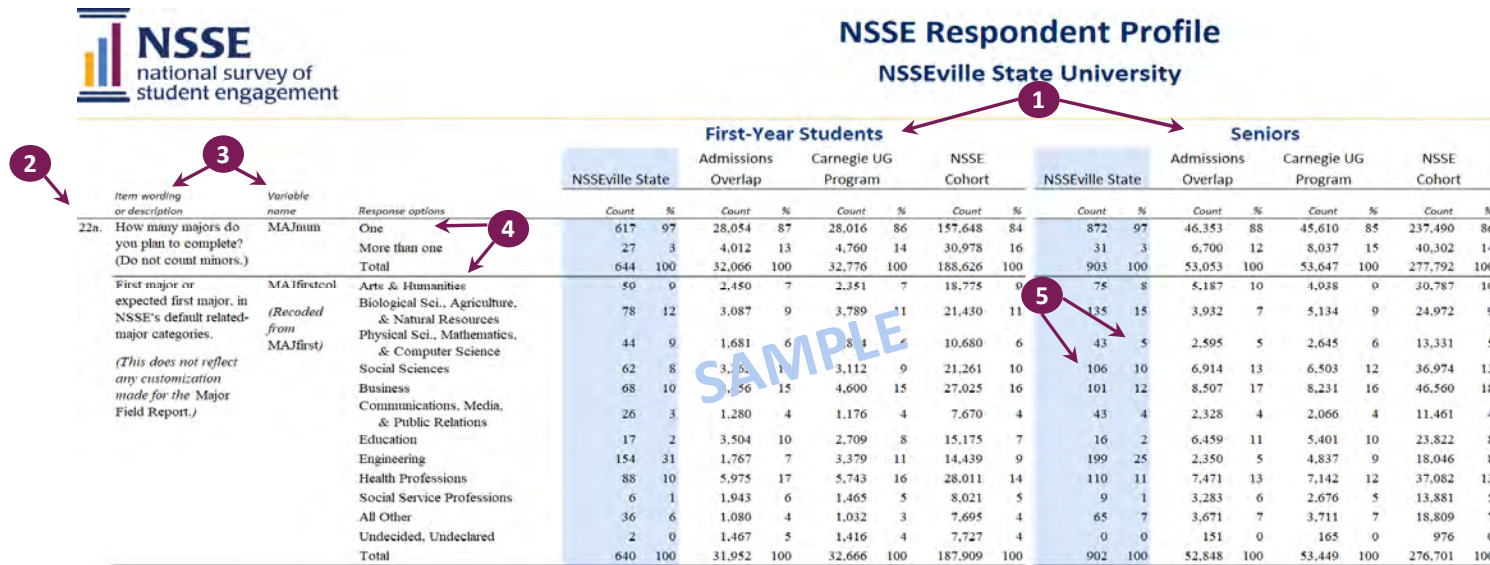
Respondent Profile

University of Illinois at Chicago

NSSE 2020 Respondent Profile

About This Report

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



NSSE Respondent Profile
NSSEville State University

Item wording or description	Variable name	Response options	First-Year Students						Seniors									
			NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
		More than one	27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
		Total	644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcd (Recorded from MAJfirst)	Arts & Humanities	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
		Biological Sci., Agriculture, & Natural Resources	78	12	3,087	9	3,789	11	21,430	11	135	15	3,932	7	5,134	9	24,972	9
		Physical Sci., Mathematics, & Computer Science	44	9	1,681	6	84	2	10,680	6	43	5	2,595	5	2,645	6	13,331	5
		Social Sciences	62	8	3,281	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
		Business	68	10	4,561	15	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
		Communications, Media, & Public Relations	26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
		Education	17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
		Engineering	154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
		Health Professions	88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
		Social Service Professions	6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
		All Other	36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
		Undecided, Undeclared	2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
Total	640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100		

- Class level:** As reported by your institution.
 - Item numbers:** Numbering corresponds to the survey facsimile available on the NSSE website.
 - Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
 - Response options:** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).
 - Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.
- Note: Column percentages are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			UIC		BOT		USU		AAU		UIC		BOT		USU		AAU		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	632	86	4,920	85	14,536	88	6,023	82	608	88	6,304	86	22,004	88	8,189	83	
		More than one	104	14	903	15	1,936	12	1,174	18	84	12	1,125	14	2,904	12	1,612	17	
		Total	736	100	5,823	100	16,472	100	7,197	100	692	100	7,429	100	24,908	100	9,801	100	
	First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	45	6	501	8	1,417	8	579	8	43	6	643	8	2,205	9	668	7
			Biological Sci., Agriculture, & Natural Resources	138	19	927	16	2,144	13	985	15	105	14	914	12	2,235	9	1,234	13
			Physical Sci., Mathematics, & Computer Science	70	10	403	8	1,239	9	615	12	59	10	468	7	1,387	7	726	10
			Social Sciences	87	11	603	10	1,716	10	724	10	80	11	884	11	2,847	11	930	11
			Business	84	12	758	13	2,448	16	991	13	89	13	946	13	3,936	16	1,277	12
			Communications, Media, & Public Relations	11	1	229	4	631	4	331	4	7	1	296	4	1,007	4	517	4
			Education	38	5	153	2	616	4	248	3	29	4	225	3	1,137	4	469	3
			Engineering	81	12	725	14	1,780	12	1,257	20	140	23	1,117	17	2,540	13	2,040	23
Health Professions			108	14	1,000	15	2,659	15	940	10	98	13	1,245	15	4,277	16	1,291	10	
Social Service Professions			28	4	200	3	736	4	128	1	15	2	323	4	1,373	5	213	2	
All Other			13	2	118	3	612	4	162	2	22	3	304	5	1,691	7	407	4	
Undecided, Undeclared	24	3	124	2	305	2	181	3	0	0	8	0	43	0	12	0			
Total	727	100	5,741	100	16,303	100	7,141	100	687	100	7,373	100	24,678	100	9,784	100			
Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	17	16	148	16	342	18	217	21	9	12	159	14	403	15	316	21	
		Biological Sci., Agriculture, & Natural Resources	3	3	49	6	93	5	78	6	3	5	78	8	144	6	133	8	
		Physical Sci., Mathematics, & Computer Science	8	8	74	9	149	9	115	15	8	10	100	10	169	7	179	14	
		Social Sciences	31	30	160	19	286	15	231	20	32	41	227	20	457	16	362	23	
		Business	15	16	204	23	415	23	197	14	10	12	216	20	574	22	218	14	
		Communications, Media, & Public Relations	1	1	21	2	65	3	53	4	1	2	27	3	67	2	56	3	
		Education	2	2	17	2	58	3	13	1	1	2	20	2	112	4	23	1	
		Engineering	1	1	29	4	86	6	36	4	0	0	60	6	82	4	59	4	
		Health Professions	5	5	55	6	123	6	58	4	5	6	94	9	346	11	97	4	
		Social Service Professions	12	11	54	7	120	6	47	4	6	7	43	4	147	5	49	3	
		All Other	3	3	28	4	54	3	47	5	3	3	34	4	152	6	54	3	
Undecided, Undeclared	2	2	17	2	39	2	31	3	0	0	9	1	46	2	26	2			
Total	100	100	856	100	1,830	100	1,123	100	78	100	1,067	100	2,699	100	1,572	100			
23. What is your class level?	class	Freshman/First-year	679	93	5,034	87	14,078	86	6,365	91	2	0	27	0	145	1	16	0	
		Sophomore	44	6	596	11	1,752	11	650	7	10	1	172	3	485	2	150	2	
		Junior	4	1	84	2	325	2	63	1	75	11	1,004	13	2,846	12	1,312	16	
		Senior	1	0	9	0	30	0	14	0	588	86	6,046	82	20,335	81	8,116	80	
		Unclassified	1	0	15	0	57	1	10	0	8	1	126	2	861	4	149	2	
		Total	729	100	5,738	100	16,242	100	7,102	100	683	100	7,375	100	24,672	100	9,743	100	

NSSE 2020 Respondent Profile

University of Illinois at Chicago

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
24a. How many courses are you taking for credit this current academic term?	coursenum	0	1	0	17	0	65	0	9	0	0	0	155	3	850	4	174	2
		1	1	0	26	1	65	1	14	0	12	2	243	3	983	4	280	2
		2	5	1	44	1	189	1	35	1	23	3	532	8	2,301	9	481	5
		3	17	3	98	2	383	3	220	4	61	9	764	11	3,188	13	717	8
		4	225	31	1,101	20	4,319	26	2,085	33	202	30	2,079	28	7,361	29	2,793	29
		5	341	45	2,337	39	7,222	44	2,895	40	195	28	2,118	28	5,771	23	3,176	32
		6	73	10	1,357	24	2,452	15	1,171	14	79	12	879	12	2,234	9	1,285	13
		7 or more	73	10	782	13	1,598	10	696	8	111	16	616	8	2,046	8	857	8
Total	736	100	5,762	100	16,293	100	7,125	100	683	100	7,386	100	24,734	100	9,763	100		
b. Of these, how many are taught mostly or entirely online (most or all interactions with instructors and students take place online)?	onlinenum20 <i>(Comparison data are limited to NSSE 2020.)</i>	0	577	80	2,840	49	5,418	46	2,343	60	481	71	3,145	42	7,552	42	2,673	56
		1	87	12	1,467	27	3,194	26	1,101	22	115	16	1,928	27	4,459	23	1,326	24
		2	27	4	625	12	1,870	14	360	7	36	5	1,010	14	2,903	15	517	9
		3	18	3	235	4	733	5	121	3	21	3	502	7	1,789	9	205	4
		4	6	1	175	3	566	4	120	4	11	2	375	5	1,308	6	130	3
		5	5	1	225	3	370	3	85	3	6	1	213	3	509	2	83	2
		6	2	0	93	1	91	1	23	1	2	0	80	1	227	1	34	1
		7 or more	6	1	57	1	75	1	27	1	10	1	93	1	329	2	37	1
Total	728	100	5,717	100	12,317	100	4,180	100	682	100	7,346	100	19,076	100	5,005	100		
Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum20.)	onlinecrscol20 <i>(Comparison data are limited to NSSE 2020.)</i>	No courses taken online	577	80	2,838	49	5,418	46	2,343	60	481	71	3,143	42	7,549	42	2,672	56
		Some courses taken online	131	17	2,367	44	5,834	46	1,605	31	167	24	3,092	43	7,300	38	1,978	35
		All courses taken online	20	3	510	7	1,064	8	230	9	34	5	1,106	15	4,217	20	353	9
		Total	728	100	5,715	100	12,316	100	4,178	100	682	100	7,341	100	19,066	100	5,003	100
25. What have most of your grades been up to now at this institution?	grades	C- or lower	13	2	98	2	257	2	110	1	4	1	31	0	112	0	37	0
		C	15	2	133	2	341	2	144	2	25	4	116	2	373	2	135	2
		C+	23	3	206	4	461	3	217	2	28	4	262	4	928	4	262	3
		B-	37	5	293	5	892	6	360	4	44	7	401	6	1,469	6	521	5
		B	134	19	801	13	2,448	15	1,036	14	155	22	1,224	17	4,265	17	1,590	16
		B+	113	15	930	16	2,965	18	1,177	16	103	15	1,257	18	4,624	19	1,697	17
		A-	151	21	1,209	21	3,701	23	1,627	23	95	14	1,434	20	4,855	20	2,316	23
		A	246	33	2,071	36	5,181	32	2,437	37	229	34	2,635	34	8,034	32	3,182	34
		Total	732	100	5,741	100	16,246	100	7,108	100	683	100	7,360	100	24,660	100	9,740	100
26. Did you begin college at this institution or elsewhere?	begincol	Started here	708	97	5,345	93	14,759	91	6,721	95	311	45	4,214	55	10,339	44	7,097	73
		Started elsewhere	17	3	360	7	1,423	9	374	5	369	55	3,109	45	14,174	56	2,629	27
		Total	725	100	5,705	100	16,182	100	7,095	100	680	100	7,323	100	24,513	100	9,726	100

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
27. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	10	2	114	2	301	2	83	1	27	4	349	5	1,607	6	252	3
	attend_com	Community or junior college	43	6	446	9	1,792	11	486	6	393	58	2,844	41	12,844	50	2,634	26
	attend_col	4-year college or university other than this one	66	10	469	8	1,396	9	528	7	174	26	1,806	24	7,126	29	1,927	20
	attend_none	None	608	82	4,634	80	12,500	77	5,901	85	198	28	3,205	42	7,305	31	5,506	57
	attend_other	Other	16	2	119	2	435	3	135	2	26	4	202	3	740	3	214	2
28. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	39	5	383	7	1,094	7	401	5	64	10	482	7	1,998	8	464	5
		Bachelor's degree (B.A., B.S., etc.)	244	34	1,704	30	5,664	36	2,398	32	226	35	2,305	32	8,456	35	3,322	32
		Master's degree (M.A., M.S., etc.)	218	30	1,985	34	5,580	34	2,509	36	220	31	2,684	37	9,092	37	3,626	38
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	229	31	1,639	28	3,834	23	1,766	27	173	24	1,875	24	5,061	21	2,320	26
		Total	730	100	5,711	100	16,172	100	7,074	100	683	100	7,346	100	24,607	100	9,732	100
29. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	119	16	178	3	1,124	7	229	3	102	15	277	4	2,038	8	258	3
		High school diploma or G.E.D.	151	21	697	12	2,706	17	756	10	151	23	1,131	16	4,985	20	1,005	10
		Attended college, but did not complete degree	62	9	480	8	1,546	9	464	6	60	8	620	9	2,520	10	638	6
		Associate's degree (A.A., A.S., etc.)	50	7	438	8	1,452	9	493	6	64	9	673	9	2,440	10	702	7
		Bachelor's degree (B.A., B.S., etc.)	170	24	1,843	33	4,936	31	2,386	33	170	25	2,229	31	6,875	28	3,421	33
		Master's degree (M.A., M.S., etc.)	127	18	1,457	25	3,261	21	1,897	28	94	14	1,675	22	4,124	17	2,535	27
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	47	7	595	10	1,103	7	836	14	39	6	710	9	1,532	7	1,149	14
		Total	726	100	5,688	100	16,128	100	7,061	100	680	100	7,315	100	24,514	100	9,708	100
First-generation status (Neither parent holds a bachelor's degree.)	firstgen (Recorded from parented.)	Not first-generation	344	48	3,895	69	9,300	59	5,119	76	303	45	4,614	62	12,531	53	7,105	74
		First-generation	382	52	1,793	31	6,828	41	1,942	24	377	55	2,701	38	11,983	47	2,603	26
		Total	726	100	5,688	100	16,128	100	7,061	100	680	100	7,315	100	24,514	100	9,708	100
30. What is your gender identity?	genderid	Man	238	42	1,918	44	5,709	45	2,830	49	240	47	2,557	44	8,710	45	3,976	51
		Woman	481	57	3,684	54	10,142	53	4,114	49	425	50	4,575	53	15,251	53	5,537	47
		Another gender identity	6	1	48	1	150	1	59	1	5	1	98	1	243	1	103	1
		I prefer not to respond	6	1	57	1	175	1	74	1	12	2	109	2	366	1	104	1
		Total	731	100	5,707	100	16,176	100	7,077	100	682	100	7,339	100	24,570	100	9,720	100
31. Enter your year of birth (e.g., 1994):	agecat (Recorded from the information entered in birthyear.)	19 or younger	696	97	5,365	94	15,055	93	6,697	96	6	1	182	3	346	2	124	2
		20-23	15	2	239	5	731	5	306	4	484	71	5,143	68	14,489	60	8,253	84
		24-29	3	0	27	1	105	1	20	0	120	19	1,041	15	5,121	21	821	9
		30-39	1	0	13	0	71	1	4	0	42	7	519	8	2,516	11	327	4
		40-55	2	0	14	0	44	0	4	0	14	2	329	5	1,505	6	124	1
		Over 55	0	0	2	0	12	0	3	0	2	0	44	1	276	1	19	0
Total	717	100	5,660	100	16,018	100	7,034	100	668	100	7,258	100	24,253	100	9,668	100		

NSSE 2020 Respondent Profile

University of Illinois at Chicago

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
32a. Are you an international student? [If answered "yes"] Country of citizenship, collapsed into regions by NSSE. Responses to <i>country</i> are in the data file.	internat	No	658	90	5,440	95	15,566	96	6,661	93	652	96	6,958	95	23,406	95	9,201	94
		Yes	70	10	254	5	573	4	406	7	27	4	355	5	1,046	5	496	6
		Total	728	100	5,694	100	16,139	100	7,067	100	679	100	7,313	100	24,452	100	9,697	100
	countrycol (Recoded from country.)	Africa Sub-Saharan	1	2	12	4	35	8	9	2	1	5	22	6	72	7	13	2
		Asia	47	81	132	61	258	55	262	82	14	57	186	57	429	51	362	84
		Canada	1	1	5	3	12	2	13	3	0	0	9	2	20	2	7	1
		Europe	5	9	23	9	55	11	22	5	4	14	28	9	63	7	23	6
		Latin America and Caribbean	3	5	31	16	83	16	28	6	2	10	55	18	192	21	23	4
		Middle East and North Africa	1	1	12	6	35	8	11	3	2	8	24	7	100	11	18	2
		Oceania	0	0	2	0	4	1	1	1	1	5	2	1	4	0	3	1
Unknown region/uncoded	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
Total	58	100	217	100	483	100	346	100	24	100	326	100	880	100	449	100		
33. How would you describe yourself? (Select all that apply.)	re_amin re_asian re_black re_latino re_mena re_pacific re_white re_another re_pnr	American Indian or Alaska Native	7	1	95	2	285	2	112	1	13	2	102	1	372	2	120	1
		Asian	227	31	780	15	2,680	16	1,050	19	185	27	855	12	3,170	13	1,259	17
		Black or African American	50	7	624	11	2,260	15	416	5	43	6	797	11	3,123	13	421	4
		Hispanic or Latina/o	252	35	567	11	3,572	21	568	8	201	29	707	10	5,567	22	501	5
		Middle Eastern or N. African	34	5	118	2	405	3	91	1	30	5	150	2	574	2	131	1
		Native Hawaiian/Other Pac. Islander	6	1	52	1	131	1	52	1	3	1	52	1	172	1	52	1
		White	176	24	3,993	69	8,771	55	5,362	73	249	37	5,099	69	13,360	55	7,669	76
		Another race or ethnicity	15	2	64	1	198	1	68	1	14	2	96	1	395	2	81	1
	I prefer not to respond	24	4	119	2	291	2	114	2	24	4	170	3	738	3	192	2	
	Racial or ethnic identification	re_all19 (Items re_amin to re_pnr recoded where each student is represented only once)	American Indian or Alaska Native	3	1	12	0	37	0	21	0	2	0	27	0	76	0	28
Asian			206	28	595	11	2,197	13	823	15	157	23	700	10	2,666	11	1,037	14
Black or African American			34	5	444	8	1,695	11	279	3	28	4	624	8	2,523	10	303	3
Hispanic or Latina/o			217	30	288	5	2,306	13	301	4	169	24	422	6	4,016	16	259	3
Middle Eastern or N. African			25	4	75	1	246	2	44	1	25	4	95	1	367	2	83	1
Native Hawaiian/Other Pac. Islander			1	0	12	0	27	0	5	0	1	0	15	0	35	0	15	0
White			134	18	3,486	59	7,048	44	4,772	64	200	30	4,591	62	11,264	47	7,091	69
Another race or ethnicity			10	2	26	0	78	0	32	1	9	1	45	1	191	1	44	0
Multiracial			66	9	634	11	2,186	13	665	10	64	9	621	9	2,601	10	638	7
I prefer not to respond			24	4	119	2	291	2	114	2	24	4	170	3	738	3	192	2
Total	720	100	5,691	100	16,111	100	7,056	100	679	100	7,310	100	24,477	100	9,690	100		
34. Are you a member of a social fraternity or sorority?	greek	No	692	95	4,923	89	15,053	93	5,898	86	636	94	6,399	89	22,563	92	7,921	85
		Yes	33	5	777	11	1,089	7	1,178	14	44	6	928	11	1,932	8	1,788	15
		Total	725	100	5,700	100	16,142	100	7,076	100	680	100	7,327	100	24,495	100	9,709	100

NSSE 2020 Respondent Profile

University of Illinois at Chicago

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
35. Which of the following best describes where you are living while attending college?	living18	Campus housing (other than a fraternity or sorority house)	252	35	3,845	65	9,215	58	5,546	81	62	9	716	9	1,430	6	1,062	10
		Fraternity or sorority house	1	0	58	1	81	1	178	2	3	0	89	1	195	1	314	3
		House, apartment, or other residence <i>within walking distance</i> to campus	46	6	491	9	1,360	8	416	6	82	12	2,715	35	5,757	25	4,319	53
		House, apartment, or other residence <i>farther than walk. dist.</i> to campus	406	56	1,227	24	5,198	32	858	10	516	76	3,515	50	15,272	61	3,880	32
		Not applicable: No campus, entirely online program, etc.	12	2	32	1	149	1	21	0	14	2	256	4	1,671	6	101	1
		Not applicable: Homeless or in transition	2	0	23	0	54	0	22	0	2	0	25	0	102	0	19	0
		Total	719	100	5,676	100	16,057	100	7,041	100	679	100	7,316	100	24,427	100	9,695	100
36. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	697	97	5,424	96	15,597	97	6,800	97	654	97	7,154	98	24,014	98	9,490	98
		Yes	19	3	250	4	486	3	245	3	22	3	155	2	424	2	211	2
		Total	716	100	5,674	100	16,083	100	7,045	100	676	100	7,309	100	24,438	100	9,701	100
37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	718	99	5,608	99	15,892	99	6,953	99	656	96	7,009	95	23,370	95	9,417	97
		Yes	6	1	67	1	191	1	83	1	22	4	292	5	1,058	5	266	3
		Total	724	100	5,675	100	16,083	100	7,036	100	678	100	7,301	100	24,428	100	9,683	100
38a. Have you been diagnosed with any disability or impairment?	disability	No	638	88	4,731	83	13,742	85	6,014	85	577	86	6,008	82	20,550	84	8,147	83
		Yes	50	7	761	13	1,806	11	835	12	61	9	1,062	14	3,047	13	1,296	14
		I prefer not to respond	33	5	196	4	579	4	202	3	38	6	257	4	881	4	258	3
		Total	721	100	5,688	100	16,127	100	7,051	100	676	100	7,327	100	24,478	100	9,701	100
b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)	dis_sense	A sensory impairment (vision or hearing)	7	14	81	12	217	13	102	13	6	12	110	11	335	11	118	9
	dis_mobility	A mobility impairment	2	5	42	6	82	5	44	5	4	7	75	7	294	10	77	6
	dis_learning	A learning disability (e.g., ADHD, dyslexia)	21	46	294	39	694	40	288	33	29	47	422	41	1,184	40	461	34
	dis_mental	A mental health disorder	22	40	428	54	1,017	54	470	56	34	53	615	56	1,604	52	811	64
	dis_other	A disability or impairment not listed above	9	19	144	19	267	15	136	18	5	9	203	20	601	20	182	14
Disability or impairment	disability_all	A sensory impairment	4	1	46	1	138	1	60	1	2	0	44	1	145	1	58	1
		A mobility impairment	0	0	28	1	44	0	26	0	1	0	25	0	117	0	32	0
	dis_sense to	A learning disability	14	2	149	3	374	2	169	2	18	2	222	3	672	3	252	3
	dis_other	A mental health disorder	16	2	255	4	651	4	310	4	22	3	374	5	956	4	553	6
		A disability or impairment not listed	7	1	76	1	155	1	83	1	2	0	108	2	328	1	106	1
	recoded where each student is represented	More than one disability or impairment	9	1	204	3	430	3	181	3	16	2	286	4	808	3	294	3
	only once.)	No disability or impairment	638	88	4,731	84	13,742	85	6,014	85	577	86	6,008	82	20,550	84	8,147	83
	Prefer not to respond	33	5	196	4	579	4	202	3	38	6	257	4	881	4	258	3	
	Total	721	100	5,685	100	16,113	100	7,045	100	676	100	7,324	100	24,457	100	9,700	100	

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	UIC		BOT		USU		AAU		UIC		BOT		USU		AAU	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
39. Which of the following best describes your sexual orientation?	sexorient17	Straight (heterosexual)	573	80	4,625	82	12,886	81	5,824	81	536	80	5,834	80	19,833	82	8,073	82
		Bisexual	65	9	457	8	1,404	8	526	8	58	8	596	7	1,694	6	648	7
		Gay	9	1	96	2	272	2	130	3	16	3	160	3	539	3	206	3
		Lesbian	9	1	89	1	222	1	85	1	8	1	96	1	306	1	104	1
		Queer	10	1	54	1	153	1	75	1	8	1	104	1	317	1	121	1
		Questioning or unsure	10	1	102	2	307	2	137	2	9	1	111	1	247	1	132	1
		Another sexual orientation	9	1	75	1	234	1	82	1	9	1	107	1	317	1	108	1
		I prefer not to respond	38	5	191	3	644	4	196	3	31	5	322	5	1,241	5	309	4
Total			723	100	5,689	100	16,122	100	7,055	100	675	100	7,330	100	24,494	100	9,701	100
Institution-reported information (Variables provided by your institution in your NSSE population file.)																		
Institution-reported: Sex	IRsex19	Female	633	55	4,939	54	13,405	54	5,246	49	547	50	5,804	53	19,285	54	6,663	47
		Male	341	45	2,661	46	7,466	46	3,698	51	331	50	3,331	47	11,004	46	4,975	53
		Another	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0
		Unknown	0	0	0	0	1	0	0	0	0	0	9	0	13	0	0	0
		Total			974	100	7,602	100	20,872	100	8,944	100	878	100	9,145	100	30,302	100
Institution-reported: Race or ethnicity	IRrace	American Indian or Alaska Native	0	0	12	0	20	0	18	0	1	0	19	0	61	0	32	0
		Asian	254	26	472	8	2,271	11	723	10	196	22	500	7	2,354	9	863	10
		Black or African American	59	6	530	8	2,344	14	415	4	47	5	606	8	3,198	12	425	3
		Hispanic or Latino	311	31	612	10	3,889	19	639	8	255	28	722	10	5,893	21	518	5
		Native Hawaiian/Other Pac. Islander	0	0	3	0	8	0	4	0	1	0	10	0	19	0	6	0
		White	211	22	4,193	62	8,665	46	5,907	63	287	34	4,817	62	12,753	48	8,340	68
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Foreign or nonresident	106	12	296	5	665	4	518	7	36	4	365	5	1,129	5	627	7
		Two or more races/ethnicities	23	2	294	4	997	5	498	5	38	5	273	4	1,155	4	487	4
Total			974	100	6,542	100	19,069	100	8,944	100	878	100	7,569	100	27,031	100	11,638	100
Institution-reported: Class level	IRclass	Freshman/First-year	974	100	7,602	100	20,872	100	8,944	100	0	0	0	0	0	0	0	0
		Sophomore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Junior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	878	100	9,145	100	30,302	100	11,638	100
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total			974	100	7,602	100	20,872	100	8,944	100	878	100	9,145	100	30,302	100
Institution-reported: First-time first-year (FTFY) student	IRftfy	Not first-time first-year	34	4	2,266	20	2,565	12	1,022	7	878	100	9,144	100	29,976	99	11,637	100
		First-time first-year	940	96	5,336	80	18,307	88	7,922	93	0	0	1	0	326	1	1	0
		Total			974	100	7,602	100	20,872	100	878	100	9,145	100	30,302	100	11,638	100
Institution-reported: Enrollment status	IREnrollment	Not full-time	11	1	114	2	765	5	106	1	128	15	1,663	21	7,098	26	1,022	10
		Full-time	963	99	7,488	98	20,107	95	8,838	99	750	85	7,482	79	23,204	74	10,616	90
		Total			974	100	7,602	100	20,872	100	878	100	9,145	100	30,302	100	11,638	100

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



NSSE 2020

Selected Comparison Groups

University of Illinois at Chicago

Comparison Groups

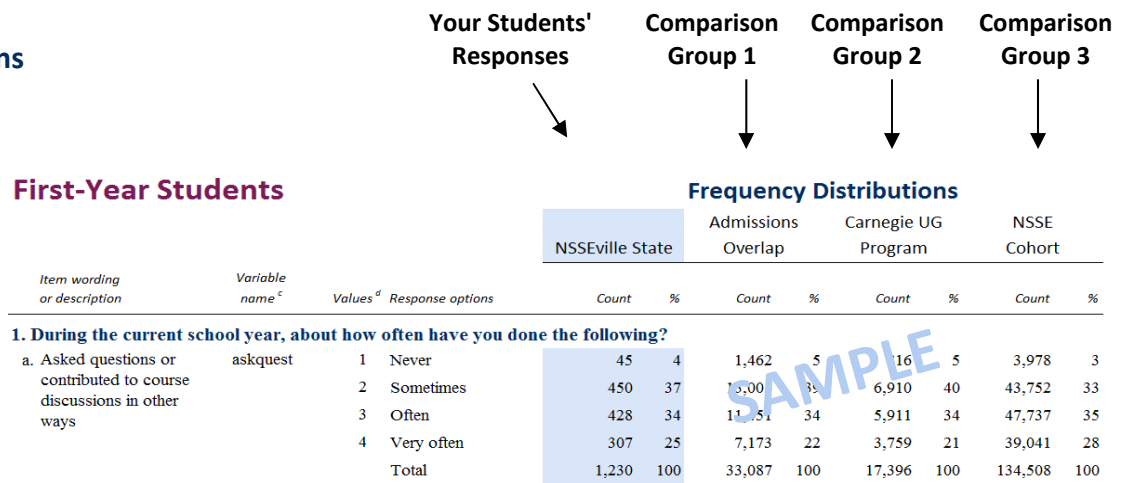
The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via a form on the Institution Interface. This report summarizes how your comparison groups were constructed and lists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

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2019 and 2020 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that chose not to customize received default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of Topical Modules or through consortium participation were also invited to customize comparison groups for those reports. The default for those groups was all other 2019 and 2020 institutions where the questions were administered. Comparison group details for Topical Module and consortium reports are documented separately in those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "Admissions Overlap," "Carnegie UG Program," and "NSSE Cohort."



Reading This Report

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

Comparison Group Name
The name assigned to the comparison group is listed here.

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

Institution List
The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2019 participants are identified with an asterisk.

Comparison Group 1: Admissions Overlap
This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted: 5/29/2020

How was this comparison group constructed? Your institution customized this comparison group by selecting from the list of all NSSE participants.

Group description (as provided by your institution): All other current- and prior-year participants with the same Carnegie Classification and sector in our region.

Admissions Overlap (N=20)

- Albertus Magnus College (New Haven, CT)*
- American International College (Springfield, MA)
- Anna Maria College (Faxon, MA)
- Bryant University (Smithfield, RI)
- Christy College (Shawingon, VT)*
- College of Our Lady of the Elms (Chicopee, MA)
- Cary College (Elton, MA)*
- Franklin Pierce University (Rindge, NH)

a. The default groups are:
 Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2019 and 2020 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2019 (if applicable) and 2020 consortium members.
 Comparison Group 2: All other 2019 and 2020 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)
 Comparison Group 3: All other 2019 and 2020 U.S. NSSE institutions (2019 and 2020 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: BOT

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

Date submitted	6/4/20
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.
Group description (as provided by your institution)	Board of Trustees Peer Group

BOT (N=7)

- University at Buffalo, State University of New York (Buffalo, NY)
- University of Alabama at Birmingham (Birmingham, AL)
- University of Cincinnati (Cincinnati, OH)
- University of Kentucky (Lexington, KY)
- University of South Florida (Tampa, FL)
- University of Utah (Salt Lake City, UT)
- Virginia Commonwealth University (Richmond, VA)

Comparison Group 2: USU

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

Date submitted	6/4/20
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.
Group description (as provided by your institution)	Urban Serving Universities

USU (N=22)

California State University, Fresno (Fresno, CA)
 Cleveland State University (Cleveland, OH)
 Florida International University (Miami, FL)
 Georgia State University (Atlanta, GA)
 Morgan State University (Baltimore, MD)
 Ohio State University, The (Columbus, OH)*
 Temple University (Philadelphia, PA)*
 University at Albany, SUNY, The (Albany, NY)
 University of Alabama at Birmingham (Birmingham, AL)
 University of Central Florida (Orlando, FL)
 University of Cincinnati (Cincinnati, OH)
 University of Houston (Houston, TX)
 University of Massachusetts Boston (Boston, MA)
 University of New Orleans, The (New Orleans, LA)*
 University of North Carolina at Charlotte (Charlotte, NC)
 University of North Texas (Denton, TX)*
 University of Texas at Arlington, The (Arlington, TX)
 University of Texas at San Antonio, The (San Antonio, TX)
 University of Toledo (Toledo, OH)*
 University of Wisconsin-Milwaukee (Milwaukee, WI)
 Virginia Commonwealth University (Richmond, VA)
 Wayne State University (Detroit, MI)

*2019 participant

Comparison Group 3: AAU

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

Date submitted	6/4/20
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.
Group description (as provided by your institution)	Association of American Universities (AAU) aspirational group

AAU (N=9)

- Georgia Institute of Technology (Atlanta, GA)
- Iowa State University (Ames, IA)
- Ohio State University, The (Columbus, OH)*
- University at Buffalo, State University of New York (Buffalo, NY)
- University of Illinois at Urbana-Champaign (Champaign, IL)*
- University of Missouri (Columbia, MO)*
- University of Oregon (Eugene, OR)*
- University of Utah (Salt Lake City, UT)
- University of Wisconsin--Madison (Madison, WI)

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

BOT

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2020 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

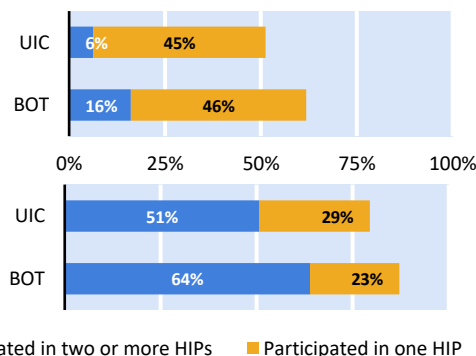
<i>Theme</i>	<i>Engagement Indicator</i>	Your students compared with BOT	
		<i>First-year</i>	<i>Senior</i>
<i>Academic Challenge</i>	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	▼
	Learning Strategies	--	▼
	Quantitative Reasoning	--	--
<i>Learning with Peers</i>	Collaborative Learning	▼	▲
	Discussions with Diverse Others	▼	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--
	Effective Teaching Practices	▲	▼
<i>Campus Environment</i>	Quality of Interactions	▼	▼
	Supportive Environment	▼	--

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Service-Learning, Learning Community, and Research w/Faculty

Senior
Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

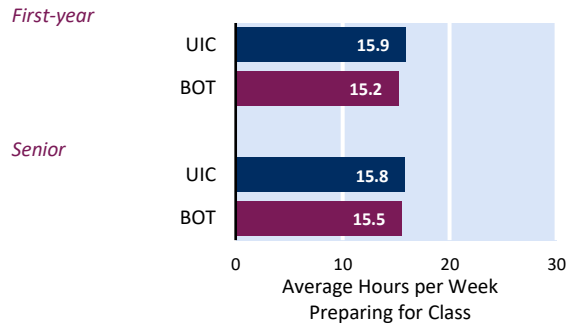


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

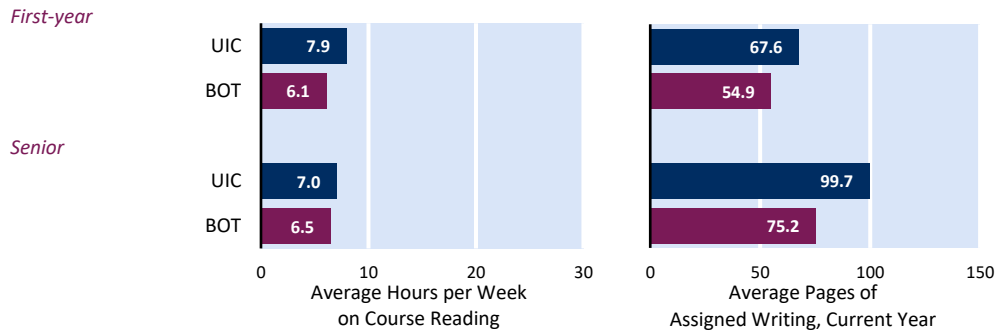
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



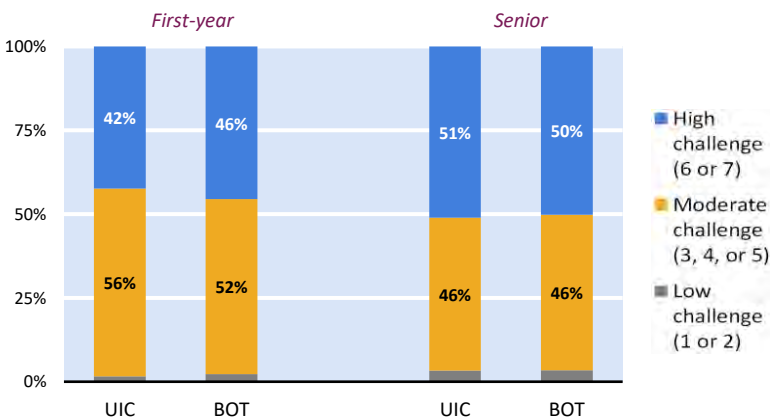
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



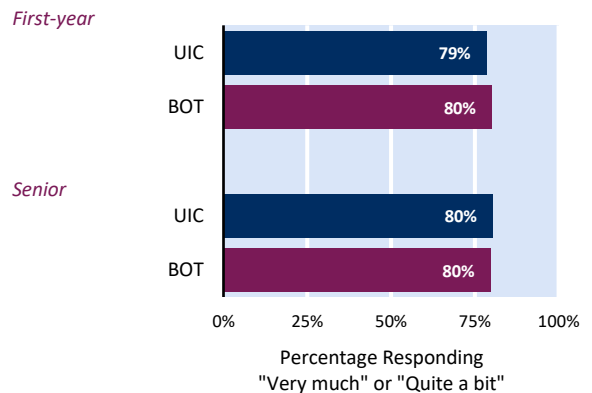
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



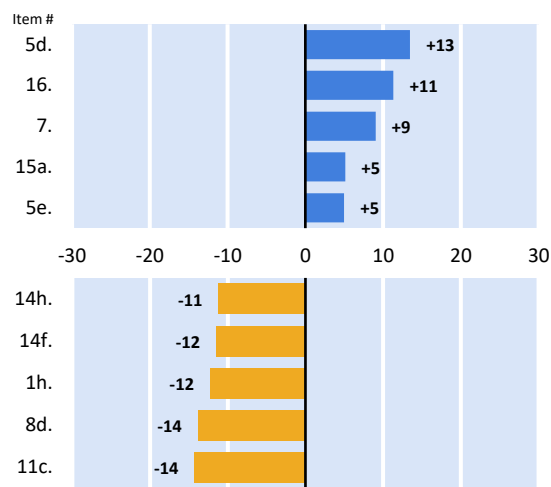
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to BOT

- Instructors provided feedback on a draft or work in progress^c (ET)
- Spent more than 10 hours per week on assigned reading^f
- Assigned more than 50 pages of writing^g
- Spent more than 15 hours per week preparing for class
- Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)



Lowest Performing Relative to BOT

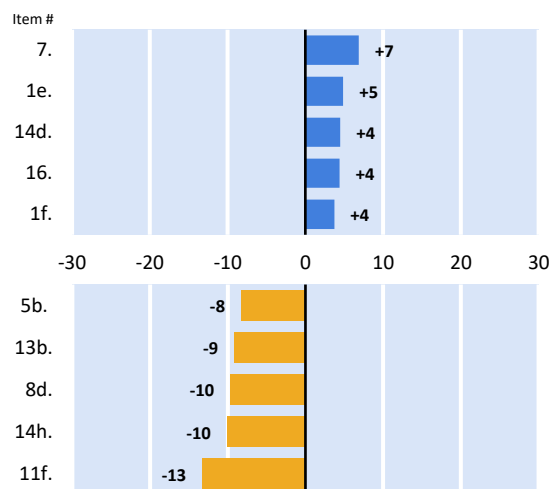
- Institution emphasis on attending campus activities and events (...)^c (SE)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Worked with other students on course projects or assignments^b (CL)
- Discussions with... People with political views other than your own^b (DD)
- Participated in a learning community or some other formal program where... (HIP)

Percentage Point Difference with BOT

Senior

Highest Performing Relative to BOT

- Assigned more than 50 pages of writing^g
- Asked another student to help you understand course material^b (CL)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Spent more than 10 hours per week on assigned reading^f
- Explained course material to one or more students^b (CL)



Percentage Point Difference with BOT

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

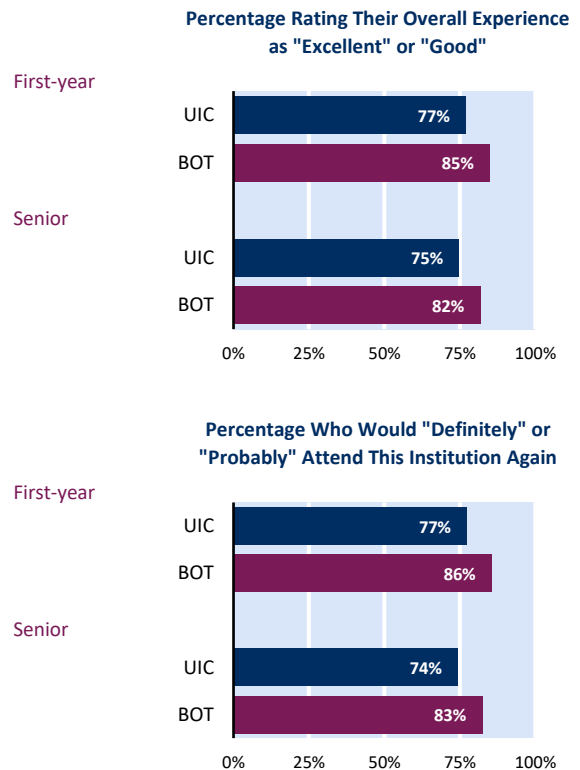
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	80%
Working effectively with others	72%
Analyzing numerical and statistical information	71%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	69%
Writing clearly and effectively	65%
Solving complex real-world problems	62%
Speaking clearly and effectively	60%
Developing or clarifying a personal code of values and ethics	60%
Acquiring job- or work-related knowledge and skills	60%
Being an informed and active citizen	54%

Satisfaction with UIC

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	974	23%	65%	99%
Senior	878	18%	62%	85%

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

Additional Questions

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

Academic Advising

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu



NSSE 2020 Topical Module Report

Academic Advising

University of Illinois at Chicago

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About This Topical Module

This module examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful. The module complements a question on the core survey about the quality of students' interactions with academic advisors. Complementary FSSE set available.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'BOT/USU/ AAU/Carnegie' column of this report.

Group label	BOT/USU/ AAU/Carnegie
Date submitted	6/4/20
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	AAU/BOT/USU/Carnegie

BOT/USU/ AAU/Carnegie (N=15)

Binghamton University (State University of New York) (Vestal, NY)
 California State University, Fresno (Fresno, CA)
 Cleveland State University (Cleveland, OH)
 Florida International University (Miami, FL)
 Georgia Institute of Technology (Atlanta, GA)
 University at Albany, SUNY, The (Albany, NY)
 University of Houston (Houston, TX)
 University of Massachusetts Boston (Boston, MA)
 University of North Carolina at Charlotte (Charlotte, NC)
 University of Texas at Dallas, The (Richardson, TX)
 University of Texas at El Paso, The (El Paso, TX)
 University of Texas at San Antonio, The (San Antonio, TX)
 University of Wisconsin-Milwaukee (Milwaukee, WI)
 Virginia Commonwealth University (Richmond, VA)
 Wayne State University (Detroit, MI)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/ AAU/Carnegie		UIC	BOT/USU/ AAU/Carnegie	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0 0		27	4	832	9	2.4	2.2 ***	.16 △
		1 1		142	20	1,773	21			
		2 2		220	32	2,476	29			
		3 3		168	23	1,859	22			
		4 4 or more		147	20	1,465	17			
		— Not applicable		5	1	160	2			
		Total		709	100	8,565	100			
b. Academic advisor(s) available to any student	AAD01b	0 0		194	28	2,595	30	1.6	1.5 *	.11 △
		1 1		163	23	1,950	23			
		2 2		128	18	1,771	20			
		3 3		123	17	1,148	13			
		4 4 or more		81	11	786	9			
		— Not applicable		18	3	295	4			
		Total		707	100	8,545	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0		350	49	4,289	50	1.0	1.0	.03
		1 1		119	16	1,546	18			
		2 2		106	15	1,133	13			
		3 3		60	8	689	8			
		4 4 or more		39	6	458	6			
		— Not applicable		34	5	437	5			
		Total		708	100	8,552	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0		368	52	4,366	52	1.0	1.0	.07
		1 1		99	14	1,408	16			
		2 2		88	12	1,187	14			
		3 3		66	10	702	8			
		4 4 or more		54	8	500	6			
		— Not applicable		31	5	373	4			
		Total		706	100	8,536	100			
e. Success or academic coach	AAD01e	0 0		440	61	5,543	65	0.8	0.7 *	.09 △
		1 1		73	10	899	10			
		2 2		69	10	702	8			
		3 3		58	8	546	6			
		4 4 or more		31	5	376	4			
		— Not applicable		39	6	479	6			
		Total		710	100	8,545	100			
f. Peer advisor or mentor	AAD01f	0 0		357	50	3,607	43	1.1	1.3 ***	-.13 ▽
		1 1		110	15	1,470	17			
		2 2		78	12	1,196	14			
		3 3		71	10	877	10			
		4 4 or more		63	9	1,044	12			
		— Not applicable		32	5	349	4			
		Total		711	100	8,543	100			
g. Other, please specify:	AAD01g	0 0		14	36	177	27			
		1 1		1	3	39	5			
		2 2		5	12	41	7			
		3 3		4	10	42	6			
		4 4 or more		7	19	189	30			
		— Not applicable		8	20	161	25			
		Total		39	100	649	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/ AAU/Carnegie		UIC	BOT/USU/ AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		5	29	69	15			
		Yes		13	63	298	72			
		Unsure		2	8	58	12			
		Total		20	100	425	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?^j										
a. Been available when needed	AAD03a	1	Very little	39	5	604	7	2.9	2.8	.02
		2	Some	185	26	2,269	26			
		3	Quite a bit	314	44	3,481	41			
		4	Very much	157	22	1,944	23			
		—	Not applicable	12	2	245	3			
		Total		707	100	8,543	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	45	7	455	5	2.8	2.9 *	-0.08
		2	Some	183	26	2,181	25			
		3	Quite a bit	306	43	3,562	43			
		4	Very much	161	23	2,049	25			
		—	Not applicable	10	2	245	3			
		Total		705	100	8,492	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	29	4	514	6	3.0	3.0	.07
		2	Some	155	22	1,890	22			
		3	Quite a bit	285	40	3,425	40			
		4	Very much	222	32	2,390	29			
		—	Not applicable	12	2	303	3			
		Total		703	100	8,522	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	47	7	737	8	2.9	2.9	.04
		2	Some	175	25	2,044	24			
		3	Quite a bit	276	39	3,261	38			
		4	Very much	191	27	2,223	27			
		—	Not applicable	16	3	247	3			
		Total		705	100	8,512	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	145	21	2,253	26	2.4	2.3	.04
		2	Some	218	31	2,185	26			
		3	Quite a bit	188	27	2,091	24			
		4	Very much	104	14	1,378	17			
		—	Not applicable	49	7	611	7			
		Total		704	100	8,518	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	149	21	1,992	23	2.4	2.4	.01
		2	Some	209	30	2,158	26			
		3	Quite a bit	175	25	2,174	25			
		4	Very much	106	15	1,267	15			
		—	Not applicable	63	9	916	11			
		Total		702	100	8,507	100			
g. Asked questions about your educational background and needs	AAD03g	1	Very little	162	23	2,261	27	2.4	2.3	.07
		2	Some	204	29	2,267	26			
		3	Quite a bit	190	27	2,060	24			
		4	Very much	99	14	1,175	14			
		—	Not applicable	49	7	742	9			
		Total		704	100	8,505	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/AAU/Carnegie		UIC	BOT/USU/AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Actively listened to your concerns	AAD03h	1	Very little	64	9	907	11	2.8	2.7	.02
		2	Some	203	29	2,196	26			
		3	Quite a bit	231	32	2,795	32			
		4	Very much	172	24	1,936	23			
		—	Not applicable	37	6	663	8			
Total				707	100	8,497	100			
i. Respected your identity and culture	AAD03i	1	Very little	23	3	282	3	3.2	3.2	.00
		2	Some	97	14	1,223	14			
		3	Quite a bit	251	35	2,822	33			
		4	Very much	282	40	3,267	39			
		—	Not applicable	51	7	916	11			
Total				704	100	8,510	100			
j. Cared about your overall well-being	AAD03j	1	Very little	52	8	631	8	2.9	2.9	.01
		2	Some	168	24	2,043	24			
		3	Quite a bit	251	35	2,834	33			
		4	Very much	207	29	2,418	29			
		—	Not applicable	27	4	583	7			
Total				705	100	8,509	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	20	3	464	5	3.6	3.5 *	.08
		2	Rarely	85	12	1,084	13			
		3	Sometimes	215	31	2,532	30			
		4	Often	219	31	2,453	29			
		5	Very often	147	21	1,687	20			
		—	Not applicable	14	2	270	3			
Total				700	100	8,490	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	28	4	518	6	3.6	3.5	.05
		2	Rarely	84	12	1,022	12			
		3	Sometimes	198	28	2,304	28			
		4	Often	225	32	2,548	30			
		5	Very often	151	21	1,782	21			
		—	Not applicable	16	3	299	3			
Total				702	100	8,473	100			
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	49	7	924	11	3.2	3.1 *	.09
		2	Rarely	123	18	1,503	18			
		3	Sometimes	214	30	2,544	30			
		4	Often	184	26	1,914	23			
		5	Very often	100	14	1,209	14			
		—	Not applicable	31	5	384	4			
Total				701	100	8,478	100			
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	68	10	1,136	13	3.1	3.0 *	.10
		2	Rarely	133	19	1,607	19			
		3	Sometimes	203	29	2,490	30			
		4	Often	184	26	1,770	21			
		5	Very often	79	11	1,035	12			
		—	Not applicable	34	5	434	5			
Total				701	100	8,472	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/ AAU/Carnegie		UIC	BOT/USU/ AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	43	6	819	10	3.2	3.2	.05
		2	Rarely	141	20	1,406	16			
		3	Sometimes	198	28	2,568	31			
		4	Often	197	28	2,111	25			
		5	Very often	99	14	1,200	14			
		—	Not applicable	25	4	377	5			
		Total		703	100	8,481	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	83	12	1,341	16	2.6	2.6	.08
		2	Some	207	30	2,400	28			
		3	Quite a bit	251	36	2,649	32			
		4	Very much	135	19	1,582	19			
		—	Not applicable	22	3	479	5			
		Total		698	100	8,451	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	124	18	1,740	21	2.4	2.3	.07
		2	Some	193	27	2,212	26			
		3	Quite a bit	165	23	1,879	22			
		4	Very much	85	12	984	12			
		—	Not applicable	133	19	1,627	19			
		Total		700	100	8,442	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	169	23	2,178	26	2.1	2.1	.00
		2	Some	160	23	1,937	23			
		3	Quite a bit	110	16	1,356	16			
		4	Very much	49	7	685	9			
		—	Not applicable	211	30	2,272	27			
		Total		699	100	8,428	100			
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	154	22	2,004	24	2.2	2.2	.02
		2	Some	151	22	1,877	22			
		3	Quite a bit	129	19	1,563	18			
		4	Very much	62	9	808	10			
		—	Not applicable	201	29	2,170	26			
		Total		697	100	8,422	100			
e. Website, catalog, or other published sources	AAD05e	1	Very little	122	17	1,791	21	2.4	2.3 *	.11
		2	Some	190	28	2,428	29			
		3	Quite a bit	180	26	1,744	21			
		4	Very much	72	11	833	10			
		—	Not applicable	133	19	1,615	19			
		Total		697	100	8,411	100			
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	170	24	2,235	27	2.1	2.1	.06
		2	Some	148	22	1,943	23			
		3	Quite a bit	119	17	1,257	15			
		4	Very much	48	7	647	8			
		—	Not applicable	212	30	2,340	28			
		Total		697	100	8,422	100			
g. Success or academic coach	AAD05g	1	Very little	147	21	2,164	25	2.1	2.0	.08
		2	Some	122	18	1,455	17			
		3	Quite a bit	98	14	1,035	12			
		4	Very much	42	6	595	7			
		—	Not applicable	285	41	3,172	38			
		Total		694	100	8,421	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/ AAU/Carnegie		UIC	BOT/USU/ AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Peer advisor or mentor	AAD05h	1	Very little	151	22	1,803	22	2.1	2.3 *	-0.10 ▽
		2	Some	147	21	1,900	22			
		3	Quite a bit	125	18	1,539	18			
		4	Very much	47	7	956	11			
		—	Not applicable	227	32	2,222	27			
			Total	697	100	8,420	100			
i. Friends or other students	AAD05i	1	Very little	60	9	705	9	2.7	2.8	-0.06
		2	Some	208	30	2,291	28			
		3	Quite a bit	239	34	2,919	34			
		4	Very much	162	23	2,165	26			
		—	Not applicable	30	4	334	4			
			Total	699	100	8,414	100			
j. Family members	AAD05j	1	Very little	84	12	865	11	2.8	2.8	-0.06
		2	Some	166	24	1,980	24			
		3	Quite a bit	225	32	2,593	30			
		4	Very much	196	28	2,648	31			
		—	Not applicable	27	4	307	4			
			Total	698	100	8,393	100			
k. Other, please specify:	AAD05k	1	Very little	0	0	5	4			
		2	Some	0	0	18	8			
		3	Quite a bit	2	17	20	9			
		4	Very much	1	9	44	18			
		—	Not applicable	7	74	148	61			
			Total	10	100	235	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 395 first-year students and 358 seniors. Responses are provided in your "NSSE20 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/ AAU/Carnegie		UIC	BOT/USU/ AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0	0	64	10	1,643	13	2.2	2.1	.08
		1	1	140	21	2,797	23			
		2	2	180	27	3,130	25			
		3	3	133	20	2,076	17			
		4	4 or more	140	21	2,634	21			
		—	Not applicable	5	1	247	2			
			Total	662	100	12,527	100			
b. Academic advisor(s) available to any student	AAD01b	0	0	212	32	4,392	35	1.6	1.4 *	.09
		1	1	134	20	2,623	21			
		2	2	122	18	2,113	17			
		3	3	87	13	1,324	11			
		4	4 or more	87	14	1,506	12			
		—	Not applicable	21	3	516	4			
			Total	663	100	12,474	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0	0	283	43	5,541	44	1.3	1.2	.05
		1	1	123	18	2,088	16			
		2	2	92	14	1,789	14			
		3	3	65	11	1,101	9			
		4	4 or more	73	11	1,309	11			
		—	Not applicable	26	3	678	6			
			Total	662	100	12,506	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0	0	346	52	6,835	55	1.0	0.9 *	.10
		1	1	109	16	2,002	16			
		2	2	79	12	1,406	11			
		3	3	51	8	847	7			
		4	4 or more	49	8	729	6			
		—	Not applicable	30	4	683	6			
			Total	664	100	12,502	100			
e. Success or academic coach	AAD01e	0	0	480	72	8,962	71	0.6	0.5	.07
		1	1	44	7	907	7			
		2	2	30	5	721	6			
		3	3	38	6	538	4			
		4	4 or more	33	5	473	4			
		—	Not applicable	38	5	906	7			
			Total	663	100	12,507	100			
f. Peer advisor or mentor	AAD01f	0	0	398	61	7,681	61	0.9	0.8	.03
		1	1	77	11	1,233	10			
		2	2	55	9	1,033	8			
		3	3	50	8	737	6			
		4	4 or more	50	7	966	8			
		—	Not applicable	35	5	867	7			
			Total	665	100	12,517	100			
g. Other, please specify:	AAD01g	0	0	12	25	308	30			
		1	1	5	11	50	5			
		2	2	1	3	57	5			
		3	3	3	6	58	5			
		4	4 or more	10	22	292	30			
		—	Not applicable	17	33	260	24			
			Total	48	100	1,025	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/AAU/Carnegie		UIC	BOT/USU/AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		3	9	70	8			
		Yes		37	88	710	85			
		Unsure		2	4	54	6			
		Total		42	100	834	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?										
a. Been available when needed	AAD03a	1	Very little	77	12	1,242	10	2.6	2.7 **	-.12
		2	Some	207	32	3,594	29			
		3	Quite a bit	241	36	4,549	36			
		4	Very much	121	18	2,810	23			
		—	Not applicable	13	2	277	2			
		Total		659	100	12,472	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	80	12	1,247	10	2.6	2.8 ***	-.13
		2	Some	195	30	3,466	28			
		3	Quite a bit	255	40	4,474	36			
		4	Very much	116	17	2,968	24			
		—	Not applicable	8	1	259	2			
		Total		654	100	12,414	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	91	14	1,630	13	2.6	2.6 *	-.08
		2	Some	200	31	3,453	27			
		3	Quite a bit	221	34	3,983	32			
		4	Very much	113	17	2,572	21			
		—	Not applicable	30	5	807	7			
		Total		655	100	12,445	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	85	13	1,634	13	2.7	2.7	-.06
		2	Some	176	26	3,200	25			
		3	Quite a bit	239	37	4,199	34			
		4	Very much	141	21	3,020	25			
		—	Not applicable	17	3	382	3			
		Total		658	100	12,435	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	227	35	4,180	34	2.1	2.2	-.02
		2	Some	166	25	3,102	25			
		3	Quite a bit	122	19	2,385	19			
		4	Very much	95	14	1,786	15			
		—	Not applicable	47	7	997	8			
		Total		657	100	12,450	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	223	34	3,892	32	2.1	2.2	-.05
		2	Some	166	25	3,030	24			
		3	Quite a bit	117	19	2,458	19			
		4	Very much	91	13	1,774	15			
		—	Not applicable	59	9	1,287	10			
		Total		656	100	12,441	100			
g. Asked questions about your educational background and needs	AAD03g	1	Very little	229	35	4,251	35	2.1	2.1	-.03
		2	Some	178	27	3,135	25			
		3	Quite a bit	124	19	2,373	19			
		4	Very much	78	12	1,641	13			
		—	Not applicable	47	7	1,033	8			
		Total		656	100	12,433	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/AAU/Carnegie		UIC	BOT/USU/AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Actively listened to your concerns	AAD03h	1	Very little	104	16	1,833	15	2.5	2.6 *	-0.08 ▽
		2	Some	203	29	3,470	27			
		3	Quite a bit	188	30	3,591	28			
		4	Very much	128	19	2,784	23			
		—	Not applicable	35	6	767	6			
		Total		658	100	12,445	100			
i. Respected your identity and culture	AAD03i	1	Very little	38	6	643	5	3.0	3.1 *	-0.11 ▽
		2	Some	129	20	1,886	15			
		3	Quite a bit	175	26	3,659	29			
		4	Very much	229	35	4,453	37			
		—	Not applicable	85	13	1,800	15			
		Total		656	100	12,441	100			
j. Cared about your overall well-being	AAD03j	1	Very little	95	14	1,619	13	2.6	2.7	-0.08
		2	Some	183	27	3,190	25			
		3	Quite a bit	178	27	3,523	28			
		4	Very much	151	23	3,173	26			
		—	Not applicable	49	8	944	8			
		Total		656	100	12,449	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	53	8	954	8	3.3	3.3	.02
		2	Rarely	103	16	2,056	17			
		3	Sometimes	212	32	3,795	30			
		4	Often	140	21	3,026	24			
		5	Very often	134	20	2,288	18			
		—	Not applicable	14	2	299	2			
Total		656	100	12,418	100					
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	70	11	1,254	11	3.3	3.2	.05
		2	Rarely	91	14	1,965	16			
		3	Sometimes	180	28	3,405	27			
		4	Often	152	23	3,010	23			
		5	Very often	142	22	2,444	20			
		—	Not applicable	17	3	320	2			
Total		652	100	12,398	100					
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	105	17	2,058	17	2.9	2.9	-0.04
		2	Rarely	143	22	2,349	19			
		3	Sometimes	173	27	3,373	27			
		4	Often	115	17	2,329	18			
		5	Very often	78	12	1,648	13			
		—	Not applicable	36	6	648	5			
Total		650	100	12,405	100					
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	151	23	2,982	25	2.6	2.6	.01
		2	Rarely	142	21	2,726	22			
		3	Sometimes	168	26	2,825	22			
		4	Often	85	13	1,698	13			
		5	Very often	61	10	1,284	10			
		—	Not applicable	42	6	871	7			
Total		649	100	12,386	100					

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/AAU/Carnegie		UIC	BOT/USU/AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	140	22	2,470	21	2.7	2.7	-.04
		2	Rarely	145	22	2,605	21			
		3	Sometimes	177	27	3,374	27			
		4	Often	92	14	1,922	15			
		5	Very often	62	10	1,331	11			
		—	Not applicable	36	6	702	6			
		Total		652	100	12,404	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	148	24	2,796	23	2.3	2.4	-.06
		2	Some	207	32	3,495	28			
		3	Quite a bit	168	25	3,198	25			
		4	Very much	104	16	2,299	19			
		—	Not applicable	18	3	569	4			
		Total		645	100	12,357	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	181	28	3,422	28	2.1	2.1	-.01
		2	Some	178	28	3,078	25			
		3	Quite a bit	133	20	2,160	17			
		4	Very much	63	10	1,360	11			
		—	Not applicable	93	14	2,320	18			
Total		648	100	12,340	100					
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	184	28	3,211	27	2.1	2.2	-.08
		2	Some	175	28	2,860	23			
		3	Quite a bit	106	17	2,097	17			
		4	Very much	64	10	1,445	12			
		—	Not applicable	118	18	2,722	21			
Total		647	100	12,335	100					
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	157	24	3,067	26	2.3	2.3	.03
		2	Some	146	23	2,604	21			
		3	Quite a bit	124	19	2,354	18			
		4	Very much	93	14	1,837	14			
		—	Not applicable	129	19	2,481	20			
Total		649	100	12,343	100					
e. Website, catalog, or other published sources	AAD05e	1	Very little	170	26	3,024	25	2.2	2.2	-.02
		2	Some	156	24	3,238	26			
		3	Quite a bit	138	21	2,487	20			
		4	Very much	72	11	1,512	13			
		—	Not applicable	113	18	2,084	16			
Total		649	100	12,345	100					
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	210	31	4,180	35	1.9	1.9	.05
		2	Some	137	21	2,577	21			
		3	Quite a bit	91	15	1,441	12			
		4	Very much	40	6	915	8			
		—	Not applicable	173	26	3,221	25			
Total		651	100	12,334	100					
g. Success or academic coach	AAD05g	1	Very little	199	31	3,873	32	1.8	1.8	.02
		2	Some	73	12	1,544	12			
		3	Quite a bit	62	10	1,020	8			
		4	Very much	31	5	687	6			
		—	Not applicable	279	43	5,214	41			
Total		644	100	12,338	100					

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		BOT/USU/ AAU/Carnegie		UIC	BOT/USU/ AAU/Carnegie	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Peer advisor or mentor	AAD05h	1	Very little	173	26	3,411	28	2.0	2.0	.00
		2	Some	112	18	1,892	15			
		3	Quite a bit	86	13	1,408	12			
		4	Very much	40	6	958	8			
		—	Not applicable	237	36	4,660	37			
			Total	648	100	12,329	100			
i. Friends or other students	AAD05i	1	Very little	65	10	1,207	10	2.8	2.8	-.03
		2	Some	171	27	3,257	26			
		3	Quite a bit	214	33	3,970	31			
		4	Very much	159	24	3,239	27			
		—	Not applicable	38	6	667	5			
			Total	647	100	12,340	100			
j. Family members	AAD05j	1	Very little	103	16	1,858	16	2.6	2.7 *	-.09
		2	Some	179	28	3,016	25			
		3	Quite a bit	162	25	3,338	27			
		4	Very much	162	24	3,425	28			
		—	Not applicable	44	7	673	5			
			Total	650	100	12,310	100			
k. Other, please specify:	AAD05k	1	Very little	1	4	12	2			
		2	Some	2	12	22	5			
		3	Quite a bit	4	15	38	8			
		4	Very much	2	10	126	30			
		—	Not applicable	14	59	261	55			
			Total	23	100	459	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 395 first-year students and 358 seniors. Responses are provided in your "NSSE20 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UIC	UIC	BOT/USU/ AAU/Carnegie	UIC	BOT/USU/ AAU/Carnegie	UIC	BOT/USU/ AAU/Carnegie	Comparisons with: BOT/USU/ AAU/Carnegie		
AAD01a	698	2.36	2.17	.043	.014	1.14	1.22	8,474	.000	.16
AAD01b	683	1.60	1.46	.052	.015	1.36	1.32	800	.010	.11
AAD01c	666	1.01	0.97	.049	.014	1.26	1.24	8,177	.441	.03
AAD01d	666	1.04	0.96	.053	.014	1.36	1.25	769	.104	.07
AAD01e	664	0.77	0.67	.048	.013	1.22	1.16	773	.033	.09
AAD01f	672	1.09	1.28	.053	.016	1.38	1.43	804	.001	-.13
AAD03a	688	2.85	2.83	.032	.010	0.83	0.87	828	.622	.02
AAD03b	689	2.83	2.90	.033	.010	0.86	0.84	8,326	.043	-.08
AAD03c	684	3.01	2.95	.033	.010	0.85	0.87	8,284	.093	.07
AAD03d	682	2.89	2.85	.034	.011	0.89	0.92	8,334	.379	.04
AAD03e	648	2.38	2.34	.039	.012	1.00	1.07	785	.327	.04
AAD03f	631	2.38	2.37	.040	.012	1.01	1.04	7,632	.731	.01
AAD03g	647	2.35	2.28	.040	.012	1.01	1.05	7,823	.087	.07
AAD03h	663	2.76	2.74	.037	.011	0.94	0.96	7,899	.674	.02
AAD03i	646	3.21	3.21	.033	.010	0.83	0.84	7,667	.955	.00
AAD03j	670	2.90	2.90	.036	.011	0.93	0.94	7,987	.882	.01
AAD04a	679	3.55	3.46	.040	.013	1.05	1.12	821	.032	.08
AAD04b	679	3.56	3.49	.042	.013	1.09	1.14	8,232	.173	.05
AAD04c	662	3.23	3.12	.044	.014	1.14	1.21	8,150	.023	.09
AAD04d	661	3.11	2.99	.045	.014	1.16	1.22	8,078	.017	.10
AAD04e	672	3.24	3.18	.044	.014	1.13	1.17	8,156	.191	.05
AAD05a	670	2.64	2.56	.036	.012	0.94	0.99	811	.050	.08
AAD05b	562	2.38	2.30	.042	.013	0.99	1.01	6,882	.091	.07
AAD05c	484	2.10	2.10	.045	.013	0.99	1.01	6,210	.985	.00
AAD05d	495	2.21	2.19	.046	.014	1.02	1.03	6,277	.733	.02
AAD05e	562	2.36	2.26	.040	.012	0.96	0.98	6,880	.013	.11
AAD05f	485	2.11	2.05	.045	.013	0.99	1.00	6,077	.220	.06
AAD05g	405	2.10	2.01	.050	.015	1.00	1.03	5,215	.119	.08
AAD05h	467	2.15	2.25	.046	.014	0.99	1.04	556	.030	-.10
AAD05i	662	2.74	2.80	.036	.011	0.93	0.94	8,117	.144	-.06
AAD05j	666	2.79	2.85	.039	.012	1.00	1.00	8,135	.134	-.06

See the endnotes on the last page of this report.

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UIC	UIC	BOT/USU/ AAU/Carnegie	UIC	BOT/USU/ AAU/Carnegie	UIC	BOT/USU/ AAU/Carnegie			
AAD01a	653	2.20	2.10	.050	.012	1.28	1.34	12,837	.052	.08
AAD01b	641	1.55	1.42	.056	.013	1.43	1.41	12,495	.026	.09
AAD01c	636	1.27	1.20	.056	.013	1.42	1.40	12,349	.221	.05
AAD01d	633	0.99	0.86	.052	.011	1.32	1.23	693	.017	.10
AAD01e	624	0.59	0.51	.047	.010	1.19	1.07	679	.109	.07
AAD01f	631	0.85	0.81	.052	.012	1.32	1.31	12,180	.397	.03
AAD03a	644	2.62	2.73	.036	.008	0.92	0.93	12,744	.003	-.12
AAD03b	642	2.63	2.75	.036	.009	0.91	0.94	12,721	.001	-.13
AAD03c	622	2.56	2.65	.038	.009	0.94	0.98	12,129	.040	-.08
AAD03d	638	2.67	2.73	.038	.009	0.96	0.99	12,600	.138	-.06
AAD03e	607	2.14	2.16	.044	.010	1.08	1.09	11,997	.636	-.02
AAD03f	594	2.13	2.18	.044	.010	1.07	1.09	11,671	.211	-.05
AAD03g	606	2.08	2.12	.042	.010	1.04	1.07	676	.412	-.03
AAD03h	618	2.54	2.62	.040	.010	1.00	1.02	12,190	.049	-.08
AAD03i	565	3.03	3.13	.040	.009	0.95	0.91	11,086	.013	-.11
AAD03j	602	2.64	2.72	.042	.010	1.02	1.03	12,006	.066	-.08
AAD04a	638	3.30	3.27	.048	.011	1.21	1.20	12,669	.610	.02
AAD04b	631	3.31	3.25	.051	.012	1.28	1.27	12,624	.220	.05
AAD04c	611	2.85	2.91	.051	.012	1.27	1.29	12,282	.337	-.04
AAD04d	605	2.62	2.60	.052	.012	1.28	1.32	12,051	.740	.01
AAD04e	612	2.67	2.72	.051	.012	1.26	1.29	12,229	.279	-.04
AAD05a	622	2.35	2.41	.041	.010	1.02	1.06	694	.130	-.06
AAD05b	554	2.13	2.15	.042	.010	1.00	1.05	622	.722	-.01
AAD05c	530	2.09	2.18	.044	.011	1.01	1.06	596	.059	-.08
AAD05d	520	2.29	2.27	.047	.011	1.08	1.10	10,328	.578	.03
AAD05e	531	2.22	2.24	.045	.010	1.03	1.04	10,800	.608	-.02
AAD05f	477	1.94	1.89	.045	.011	0.98	1.01	9,631	.259	.05
AAD05g	368	1.81	1.79	.053	.012	1.01	1.02	7,586	.706	.02
AAD05h	411	1.99	1.99	.050	.012	1.01	1.07	461	.923	.00
AAD05i	604	2.76	2.79	.039	.009	0.96	0.97	12,207	.418	-.03
AAD05j	599	2.61	2.70	.043	.010	1.05	1.06	12,162	.033	-.09

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

Key to symbols:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.